Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Pupil Premium

The DfE defines children as pupil premium if they have been recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, or are children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales.

School overview

Detail	Data
School name	Colnbrook Church of England Primary School
Number of pupils in school	233 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Tom Brunson
Pupil premium lead	James Thomas
Governor / Trustee lead	Michelle Herring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,420

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Colnbrook C of E Primary School is that all pupils, irrespective of their background, or the challenges they face, make at least good progress and achieve high attainment across all subject areas. They are also given a chance to shine in an area of interest, or particular talent. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality First teaching (QFT) of the highest standard is at the heart of our ethos at Colnbrook C of E Primary School, with a focus on areas in which disadvantaged pupils, some in more than one aspect of their life, require the most support. This strategy has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges, both nationwide and indicative to Slough and the surrounding areas, as well as personalised individual needs. It is rooted in robust diagnostic assessment of all aspects of children's lives and not assumptions about the impact of disadvantage.

To ensure the strategies we adopt are effective we will:

- ensure disadvantaged pupils are challenged, at their level, in the work that they are set ensuring no 'glass ceiling' is ever put on them or their potential
- act early to intervene at the point that need is identified
- through a robust pupil progress meeting schedule, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all

children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

When making provision for socially disadvantaged children (reference to cultural Capital), we recognise that not all children who receive free school meals will be socially disadvantaged and that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any children or groups of children the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Colnbrook C. of E. Primary School has 233 children on roll, including a nursery and a SEN Resource Base. The school is smaller than the average-sized primary school. Less than a quarter of pupils are from White British backgrounds. The remainder are from a wide range of ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above that found nationally. The school has a learning Resource Base which has 10 places for pupils from Reception to Year 6 with complex learning needs. The school converted to become an academy on 1 June 2013. It is a member of The Slough and East Berkshire Church of England Academy Multi Academy Trust. The school has a nursery, which children attend part time. The proportion of pupils who are eligible for pupil premium funding is above the national average. The proportion of pupils who have SEN and/or disabilities is above the national average**.**

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within our school and nationally.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation (ARE) at the end of Year 6 and thus achieve GCSEs in English and Maths.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Low self-esteem and lack of confidence -** Characteristics of Effective Learning - aspirations of children and role models for PP children are not as high as for non-PP children. PP children are more likely to experience challenges around self-confidence and mind-set, evidenced by post-COVID Leuven scales. Some cases have been evidenced by staff in regular Pupil Progress Meetings that an over-reliance on adults and lack of strategies is being seen to have a detrimental effect on academic progress, with some PP children displaying a lack of belief in themselves and their abilities.

2	**Student mobility and rapid integration -** PP children often have a disadvantaged starting point, in comparison to non-PP. This is evident across the curriculum, but we have noted a weakness in 'Communication, Language and Literacy' as being fundamental in the Early Years. Accelerated progress in this area is required and continued accelerated progress, especially in reading in KS1, in order to fully access the curriculum e.g. mathematical and scientific language acquisition and understanding. Use of the PP grant is targeted at Colnbrook to identify and quickly close gaps in pupils' understanding. It is important to note that children who join at a later age, beyond the Early Years Foundation Stage, can still have the same language issue, but this embedded and compounded delay in accessing appropriate education can take a number of years to close.
3	**Challenging home environments or Adverse Childhood Experiences (ACEs) -** circumstances in the home have an impact on pupil's social and emotional wellbeing in school, which can negatively affect learning behaviours required for independent learning. For many PP children, social and emotional experiences are not as varied and/or as broad as for non-PP children. In addition, PP children are more likely to have to deal with challenging home life. 16% of current PPG children (12 out of 74) are having (or have previously had) support from Children's Social Care e.g. Early Help, Social worker etc.
4	**Poor Attendance & Punctuality –** For the academic year 2023 – 2024 attendance for whole school = 94.15%, attendance for Pupil Premium children = 94.03%. 4.01 % was authorised. 1.95% was unauthorised.
5	**Vocabulary Enrichment –** Dyslexia friendly school. Promotion of oral language through structures questioning to develop reading comprehension; and the use of purposeful curriculum focussed, dialogue and interaction to maximise extension of oral and written language for all learners.
6	**Low academic starting points -** Children are starting school with low starting points. PP children have low entry points into school (in comparison to non PP) and in general are behind the expected standard. The children need to make accelerated progress in Mathematics, Reading & Writing.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Low self-esteem and lack of confidence - Characteristics of Effective Learning - Implementation of research-driven approaches to wellbeing e.g. Growth Mind-set Children report higher aspirations for themselves within school but also their longer term future prospects. Children progress and achieve in line with their peers.	Structured programmes e.g. ELSA, are implemented to ensure that support is targeted and effective in enabling children to be more confident and self-sufficient in their learning. Survey responses indicate a higher percentage of children speaking positivity about themselves and their abilities. Parent survey also demonstrates that they feel support/enabled to help their child to be successful academically. Where a pupil has historic negative self-esteem and confidence, which school support has not raised, outside professional involvement (e.g. SEBDOS SMHST) will be sought.

Vocabulary Enrichment – Dyslexia friendly school. Promotion of oral language through structures questioning to develop reading comprehension; and the use of purposeful curriculum focussed, dialogue and interaction to maximise extension of oral and written language for all learners.	Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful curriculum focussed, dialogue and interaction. Curriculum learning will be delivered in a multi-sensory manner (e.g. videos, song/rhymes and visual supports), with the use of learning being recorded by alternative methods, in addition to handwriting (e.g. photographs, performance and assistive technology). The Word Aware program will be used to support vocabulary development in use within the curriculum. Dyslexia screening will be used to determine if a child is at risk of the condition and adaptations to learning will be tailored to need.
Student mobility Children make accelerated progress, especially in Communication, Language and Literacy (EYFS), or Reading/Writing, on arrival at Colnbrook so that a 'Keep up, not catch up' ethos can be quickly implemented.	Children's progress increased through evidence in books, speaking to pupils and children confident to talk about their learning
Challenging home environments or Adverse Childhood Experiences (ACEs) - children to feel safe in school and have trusted adults who can support them with concerns. Social and Emotional wellbeing of children is not a contributing factor to low attainment or progress of PP children. Children are 'Happy, Safe and Learning' meeting developmental milestones both academically and socially.	PPG children, who have a social worker (or have had historic involvement) can name safe adults in school and are not negatively impacted by their experiences (demonstrated via the pupil survey). Ensure early identification and help for families that are experiencing incidents that have potential to become Adverse Childhood Experiences (ACEs). Referral to the SMHST to support families of PP children. SEBDOS support for PP Children who may require outside professional support for SEMH issues.
Poor Attendance & Punctuality -Increased attendance and punctuality for PP children, at least in line with non-PP children. Reduced number of persistent absentees among pupils eligible for PP will mean less missed learning opportunities.	PP children are supported with parental meetings and attendance action planning, by members of the SLT and Home School Link Worker, in order to have a positive impact on attendance and consequently progress/attainment. Less learning missed will have the effect of raising attainment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching inc. Social Emotional, Mental Health

Budgeted cost: £38,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Low self-esteem and lack of confidence *Outdoor Learning Forest School (Year 1 and 2)* *£2500*	Incorporating outdoor learning into the primary school curriculum not only enhances academic achievement but also supports holistic development, equipping children with essential life skills. The combination of physical activity, social interaction, and exposure to nature creates a rich learning environment that benefits students in various ways.	1,3
Teacher CPD *£5,000*	High quality staff CPD to enhance Quality First Teaching (QFT) is essential to follow EEF principles. This is followed up during Staff Development Meetings and INSET e.g. Attachment Training, Curriculum adaptation. All staff to lead effectively are released once a term. Maths and English Training are planned throughout the year to support teachers to obtain the best possible outcomes for the children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-e vidence/guidance-reports/maths-ks-2-3	1, 5
Social and Emotional Literacy (ELSA) *1:1 and group sessions to support the teaching of:* *-emotional literacy or emotional intelligence.* *-increased understanding of emotions surrounding bereavement.* *-social skills, friendships and anger management* *-reflection and increased abilities as a reflective learner.*	On average , SEL interventions have an identifiable and significant impact on attitudes to learning,social relationships in school and attainment itself (**four months' additional progress** on average) Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. **EEF Social and Emotional Learning (delivered 1:1 by trained ELSAs) low cost/moderate impact +4 literacy, +3 maths EEF 2022** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,3

£5500 *CPD and 5 hours a week ELSA sessions* *ELSA sessions – 2-5 hours focused on PP*		
Appointment of a senior Mental Health Lead to coordinate this provision *(Training from Government grant)*	Ms Broderick is the school's Mental Health Support Lead, who will prioritise mental well-being, ensuring that it is integrated into the school's culture and policies. She can implement programs and initiatives aimed at promoting overall well-being, resilience, and coping strategies, which may reduce absenteeism and improved focus, leading to better academic outcomes for pupils experiencing mental health issues. The Mental Health Lead normalise discussions around mental health, which will help reduce stigma, encouraging more pupils to seek help. There has been evidence and research to show how MHSTs are providing an extremely valuable input to the development of school's capacity and confidence to address mental health issues in young minds. They are seen as providing something different to schools previous experience with mental health support – schools that took part in the research were enthusiastic about the impact they had made.	1,3,4
Pupils' individual behaviour needs are met and developed. *Support brought in from SEBDOS to work with identified children who need additional support regulating behaviour.* *£6,206*	SEBDOS (social, Emotional, Behavioural Difficulties Outreach Service). They are a traded service which provides schools with the support, advice and training to enable schools to meet the needs of pupils with social, emotional and mental health difficulties.	1,3,4
Home School Link Worker working closely with SENCO will work with vulnerable pupils to ensure they can access learning *£19,000 HSLW*	More frequent behaviour difficulties meaning PP pupils are more likely to be placed internal exclusions which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents and have been significantly low compared to 2020/2021	1,3,4

Targeted academic support

Budgeted cost: £43,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA running Catch up Interventions 3 hrs 3 days a week A major factor that needs to be borne in mind is the fact that the school has a proportionally high level of SEN and the low attainment of this group of pupils has had a significant impact on the outcomes of the cohort as a whole. *£5000*	Overall evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. **EEF Teaching Assistant interventions – moderate cost impact +4 months EEF 2022** https://educationendowmentfoundation.org.uk/education-e vidence/teaching-learning-toolkit/teaching-assistant-interve ntions	1,2,5
Staff will be given opportunities to develop their own skills to support children through training and coaching. *£1000*	Coaching very successful in other schools and coaching provided by trusted professionals. Training required to support staff in meeting mental health needs of key children. Focus on effective delivery of the curriculum will aid in raising achievement of all children including the disadvantaged.	1,5,
Develop Oracy skills across the school, drawing on professional advice and support. Support from Voice21 – invest in programmes of support -Utilise support from SALT advisors to impact all. -promotion of oral language through	Improving Oracy and vocabulary is key to filling gaps in knowledge and understanding. Utilising professional support will equip staff with the skills to develop Oracy across the curriculum. Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabularly; the use of structured questioning to develop reading comprehension; and the use of purposeful curriculum focused dialogue and interaction. On average, reading comprehension approaches improve learning by an **additional 6 months progress** over the course of the school year. These approaches	1,5

structured questioning to develop reading comprehension; and the use of purposeful dialogue and interaction to maximise extension of oral and written language for all learners. *£2,650*	appear to be particularly effective for older readers (age 8 or above) who are not making expected progress. Impact in Early Years can be as much as + 7 months. **EEF oral Language interventions – low cost/moderate impact +6 EEF 2022** https://educationendowmentfoundation.org.uk/education-ev idence/teaching-learning-toolkit/oral-language-interventions	
Develop Language Skills & removing Barriers to Learning *£1000*	Dyslexia Screening for all Pupil Premium children. Putting in place strategies in place to engage them in their learning.	1,2,6
Speech and Language Therapist to screen the children with Language difficulty bespoke programmes put in place for pupils in need *£33,500*	Weak Language and Communication skills. Most children are unlikely to have the breadth of vocabulary that reflects their experiences. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT. **EEF oral Language interventions – low cost/moderate impact +6 EEF 2022** https://educationendowmentfoundation.org.uk/education-ev idence/teaching-learning-toolkit/oral-language-interventions	1,2,5
Reading Breakfast	The Sutton Trust have evidence in working with the Parental Engagement Network (PEN) project building on the evidence that engaging parents in their children's learning can have a positive impact on their attainment. The aim of the Reading club is to increase attainment for disadvantaged children in the school through the development of more effective parental engagement. Reading comprehension strategies – the average impact of reading comprehension strategies is an additional 6 months progress over the course of a year. Many of the approaches can be usefully combined with collaborative learning techniques and Phonics activities to develop reading skills. **EEF Reading comprehension strategies – low cost/moderate to high impact +6 EEF 2022)shorter burst interventions up to 10 weeks are proven to be more effective.)**	1,2,3,5

£300	https://educationendowmentfoundation.org.uk/education-evi dence/teaching-learning-toolkit/reading-comprehension-stra tegies	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club £3,000	Attendance before school can ensure children have eaten and have energy and consequently the concentration, they require for the school day. It also improves attendance and punctuality as they are arriving early, meaning less lateness recorded. The social aspect of mixing with peers from other year groups is highly beneficial eg showing care for much younger child. Parents are also able to have time to speak to staff away from busy drop off/collection times.	1
Family Engagement £3,000	To provide family Learning workshops for each year group throughout the year to engage parents in their child's learning and social skills.	1,2,3,4
Educational Visits Subsidy including trips, sports events etc £5000	To provide a range of opportunities and equal access for all children to a broad and balanced curriculum. To promote healthy lifestyles through sport and keeping active. To raise aspiration, motivation and engagement through non-academic means.	1,2,3,4

Uniform subsidy *Budgeted: £2,000 (as majority is sorted from nearly new donations*	We endeavour to create a bundle of uniform for every child at least once per year and will take requests from parents for replacements as needed. This will come mostly from lost property/nearly new but we want every child to have at least one new item per academic year (usually a branded hoodie) School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect. Taken from: https://educationendowmentfoundation.org.uk/education-e vidence/teaching-learning-toolkit/school-uniform	1

Total budgeted cost: £92,656

Part B: Review of outcomes in the previous academic year

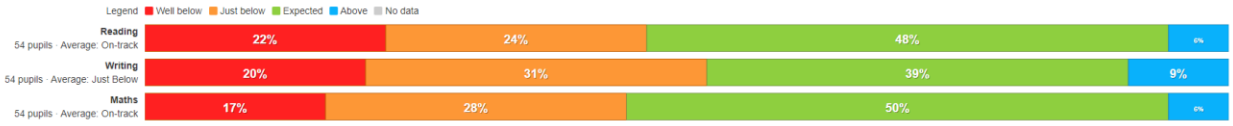
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

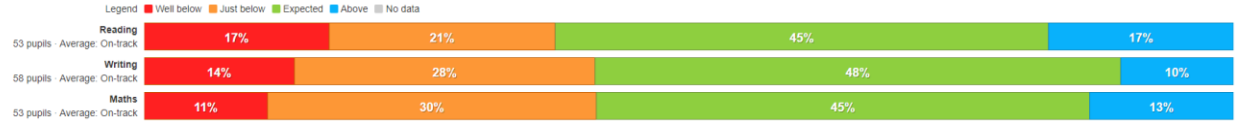
Data Headlines

Attainment overview for pupils (from 2023-2024) in class Year 1 to Year 6.

Autumn 1



Summer 1



Year 6 SATS Results Summer 2024

28 children 5 PP children	Expected		Greater Depth	
	All	PP	All	PP
Reading	62%	40%	31%	0%
Writing	69%	40%	4%	0%
Maths	69%	40%	19%	0%
RWM	52%	20%	7%	0%

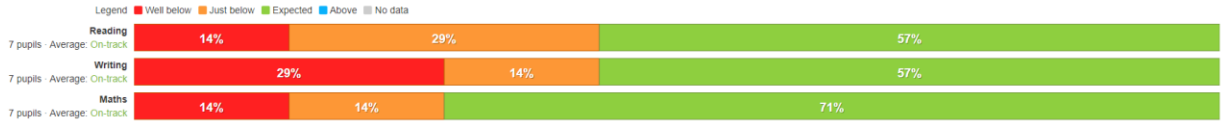
Year 2 SATS Results Summer 2024

27 children 15 PP children	Expected		Greater Depth	
	All	PP	All	PP
Reading	63%	53%	28%	20%
Writing	59%	53%	21%	13%
Maths	66%	60%	24%	13%
RWM	57%	17%	53%	13%

Early Years Autumn 1



Early Years Summer 1



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Behaviour System	Philip Munn
TT Rockstars	TT Rockstars
SEBDOS	Little Down School
Speech Therapy Service	OWL Centre
Mental Health Support Team	SLOUGH MHST
Cornerstones Planning	
White Rose Maths	
Jigsaw PSHE	
Complete PE	
Voice 21	
Discovery RE and Understanding Christianity	