

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

## School overview

| Detail  | Data                                     |
|---|--|
| School name   | London Colney Primary and Nursery School |
| Number of pupils in school  | 172                                      |
| Proportion (%) of pupil premium eligible pupils   | 26.7%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2020/2021<br>2021/2022<br>2022/2023      |
| Date this statement was published   | September 2021                           |
| Date on which it will be reviewed   | September 2022                           |
| Statement authorised by   |  |
| Pupil premium lead  | Sarah Joyce                              |
| Governor / Trustee lead   | Maggie Kirby                             |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £77,865        |
| Recovery premium funding allocation this academic year                                 | £7975          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£86,787</b> |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|

# Part A: Pupil premium strategy plan

## Statement of intent

At London Colney Primary School, the children are at the centre of everything we do. The school has a strong ethos of inclusion with high expectations and aspirations for all the different groups of children within our school community. With this in mind, we focus on vulnerable groups and consider, very carefully, how and what school resources we can use to enhance every individuals' achievements.

We aim to effectively spend the pupil premium funding in order to reduce barriers to learning for disadvantaged pupils. This aims to ensure that the proportions of pupils making expected progress and the proportions exceeding expected progress in reading, writing and mathematics are similar to, or improving, in relation to those for other pupils nationally and in the school.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced by our proportion of PP children. Relevant research is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers for pupil premium children at London Colney Primary & Nursery School include the following: less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties, low starting points and attendance and punctuality issues. There are also complex family situations that at times prevent these children from progressing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being 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.

Achieving these objectives:

The range of provision the Senior Leadership and Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided by qualified staff.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target disadvantaged pupils to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Additional Nurture provision, including: breakfast, school nurture dog, nurture base within the school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Limited speech and language skills including gaps in phonics which impacts reading and writing                    |
| 2                | Lack of fluency, reasoning and problem-solving skills in maths  |
| 3                | Social, emotional and mental health difficulties, which impacts on self-esteem and behaviour                      |
| 4                | Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school |
| 5                | Access to resources, such as books, libraries and life experiences  |
| 6                | Parental engagement with school and perceptions of education  |

## 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   |
|---|--|
| Measure a sustained improvement in speech and language skills, including gaps in phonics which impacts reading and writing. | <p>To narrow the attainment gap between disadvantaged pupils and their peers in reading and writing to ensure that each child maximises their potential.</p> <p>Increase the number of disadvantaged pupils achieving the expected standard in reading, writing and maths combined, in all year groups. Achieve high attainment in the</p> |

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|  | Y1 phonics test. Improve result from 44% 2018 result.  |
| Pupils have excellent fluency, reasoning and problem-solving skills in maths.      | <p>To narrow the attainment gap between disadvantaged pupils and their peers in maths to ensure that each child maximises their potential.</p> <p>Increase the number of disadvantaged pupils achieving the expected standard in reading, writing and maths combined, in all year groups.</p>  |
| Improvement in pupils' self-esteem and behaviour.                                  | <p>Decrease in serious incidents recorded for pupils.</p> <p>Ensure needs are addressed and individual provision is put in place for children with SEMH difficulties.</p>  |
| Improvement in attendance and punctuality.   | Attendance of disadvantaged pupils overall to improve with a target of 95%. Persistent absent percentages for disadvantage pupils to be in line with national averages of other pupils.  |
| To have access to resources, such as books, libraries, clubs and life experiences. | <p>Pupils to attend/visit places they would not usually be exposed to. Pupils attend after school enrichment clubs</p> <p>Pupils have access to books and maths resources at home.</p>   |
| Parents are engaged with the school and their child's learning.                    | <p>Larger engagement from parents including Bring Your Grown Up to school, parent meetings/workshops etc.</p> <p>Home learning shows that parents are supportive and engaged with their children's learning.</p> <p>The Pastoral and Enrichment Manager of the school is able to actively engage our hard to reach parents in their child's well-being and learning.</p> |

## 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 (for example, CPD, recruitment and retention)

| Budgeted cost: £39365<br><b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <p>Member of the senior leadership team to lead the school in modelling outstanding teaching and learning, thereby raising overall quality across the school and consequently raising achievement.</p> <p>High quality teaching intervention during morning sessions, ensuring smaller groups and lower teacher to pupil ratios;<br/>Implementing coaching and mentoring across the school;<br/>Implementation of curriculum;<br/>Whole school interventions;<br/>Conducting progress meetings;<br/>Conducting learning moderations;</p> | <p>As part of the on-going expectations for teaching and learning every teacher is accountable for the progress and attainment of their pupils with particular emphasis on vulnerable groups.</p> <p>CfBT Education Trust Research on Coaching in Education to raise teaching standards.<br/><a href="https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/coaching-for-teaching.pdf">https://www.ncl.ac.uk/media/wwwnclacuk/cflat/files/coaching-for-teaching.pdf</a></p> <p><b>Monitoring</b><br/>100% good or outstanding teaching.</p> <p>Consistent implementation of practice and expectations across school (Lesson observations / Progress meetings/ Learning moderations).</p> | 1 & 2                                |
| <p>To use CPD to ensure teaching is of an excellent standard.</p>  | <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p><b>Monitoring</b><br/>Learning snapshots and moderations of teaching indicate good progress and quality first teaching.</p> <p>Learning moderations and cross moderations are standardised and strengthen teaching and learning.</p> <p>Training on priorities relating to PP spend improves teaching and learning</p>   | 1 & 2                                |
| <p>Purchase My Maths virtual platform to improve engagement in Maths homework and extend learning beyond classroom.</p>  | <p>Additional resources will support pupils at home with their learning and give them the same opportunities as other pupils.</p>   | 2                                    |

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|   | <p><b>Monitoring</b><br/>My Maths to reflect fluency, problems solving and reasoning in class teaching. Improved results in fluency at end of KS2 100% of children from disadvantaged backgrounds in KS1 &amp; KS2 engaged in My Maths.</p>  |          |
| Purchase additional revision resources for KS2 pupils in order to support them with their learning at home.   | <p>Additional resources will support pupils at home with their learning and give them the same opportunities as other pupils.</p> <p><b>Monitoring</b><br/>Used in teaching as a reference point to support learning.</p>  | 1, 2 & 6 |
| To purchase laptops for KS2 pupils to use in lessons, providing them with access to the latest technology in order to raise engagement and participation in their learning. | <p>Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways.</p> <p><b>Monitoring</b><br/>Regular moderations of the impact of iPads on feedback for learning carried out by the DHT. Lesson observations.</p> | 1 & 2    |

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

| Budgeted cost:<br>£25,500   | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Activity</b></p> <p>Improve learning behaviours, attitude and, self-esteem by supporting pupils through use of therapeutic support.</p> <p>One to one support for specific pupils who have social, emotional and mental health needs.</p> <p>Parents feel supported by the school in the development of their children.</p> <p>Targeted enrichment opportunities for disadvantaged pupils</p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>If a child’s social and emotional needs are met then they are able to achieve in all areas of the curriculum.<br/>Barriers to learning are overcome and targeted children make expected progress.</p> <p><b>Monitoring</b><br/>Identify pupils in progress meetings.</p> | 3 & 4                         |

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| <p>who have less access to either extra-curricular or individual paid tuition.</p>  | <p>Review in each progress meeting against Pupil Premium Report.</p>  |                     |
| <p>Set up Year 6 evening school – this ensures additional tutoring is provided outside of school hours for targeted pupils to achieve the age-related expectation at the end of KS2.</p> <p>SUMMER SCHOOL provided for targeted pupils all summer to ensure emotional and social needs are met. To provide enrichment experiences for them and teach basic skills in maths and English.</p> | <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>- pupils having clear goals/objectives; teachers providing pupils with</li> <li>- modelling/scaffolding/appropriate steps to achieve them</li> <li>- Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</li> </ul> <p><b>Monitoring</b><br/>Half-termly progress meetings for pupils in Year 6.</p> <p>Pupil Premium reports updated.</p> <p>Regular verbal updates from AHT who is leading initiative.</p> <p>Continued engagement monitored in education throughout the Summer for disadvantaged children.</p> <p>85% of disadvantaged children to participate in programme through face to face sessions, online learning and involvement in signposted enrichment activities.</p> | <p>1, 2 &amp; 5</p> |
| <p>Range of clubs before or after school available including:</p>   | <p>As above</p> <p><b>Monitoring</b><br/>AHT to have an overview targeted support and track half termly progress.</p>   | <p>1, 2 &amp; 3</p> |

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| <p>Booster groups carried run by class teachers.</p> <p>Home learning clubs in various year groups</p>   |  |   |
| <p>Pastoral and Enrichment Manager/behaviour lead to run circle time training and coach and mentor staff.</p> <p>Staff at all levels to attend attachment training</p>                           | <p>“With pacy and planned circle time activities and circle time games, pupils can gain experiential practice at communication and social skills, problem solving and other social and emotional competencies.” Jenny Mosely.</p> <p>“The attachment theory highlights the importance of the relationship between children and their primary caregiver.” Louise Michelle Bombèr</p> <p><b><u>Monitoring</u></b><br/>Lesson observations<br/>Monitor serious incidents recorded for pupils<br/>Monitor exclusions (internal and external) recorded for pupils</p> | 3 |
| <p>To provide mentoring and Drawing and Talking for pupils with SEMH</p>   | <p>In 2008, the National Foundation for Educational Research &amp; TDA, found that, ‘a culture of mentoring and coaching will, over time, have an impact on young people and their learning.’</p> <p><b><u>Monitoring</u></b><br/>Lesson observations<br/>Monitor serious incidents recorded for pupils<br/>Monitor exclusions (internal and external) recorded for pupils</p>   | 4 |
| <p>To provide additional nurture provision for disadvantaged children identified as requiring support with social, emotional and mental health needs using Boxall Profiles to monitor needs.</p> | <p>Based on ‘<i>Beyond the Boxall Profile – Whole Class Strategies</i>’ (Ruby F, 2019) We aim to adopt a whole class nurturing approach to wellbeing “ensuring the wellbeing of all pupils is taken into account and nurtured”.</p> <p>Nurture provision will be central to the school strategy for behaviour and all classrooms to adopt nurture provision as part of quality first teaching.</p> <p>Where additional focussed nurture support is needed, this will be provided either as a part of a small nurture group or on a one to one basis.</p>         | 3 |

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|   | <p><b>Monitoring</b><br/>CPD for all staff on the importance of nurture and developing nurture provision in the classroom.</p> <p>Monitoring and evaluating Boxall profiles for identified children.</p> <p>Monitoring impact of nurture provision through termly Boxall profiles for identified children.</p>   |   |
| Sports nurture group with Sports Coach for identified disadvantaged children to support aspirations and goal setting. | <p>Developed to support children identified through Boxall profiles as requiring support with self-negating behaviours and for those disengaged in learning.</p> <p><b>Monitoring</b><br/>Learning walks<br/>Use of Boxall profiles as start and end point to monitor effectiveness of provision.<br/>Pupil voice</p>  | 3 |
| To ensure disadvantaged pupils have books to take home to read during the holidays                                    | <p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.</p> <p><b>Monitoring</b><br/>Tracking home school record book</p> | 6 |

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

| Budgeted cost:<br>£5385<br><b>Activity</b> | Evidence that supports this approach | Challenge number(s) addressed |
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|--|--------------------------------------|-------------------------------|

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| <p>Healthy breakfast for all children from 8:45 – 9:15am daily.</p> <p>Soft start to improve transition into school.</p> <p>Daily activities planned to improve oracy and give speech and language opportunities.</p> | <p>Rationale and evidence based on Nurture UK's 'The importance of snack time' (Wilson, C. 2019).</p> <p>'Studies show that eating together strengthens opportunities for communicating and building relationships' (Lee, 1996).</p> <p><b>Monitoring</b><br/>Increased attendance for disadvantaged children</p> <p>Improved punctuality for disadvantaged</p> <p>Improved opportunities for identifying speech and language needs.</p>  | <p>1, 3 &amp; 4</p> |
| <p>Provide individual music lessons for pupils</p> <p>Drumming nurture class includes PPG children to support emotional wellbeing and resilience.</p>   | <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement." National Curriculum 2013</p> <p><b>Monitoring</b><br/>Music teacher to invite disadvantaged pupils to take up on the music lesson offer and report this termly to DHT</p>                             | <p>3 &amp; 5</p>    |
| <p>Provide pupils with access to a range of internally run after school clubs after school clubs e.g. Spanish, multi-sports, sketching, tag rugby</p>   | <p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p><b>Monitoring</b><br/>Report produced each term to monitor the number of disadvantaged pupils attending clubs<br/>Invite disadvantaged pupils to attend clubs if they haven't taken up on the offer</p>   | <p>3 &amp; 5</p>    |
| <p>Outdoor learning taught weekly to classes on rolling programme.</p>  | <p>Aimed to develop problem solving, confidence and independence through enriching experiences outdoors. These include, shelter building, cooking with fire, knot tying and orienteering.</p> <p>Outdoor learning is believed to provide more memorable and stimulating learning experiences (Dillon et al., 2006; Nundy, 2001; Peacock, 2006) and instil "excitement, interest and motivation to learn" (Bell et al., 2009, p. 4).</p> <p><b>Monitoring</b><br/>Termly outdoor learning report</p> | <p>3 &amp; 5</p>    |

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|  | <p>Pupil voice<br/>Learning walks<br/>Improved engagement of disadvantaged children with outdoor learning.</p>   |       |
| School Nurture Dog   | <p>The school nurture dog meets and greets the children, give opportunities for children from a disadvantaged background to go on walks in the community and take on the responsibility of care.</p> <p>Harry, the school nurture dog, listens to readers - this practice originated in the US in 1999 with the Reading Education Assistance Dogs (READ) scheme and initiatives of this type now extend to a number of countries, including the UK. For example, the Bark and Read scheme supported by the Kennel Club schemes like this support the thinking that dogs are non-judgemental, and that children are less stressed, less self-conscious and more confident reading to dogs. (Herts for Learning, <a href="https://www.hertsforlearning.co.uk/blog/school-dogs">https://www.hertsforlearning.co.uk/blog/school-dogs</a>)</p> <p><b><u>Monitoring</u></b><br/>A greater enjoyment of being in the school environment, improved attendance and a greater willingness to learn and participate.</p> <p>Improvements in the way students interact with each other and with members of staff.</p> <p>Pupil voice</p> | 3 & 5 |
| Provide opportunities for disadvantaged pupils to attend enrichment opportunities e.g. debating, maths master club, writers workshops, sporting tournament, music. | <p>Enrich those who haven't got opportunity in extra-curricular activities.</p> <p><b><u>Monitoring</u></b><br/>Track pupils who attend clubs to ensure disadvantaged pupils have the opportunity.</p>   | 3 & 5 |
| Subsidise education visits (including residential).  | <p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p> <p><b><u>Monitoring</u></b><br/>Track pupils to ensure disadvantaged pupils have had the opportunity to attend visits.</p>  | 3 & 5 |

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|   | Pupil Voice<br>Work samples based on experiences.   |       |
| Ensure disadvantaged pupils are represented across the school as good role models e.g. MPs, reading buddies, Peer tutors  | As above<br><br><b><u>Monitoring</u></b><br>Tracking disadvantaged pupils<br>MP events<br>Celebration of work   | 3 & 5 |
| Plan and implement whole school initiatives e.g. grow a tenner.   | “We believe enterprise is vital to prepare children for the real world.” Enabling Enterprise<br><br><b><u>Monitoring</u></b><br>SLT to monitor the effectiveness of initiatives e.g. pupil interviews   | 3 & 5 |
| Attendance officer to support families in overcoming barriers to attendance through targeted family work.   | “Regular attendance at school gives you the best possible start in life and prepares you for the future.” DFE<br><br><b><u>Monitoring</u></b><br>Headteacher to meet with attendance officer termly to report<br>HUB report to LGB  | 4     |
| Organise coffee mornings for parents with a range of focuses and invite key members of the community.<br><br>Bring a Grown up to School Day twice a year.<br><br>Lead parent workshops e.g. Statutory Assessment, EYFS, Maths, Online safety etc. | To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.<br><br>Research tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.<br><br>PEN report (22 November 2017) by the Sutton Trust states “relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do the activities.<br><br><b><u>Monitoring</u></b><br>Track attendance of disadvantaged families for events such as learning conversations, coffee mornings, come learn with me<br>Evaluation sheets at Bring a Grown up to School Day. | 6     |
| Parent Forum established to improve parental engagement   | Research from the EEF tells us that involving parents of children from disadvantaged  | 6     |

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| <p>and evaluate practise in school by offering opportunity for parent voice.</p>                                   | <p>backgrounds improves engagement in enrichment experiences and academic progress. (EEF, Working with Parents to Support Children's Learning Guidance Report)</p> <p><b>Monitoring</b><br/>PPG and disadvantaged children's parents will be represented on the parent forum.<br/>Meeting minutes<br/>Improved and increased involvement with parents half termly.</p>   |                  |
| <p>Save the Children's Families Connect Project available for KS1 parents.<br/><br/>(Previously known as FAST)</p> | <p>Families and Schools Together (FAST) is a parental engagement programme that aims to improve attainment, and social and emotional outcomes by enhancing links between families, school and the community. Parents and their children attend weekly group sessions, run by trained local partners, that encourage good home routines around homework, mealtimes and bedtimes.</p> <p>Based on EEF review of provision:</p> <p>The project was very successful at engaging parents, with 83% of parents who began the programme attending six or more of the eight sessions. This rate of attendance is notable given that previous research on parental engagement, including recent EEF trials, has highlighted the difficulty of getting parents to attend sessions.</p> <p>Children from disadvantaged backgrounds involved in the project (100% of PPG families to take part while their children are in Year 1)</p> <p><b>Monitoring</b><br/>Improved engagement with home learning - 90% of PPG children supported in reading at home.</p> | <p>-<br/>6</p>   |
| <p>Offer breakfast for pupils before year six SATs</p>   | <p>Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).</p>   | <p>3 &amp; 5</p> |

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|  | <b><u>Monitoring</u></b><br>Track attendance and performance of pupils |  |
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**Total budgeted cost:** £77,865

## 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 2021 to 2022 academic year.

| <u>PPG Results</u>                              |   |                   |          |
|---|---|-------------------|----------|
| Key Stage Two Results                           |   |                   |          |
|   | Pupil Premium Results   | National Results  |          |
| GPS   | 70%   | Not yet published |          |
| Reading   | 70%   | 74%               |          |
| Writing   | 70%   | 69%               |          |
| Maths   | 80%   | 71%               |          |
| RWM Combined                                    | 60%   | 59%               |          |
| Key Stage One Results                           |   |                   |          |
|   | Pupil Premium Results   | National Results  |          |
| Reading   | 80%   | 67%               |          |
| Writing   | 60%   | 58%               |          |
| Maths   | 60%   | 68%               |          |
| <u>Quality of Teaching Judgements 2021-2022</u> |   |                   |          |
|   | Autumn 1  | Spring 2          | Summer 2 |
| <b>Outstanding</b>                              |   | 40%               | 66%      |
| <b>Good or better</b>                           | 78%   | 90%               | 88%      |
| <b>Requires Improvement</b>                     | 22%   | 10%               | 11%      |
| <b>Inadequate</b>                               |   |                   |          |
| 1   | <i>Limited speech and language skills including gaps in phonics which impacts reading and writing</i> |                   |          |

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|   | <p>Improved quality of teaching across the school, ensuring quality first teaching for children.<br/>Y2 Phonics result: Improved phonics result this academic year to 50% pass.<br/><b>ACTION:</b> The teaching and learning of phonics will remain a focus action for the next academic year.</p> <p>KS1 SATS:<br/>PPG Reading result was 66% ARE. This is in line with national average 67%.<br/>PPG Maths and Writing results are below national averages.<br/><b>ACTION:</b> Impact of school closures is the most evident on KS1 data. Teaching and learning in KS1 will continue as a focused action next academic year.</p> <p>KS2 SATS:<br/>PPG Writing result was 86% ARE. This is well above national average of 69%.<br/>PPG Reading result was 73% ARE. This is in line with the national average of 74%.</p>   |
| 2 | <p><i>Lack of fluency, reasoning and problem-solving skills in maths</i></p> <ul style="list-style-type: none"> <li>• Improved quality of teaching across the school, ensuring quality first teaching for children.</li> <li>• Maths lead successfully raised the profile of mathematics in the school through curriculum days, quality modelling on display, delivered CPD on maths planning, use of manipulatives, problem solving.</li> <li>• Observations of Mathematics detail impact of staff CPD on practice and improved teaching.</li> <li>• MyMaths used in all KS1 &amp; KS2 classes for homework 84% of PPG children engage with My Maths at home.</li> <li>• PPG KS2 Maths result was 82%. This is well above national average of 71%.</li> </ul>  |
| 3 | <p><i>Social, emotional and mental health difficulties, which impacts on self-esteem and behaviour</i></p> <ul style="list-style-type: none"> <li>• Nurture provision is well established. 21 children have accessed nurture this year. 76% of these children are PPG.</li> <li>• PPG - 2 fixed term exclusions since January 2022 compared to 7 in the same timeframe last academic year.</li> <li>• Additional staff member trained on Drawing and Talking to support children with SEMH needs</li> <li>• Staff member trained on Nurture UK course is developing provision for the next academic year.</li> <li>• Pupil survey reports that 94% of children enjoy school</li> <li>• Pupil survey reports that 100% of children know they have an adult to go to if they have a problem.</li> <li>• Significant decrease in number of fixed term exclusions since Nurture Provision has been established.</li> <li>• 100% of parents who responded to the parent survey in June 2022 feel that their child is safe at London Colney.</li> <li>• 100% of parents who responded to the parent survey in June 2022 feel that their child is happy at London Colney.</li> </ul> |
| 4 | <p><i>Poor attendance and punctuality prevents some disadvantaged pupils from successfully accessing learning at school</i></p>   |

| <b><u>Pupil Premium Attendance Data</u></b> |                      |                   |                  |
|---|----------------------|-------------------|------------------|
| Year Group                                  | Current Attendance   |                   |                  |
|   | September - December | September - March | September - July |
| Whole School                                | 88.2%                | 88.5%             | 88.8%            |
| Rec   | 93.7%                | 95%               | 95.2%            |
| Year 1                                      | 84.3%                | 85.9%             | 87.5%            |
| Year 2                                      | 83.9%                | 84.6%             | 87.5%            |
| Year 3                                      | 90.2%                | 88%               | 86.5%            |
| Year 4                                      | 84%                  | 83.6%             | 79.1%            |
| Year 5                                      | 84.4%                | 85%               | 86.2%            |
| Year 6                                      | 92.5%                | 92.9%             | 94%              |

**ACTION:** PPG attendance will continue to be a focus area next academic year.

|   |   |
|---|---|
| 5 | <p><i>Access to resources, such as books, libraries and life experiences</i></p> <ul style="list-style-type: none"> <li>• Key Stage Two residential trip to Norfolk was funded for PPG children if needed to ensure they could attend alongside their peers.</li> <li>• All children in Year 6 have an iPad to support learning.</li> </ul>   |
| 6 | <p><i>Parental engagement with school and perceptions of education</i></p> <ul style="list-style-type: none"> <li>• Families Connect sessions have been accessed by 7 PPG families this year. This has improved parental relationships with the school and engaged</li> <li>• 97% of parents who responded to the parent survey in June 2022 feel that their child does well at London Colney.</li> <li>• Successful events such as bring your parent to school and Eid party had high parental attendance and engagement.</li> </ul> |

## 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 |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*