

Pupil premium strategy statement

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	Colby School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	8% (11 children)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Christine Mead
Pupil premium lead	Christine Mead
Governor / Trustee lead	Jim Papworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,795
Recovery premium funding allocation this academic year	£736.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£16,531.25

Part A: Pupil premium strategy plan

Statement of intent

Our key priority is to help children who receive Pupil Premium funding to make the best progress possible, academically and socially.

We prioritise time spent within a stimulating and quality environment, and this often means time spent outside the classroom in specially adapted outdoor spaces for learning.

We prioritise reading as both a means and an end in itself. We know that reading is the skill that unlocks so much of learning, but our focus on reading is to inspire an enthusiastic love of reading for its own sake too.

We prioritise the monitoring of progress without pressuring children, as this is key to consistently delivering good levels of attainment and achievement in all areas of the curriculum.

We emphasise wellbeing:

- Colby School is committed to being a healthy and safe school. A huge emphasis is placed on developing our children's physical and mental well-being.
- We have a very active and wide-ranging sporting life and seek to inspire all our children to reach for the highest levels of personal achievement and development in whichever activities they enjoy.

Challenges

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

Challenge number	Detail of challenge
	<p>Children with academic barriers have individual Communication Passports which detail their individual needs, targets and support.</p> <p>There are no academic barriers which relate to all children eligible for pupil premium funding.</p> <p>Some children had the academic barrier of not having access to technology during lock-downs. We provided Chrome Books or I-Pads for</p>

	<p>all children who needed them. This support will also be provided if children need to self-isolate due to Covid 19 or require IT technology for homework or individual targets.</p> <p>2 children have been given devices to keep to enable them to have access to technology at all times.</p>
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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
<p>All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of all pupils nationally.</p>	<p>Children achieving GLD in Reception, expected standard in Year 1 Phonics' Check, Key Stage 1 National Tests and Key Stage 2 National Tests is in line with the National average of all pupils.</p>

Activity in this academic year

Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
Loans of Information Technology (Chrome Books and I-Pads) to enable children to access remote learning at home, if required.	Children to have access to technology.	Children to have access to technology to enable them to complete remote learning.	IT Subject Leader and Headteacher.	Class teachers to check families have access to technology.	Families have access to technology which enables children to participate fully with remote learning.
Free School Meal vouchers (or their equivalent) for the entire period of entitlement.	Children to have their entitlement to free school meals.	Children to have their entitlement to free school meals.	Headteacher and Secretary.	Reviewed monthly or when there are any Government Guidance changes.	Children to have their entitlement to free school meals.
Individual support for teaching and learning (supported by a teacher).	Children to have individual sessions with a teacher, working on Communication Passport	Individual sessions enable us to assess progress made towards targets.	Headteacher, class teachers, SENDCO.	Individual sessions reviewed half termly.	Children complete individual sessions with a teacher, as required.

	targets, as required.				£200 x 38 = £7,600 minimum.
Individual / small group support for teaching and learning (supported by a teaching assistant / HLTA).	Children to have individual sessions with a TA / HLTA, working on Communication Passport targets, as required.	Individual sessions enable us to assess progress made towards targets.	Headteacher and class teachers.	Individual sessions reviewed half termly.	Children complete individual / small group sessions with a TA / HLTA, as required. 3 hours per week, per child minimum. £11,400 minimum.
Contribution towards the wage of a Higher Level Teaching Assistant to provide after school tuition.	Selected children to have individual / small group sessions with a HLTA, working on Communication Passport / Literacy and Numeracy targets, as required.	Individual sessions enable us to assess progress made towards targets.	Headteacher, class teachers and HLTA.	Sessions reviewed half termly.	Children complete individual and small group sessions. 16 hours x £15 = £240 x 3 = £720 minimum.
Expenditure	£19,720				
Review	<p>The last review of the Pupil Premium Strategy Report with Full Governors was in May 2021.</p> <p>A detailed breakdown of individual pupil expenditure for Summer 2021 was shared with the Pupil Premium Governor in Autumn 2021.</p> <p>This Pupil Premium Strategy Report will be shared with Full Governors in February 2022.</p>				

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Throughout lock down all PP and disadvantaged children were encouraged to attend Mini Colby. They had regular contact by teaching, support and leadership staff. See the Pupil Premium Strategy Report 2020 – 2021.

Termly teacher assessments and Communication Passport targets are used to assess progress.

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
LEXIA Reading Intervention	LEXIA
IXL Mathematics Programme	IXL
Sum Dog Mathematics Programme	Sum Dog

Renewal fees for these programmes will be included in the next financial year Pupil Premium Expenditure.

Christine Mead December 2021