

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Colgate Primary
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Winn
Pupil premium lead	Rebecca Winn
Governor / Trustee lead	Geraldine Garley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36 360
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	£ 36 360

Part A: Pupil premium strategy plan

Statement of intent

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through small group or one to one tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're 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

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

Challenge number	Detail of challenge
1	<i>Attendance barriers.</i> Our attendance data shows that we have a higher number of our PP children in the lower attendance groups than non PP children. This is creating barriers to progress for these key children.
2	<i>Additional learning needs.</i> Those PP children who also have additional learning needs have more significant progress barriers.
3	<i>Family scenarios</i> – our PP children have a high number of single parent households where housing and employment issues have impacted on the children’s mental health and wellbeing.

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
Closing gaps in phonics understanding between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none"> • Small group/ one to one assessments to identify learning points for tuition by key adult. Children make progress in line with their peers. • Audit access to appropriate reading books through book corners and phonics activities. Children make good progress via appropriate resources and support.
Closing gaps in maths understanding between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none"> • Small group/ one to one assessments to identify learning points for tuition by key adult. Children make progress in line with their peers.

<p>Learning Mentor/HT to review learning needs of all children on the PP register. Ensure that those who require support are receiving appropriate intervention or resources.</p>	<ul style="list-style-type: none"> • Progress of all PP children is monitored regularly through Pupil Support meetings and Learning Mentor conversations. • Those who are identified as needing catch up work receive extra support through small group work or 1:1 focused time. Children make progress in line with their peers.
<p>Emotional health and well-being of all children monitored to ensure that all needs are supported as required.</p>	<ul style="list-style-type: none"> • Music lessons funded for PP pupils • Sports clubs funded for PP pupils

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: £9 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA hours subsidised to increase the amount of speech and language teaching available to key children</i>	Further one to one support to consolidate ILP targets and strategies provided by the LA SEND advisors will build upon quality first teaching in the classroom for those children with catch up gaps and/or additional learning needs.	2

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

Budgeted cost: £ 5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Laptops purchased to support children working in English in Years 3 to 6</i>	Access to technical aids such as the Clicker programme and Speak to Text, supports children with barriers to writing to unlock their capacity to communicate their learning.	2
<i>Small group sessions led by class teachers</i>	Further one to one or very small group support to consolidate ILP targets and strategies provided by the LA SEND advisors will build upon quality first teaching in the classroom for those children with catch up gaps and/or additional learning needs.	2

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

Budgeted cost: £ 23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offer access to wrap around care for families that would benefit from this start and/or end to the day</i>	Transitions for disadvantaged children can become a barrier to school attendance. By offering access to before and after school play sessions, children want to attend which then helps them have a smooth start and/or end to the day. This then prevents lateness and difficulty in settling to learning. Access to wraparound provision can also allow the parent/carer to work, which enhances family opportunities.	1
<i>Continue to offer access to extra curricular clubs</i>	Access to after school clubs can increase a child's confidence and enjoyment of school. If finance is a barrier then we can support the child to access certain clubs.	1
<i>Learning mentor/ELSA hours subsidised.</i>	We have always maximised our learning mentor hours in order to offer a proactive response to our disadvantaged learners.	1,2,3
<i>Access to Fegans counselling</i>	Children from disadvantaged backgrounds can benefit from emotional and wellbeing support through talking therapies.	3
<i>EBSA trained member of staff to support families with attendance needs</i>	Engaging with the EBSA process informs us in detail about barriers to school. This enables successful action planning	1
<i>Adaptive practices in and out of class</i>	<p>Examples below which facilitate access to learning and to attendance for disadvantaged learners:</p> <ul style="list-style-type: none"> • 'Lime time' theraplay activities to start to the school day • Sensory spaces for higher needs children • Timetabled sensory breaks • Sensory resources in all classes • Zones of regulation language across the school • Uniform adjustments for children with sensory needs • Quiet working spaces offered outside the classroom 	1,2

Total budgeted cost: £36 360

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This shows the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

