



# **Pupil Premium Strategy Statement**

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**Updated: April 23**

**Signed: SJ**

**Review Date:**

## Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	195
Proportion (%) of pupil premium eligible pupils	56 children – 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	April 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Joyce Headteacher
Pupil premium lead	Louise Dembowicz
Governor Chair Governor lead PPG	Theresa Clements Maggie Kirby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£84705</b>

## Part A: Pupil premium strategy plan

### Statement of intent

London Colney Primary School is committed to helping all children, no matter their experience, become successful learners who are confident individuals and have the strength of character to contribute positively to society.

Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

- A **successful learner** who enjoys learning, makes good progress, achieves well and has a clear understanding of how learning happens.
- A **confident individual** with a body of knowledge which enables them to live a safe, healthy and fulfilling life.
- A **responsible, respectful and active citizen** who is emphatic and has the strength of character to contribute positively to society including on a range of community and global issues.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

Challenge Number	Details of Challenge
1	<b>Phonics:</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<b>Attendance:</b> Over the last year, attendance has been lower than the 2019 “national” for all pupils, with disadvantaged pupils having greater persistent absence. <b>Punctuality:</b> Over the last academic year, lateness, amongst disadvantaged pupils was generally higher than for non-disadvantaged pupils.
3	<b>Oral language skills and vocabulary gaps:</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<b>Maths:</b> 2022 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.
5	<b>Emotional and social difficulties:</b> Our observations show that many disadvantaged pupils need extra support and guidance in the management and self-regulation of their emotions and feelings often due to complex family situations.
6	<b>Parental engagement and support:</b> Our observations show there is a lack of parental engagement and support amongst our disadvantaged cohort of pupils.
7	<b>Impact of the pandemic:</b> Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, oracy and maths. We have also identified a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
<b>Improved reading attainment among disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.</li> <li>• Disadvantaged pupils maintain high attainment in the Y1 phonics test.</li> </ul>
<b>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</b>	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged and non disadvantaged pupils.
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context.</li> </ul>
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</b>	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Providing pupils with access to resources, such as books, libraries, clubs and life experiences.</li> <li>• Providing pupils with the opportunity to attend/visit places they would not usually be exposed to as part of the school curriculum, with their peers.</li> <li>• Ensuring each disadvantaged pupil will attend at least one after school enrichment club each year.</li> <li>• Providing pupils with books and maths resources at home.</li> </ul>
<b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
<b>Parental engagement</b>	<ul style="list-style-type: none"> <li>• Parents have positive experiences with the school.</li> <li>• More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events.</li> <li>• Pupils engage more with home learning.</li> </ul>

### 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

**Budgeted cost: £53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff (teachers and teaching assistants) in the principles and practice of first quality teaching is the most important lever to improve outcomes for all pupils, particularly disadvantaged pupils.	<a href="#">EEF Guide to the pupil premium</a> <a href="#">Ofsted Report on the Effective use of Pupil Premium</a> <a href="#">EEF Guidance report: Making best use of Teaching Assistants.</a> <a href="#">Early Career Framework</a>	1-7
Enhancement of our phonics teaching through whole school training of Read Write Inc supported by the purchase of online training and teaching materials.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 7
Enhancement of our maths teaching and curriculum planning, through purchase and use of the <a href="#">Mathematics Mastery Programme</a> .	The DfE non-statutory guidance has been produced in conjunction with the <a href="#">National Centre for Excellence</a> in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence. <a href="#">Improving Mathematics in Key Stages 2 and 3.</a>	3, 4, 7
Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.	<a href="#">Ofsted's research into the curriculum</a> highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.	1, 2, 4, 7

## Targeted Academic Support

**Budgeted cost: £27190**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted phonics support provided by specialist teacher for individual pupils/small groups from Reception to Year 6.</b>	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
<b>Introduce NELI programme in Reception led by Deputy Headteacher to support the development of language and oracy.</b>	EEF guidance - Preparing for literacy - additional 4 months progress; EEF toolkit - Communication and language approaches (+6 months progress)	1, 3, 6
<b>High quality TA led interventions in English and Maths.</b>	EEF guidance - Making best use of TAs - recommendation 5	1, 3, 4, 7
<b>One to one tutoring via Third Space Learning for individualised targeted maths support.</b>	EEF - Evidence indicates that <a href="#">one to one tuition</a> can be effective, providing approximately five additional months' progress on average.	4, 7
<b>Continue to provide opportunities for pupils to engage in IDL Maths and Reading programmes.</b>	<a href="#">The effectiveness of IDL – A summary of Research</a>	1, 3, 4, 7
<b>Continue to identify vulnerable pupils who will benefit from emotional support provided by experienced Pastoral and Learning Manager.</b>	More frequent behaviour and mental health difficulties for disadvantaged pupils versus non disadvantaged pupils impacts on their academic progress.	5, 6

## Wider Strategies

**Budgeted cost: £4515**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</b>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 6, 7
<b>Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.</b>	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months).	5, 6, 7
<b>Curriculum focuses on resilience and mental health of pupils.</b>  To provide mentoring and Drawing and Talking for pupils with SEMH	In 2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	5, 7
<b>Experiences and visitors planned for all pupils across the year with financial support given to disadvantaged pupils.</b>	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	7
<b>Continue to subsidise/provide free Breakfast Club and After School Club for targeted families</b>	Rationale and evidence based on Nurture UK's 'The importance of snack time' (Wilson, C. 2019).  'Studies show that eating together strengthens opportunities for communicating and building relationships' (Lee, 1996).  <b>Monitoring</b> Increased attendance for disadvantaged children  Improved punctuality for disadvantaged  Improved opportunities for identifying speech and language needs.	6, 7



<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><i>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> <p><b>Monitoring</b> 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>	<p>5, 7</p>
<p><b>A varied program of Parent workshops.</b></p> <p>Save the Children's Families Connect Project available for KS1 parents. (Previously known as FAST</p>	<p>Parental engagement with the school is key to the ongoing development of the child.</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: 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> Improved engagement with home learning</p>	<p>6</p>

	- 90% of PPG children supported in reading at home.	
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**Total budgeted cost: £84705**

## 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 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID19 on disadvantaged pupils. Absence among disadvantaged pupils was higher than their peers in 2022 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Externally Provided Programmes

Programme	Provider
NELI	Nuffield foundation-funded academics

### Additional activity

#### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.