

Pupil premium strategy statement

This statement details our school's use of pupil premium 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged children.

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	Collierley Nursery and Primary School
Number of children in school	116 rec+
Proportion (%) of pupil premium eligible children	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	Reviewed July 2024 next review July 2025
Statement authorised by	Angela McDermid, Headteacher
Pupil premium lead	Jamie Thompson, Deputy Headteacher
Governor / Trustee lead	Clare Gleghorn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,200
Recovery premium funding allocation this academic year	£0
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	£59,200

Part A: Pupil premium strategy plan

Statement of intent

At our school, we believe that every child, no matter their background, deserves the chance to thrive and reach their full potential in every subject. Our pupil premium plan is designed to support students from disadvantaged backgrounds, as well as those who are already excelling, to ensure that everyone gets the help they need to succeed.

But our approach isn't just about focusing on one group of students. We've carefully designed our strategy to benefit all children, making sure everyone is supported to do their best. At the heart of our plan is the belief that great teaching is key to every child's success. That's why we're committed to raising the quality of teaching across the school, with extra attention on areas where disadvantaged students might need more help. Research shows that the best way to close achievement gaps is through excellent teaching, and we are determined to make sure every student, no matter their background, progresses together.

This strategy is part of a bigger picture for our school, with the goal of getting the best outcomes for every child. It's based on a careful look at the real challenges our students face, rather than assuming that disadvantage affects all students in the same way. We've chosen methods that work together to create a system where all students can succeed.

To make sure this plan works, we will:

- Set challenging work for disadvantaged students, encouraging them to stretch their abilities.
- Step in early as soon as we spot a need for extra support.
- Ensure that everyone in the school takes responsibility for the success of disadvantaged students and maintains high expectations for what they can achieve.

In short, we're committed to giving every child the tools and support they need to shine.

Challenges

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

Challenge number	Detail of challenge
1	Oracy - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception

	through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Early Reading - Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Writing - Internal data indicates that writing attainment for all children is low, however among disadvantaged children it is significantly below that of non-disadvantaged children in cohorts from 2024 and lower. On entry to Nursery in the last 2 years, between 90 - 100% of our disadvantaged children arrive below age-related expectations compared to 50 - 60% of other children. This gap remains to the end of KS2.
4	Knowledge Gaps - Our assessments and observations indicate that the self-confidence, resilience and bounce back of children has been impacted by long term school closures – particularly for the younger children whose education has been the most disrupted. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in maths.
5	Social and emotional difficulties – a significant proportion of children in school eligible for pupil premium face a range of challenges which result a higher proportion of social and emotional issues than their peers. These impact on their ability to experience constructive social experiences outside of class time which can result in a likelihood of exclusion or lack of focus in teaching and learning periods. (Barnardo's 2020 and own school's findings).
6	Attendance – Within our attendance data over the last few years the attendance among disadvantaged children has been between below that of non-disadvantaged 1.13% lower than for non-disadvantaged children in 2021 - 2022. 19.6% of disadvantaged children have been 'persistently absent' compared to 11.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children' progress. Attendance data for the end of 2023 – 2024 was 2.9% lower for disadvantaged children than for non-disadvantaged children.
7	Physical development – a significant number of children join the school with poor muscle development. Children eligible for pupil premium are more likely to be unable to manage their own basic hygiene needs including dressing and going to the toilet independently. The lack of these skills impacts on children's ability to be independent. It also impacts on children being able to sit to listen to a story due to poor core strength as well as having the gross motor skills required to write.

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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2025/26 show that close to 90% (78% 2021/22) of disadvantaged children met the expected standard.
Improved maths attainment for disadvantaged children at the end of KS2.	KS2 maths outcomes in 2025/26 show that close to 90% (78% 2021/22) of disadvantaged children met the expected standard.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged children • an increase in the percentage of pupils engaging in opportunities outside of school.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced to close to 1%. • the percentage of all children who are persistently absent being below 9% and the figure among disadvantaged children being no more than 3% lower than their peers.
To achieve and sustain improved physical development for all children, particularly our disadvantaged children.	Sustained high standard of physical development from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall sustained improvement in the presentation of pupils' work. • a significant improvement in the % of disadvantaged pupils engaging in physical activity in after school clubs – from 33%.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Development of the curriculum subjects to clearly identify the progression of development of vocabulary for all children.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Embedding a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Enhancement of our English teaching and curriculum planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence: Guidance reports EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded in routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Improve the quality of teaching through active learning.</p> <p>Active learning approaches will be embedded in routine education and supported</p>	<p>There is extensive evidence demonstrating the link between writing and physical development. The Physical Skill of Writing – Morris & Simmons Education (morrissimmons.com)</p>	7

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively low spoken language skills.	Oral language interventions can have a positive impact on children' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at children who require further phonics support (particularly disadvantaged).	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and restorative approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance office and attendance lead team to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2022 - 2023

1. Oracy	<ul style="list-style-type: none">• 100% of reception children in receipt of Pupil Premium Funding attained the speaking and listening Early Learning Goal. 90% of non-disadvantaged attained this ELG.• English lead's observations have demonstrated improved oracy and vocabulary usage in lessons and around school. Children have improved their vocabulary and eloquence through the direct teaching of speaking and listening alongside presentation and debate skills.• Children have implemented their weekly vocabulary directly taught through English class texts in their conversations around school with adults and peers.• Children have improved their confidence and speaking ability in assemblies.• Children have developed their ability to speak with fluency and confidence through end of year class performances.• 100% of class teachers have reported improved oracy and vocabulary skills amongst their pupil premium students.
2. Early reading	<ul style="list-style-type: none">• 77% of all pupils passed the PSC. 100% of children in receipt of Pupil Premium Funding passed the PSC this academic year - all with a score of 37 or above (with 32/40 being the pass mark).• 100% of disadvantaged pupils reached the ELG in word reading compared to 90% non-disadvantaged.• 100% of disadvantaged pupils reached the ELG in reading comprehension compared to 80% non-disadvantaged.• 44% of pupils accessing non-fluent reader interventions were entitled to Pupil Premium at the beginning of the academic year. By the end of the academic year, 75% of these pupils have passed through to reading fluency and no longer need to participate in these interventions.• 61% of all pupils reached the expected standard in reading at the end of KS1. The number of pupil premium students in KS1 achieving the expected standard in reading was 2% lower than those achieving the expected standard and was not a statistically significant difference (60%/62%).

3. Writing	<ul style="list-style-type: none"> • 50% of disadvantaged reception pupils achieved the ELG for writing compared to 70% of advantaged pupils. • 61% of all pupils reached the expected standard in writing at the end of KS1. The number of pupil premium students in KS1 achieving the expected standard in writing was 2% lower than those achieving the expected standard and was not a statistically significant difference (60%/62%). • 77% of pupils achieved the expected standard at the end of key stage two in writing. This was moderated by the local authority. The number of pupil premium students who achieved the expected standard at the end of Key Stage Two was 6% lower than those who were not disadvantaged (80% disadvantaged, 74% advantaged). However, there was a gap of 25% in favour of advantaged pupils in achieving Above the Expected Standard. Therefore, GDS writing for pupil premium children will be a focus moving forwards.
4 - Knowledge gaps	<ul style="list-style-type: none"> • Children survey identifying knowledge development across the year. • 100% of teachers surveyed said that Pupil Premium Children's social and emotional well-being developed well over this academic year.
5 - Social and emotional difficulties	<ul style="list-style-type: none"> • Disadvantaged pupils achieving self-regulation ELG at 50% compared to 80% advantaged. • Disadvantaged pupils achieving managing self ELG at 50% compared to 90% advantaged. • Disadvantaged pupils achieving building relationships ELG at 50% compared to 90% advantaged. • 100% of teachers surveyed said that Pupil Premium Children's social and emotional well-being developed well over this academic year.
6 - Attendance	<ul style="list-style-type: none"> • 92.82% Pupil Premium attendance this academic year • 95.01% Non-Pupil Premium attendance this academic year.
7 - Physical development	<ul style="list-style-type: none"> • 100% of disadvantaged pupils achieved the ELG for gross motor skills compared to the 90% of advantaged pupils. • 50% of disadvantaged pupils achieved the ELG for fine motor skills compared to the 90% of advantaged pupils.

Outcomes for disadvantaged pupils 2023 - 2024

<p>1. Oracy</p>	<ul style="list-style-type: none"> • 100% of reception children in receipt of Pupil Premium Funding attained the speaking and listening Early Learning Goal. 90% of non-disadvantaged attained this ELG. • English lead's observations have demonstrated improved oracy and vocabulary usage in lessons and around school. Children have improved their vocabulary and eloquence through the direct teaching of speaking and listening alongside presentation and debate skills. • Children have continued to improve their confidence and speaking ability in assemblies. • Children have developed their ability to speak with fluency and confidence through end of year class performances. • 100% of class teachers have reported improved oracy and vocabulary skills amongst their pupil premium students.
<p>2. Early reading</p>	<ul style="list-style-type: none"> • 71% of all pupils passed the PSC.(only 3 PP pupils) of children in receipt of Pupil Premium Funding passed the PSC this academic year • 60% of disadvantaged pupils reached the ELG in word reading compared to 64% non-disadvantaged. • 100% of disadvantaged pupils reached the ELG in reading comprehension compared to 73% non-disadvantaged. • 44% of pupils accessing non-fluent reader interventions were entitled to Pupil Premium at the beginning of the academic year. By the end of the academic year, 75% of these pupils have passed through to reading fluency and no longer need to participate in these interventions. • 67% (only 3 PP pupils) of all pupils reached the expected standard in reading at the end of KS1.
<p>3. Writing</p>	<ul style="list-style-type: none"> • 60% of disadvantaged reception pupils achieved the ELG for writing compared to 64% of advantaged pupils. • 61% of all pupils reached the expected standard in writing at the end of KS1. The number of pupil premium students in KS1 achieving the expected standard in writing was 2% lower than those achieving the expected standard and was not a statistically significant difference (60%/62%). • 67% (only 3 PP pupils) of all pupils reached the expected standard in reading at the end of KS1.

4 - Knowledge gaps	<ul style="list-style-type: none"> • Children survey identifying knowledge development across the year. • 100% of teachers surveyed said that Pupil Premium Children's social and emotional well-being developed well over this academic year.
5 - Social and emotional difficulties	<ul style="list-style-type: none"> • Disadvantaged pupils achieving self-regulation ELG at 100% compared to 64% advantaged. • Disadvantaged pupils achieving managing self ELG at 100% compared to 73% advantaged. • Disadvantaged pupils achieving building relationships ELG at 100% compared to 64% advantaged. • 100% of teachers surveyed said that Pupil Premium Children's social and emotional well-being developed well over this academic year.
6 - Attendance	<ul style="list-style-type: none"> • 92.82% Pupil Premium attendance this academic year • 95.01% Non-Pupil Premium attendance this academic year.
7 - Physical development	<ul style="list-style-type: none"> • 100% of disadvantaged pupils achieved the ELG for gross motor skills compared to the 73% of advantaged pupils. • 100% of disadvantaged pupils achieved the ELG for fine motor skills compared to the 82% of advantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Access to Little Troopers session and additional support for each child in the form of reading sessions.

The impact of that spending on service pupil premium eligible pupils

Through these initiatives, we aimed to create a supportive and nurturing environment that acknowledges the unique experiences of our service children, helping them thrive both academically and emotionally.