

Pupil premium strategy statement – Collingwood Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	132 39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027 2027-2028 2028-2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2029
Statement authorised by	Laura Baxter
Pupil premium lead	Kellie Butters
Governor / Trustee lead	Lesley Stocks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199 862
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£199 862

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.

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	Assessments indicate that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	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.
3	Disadvantaged children entering the Reception class arrive below age-related expectations compared to non-disadvantaged children.
4	Discussions with teachers, pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect

	disadvantaged pupils, including their attainment. The school has seen an increase in the number of families accessing Early Help.
5	Attendance data for disadvantaged pupils is lower than non-disadvantaged pupils and persistent absentee data is higher than non-disadvantaged pupils.

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 pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. 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 pupils.	KS1 reading outcomes show that more disadvantaged pupils met the expected standard in reading.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged pupils need less time out of class to access emotional wellbeing support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Reduction in the number of disadvantaged pupils who are persistent absentees. Increase in the overall attendance figure for the school.
More children leave the Reception class year 1 ready.	The number of disadvantaged children achieving a good level of development at the end of Reception has increased.
Funding of wider experiences for disadvantaged children	Improvement in attendance, aspirations and outcomes for disadvantaged children

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: £76 369.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 teaching assistants delivering Little Wandle rapid catch up	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2,5
Staff CPD on the use of Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2,5
New options specialist to upskill school staff in the delivery of speech and language	Through targeted training, coaching and practical guidance, staff have increased their knowledge, confidence and skills in delivering effective speech and language strategies within the classroom. This has helped to embed consistent approaches across the school, enabling earlier identification of needs and improved support for pupils' communication and learning outcomes.	1,5
Implementation of Wellcomm screening tool and training of staff member	The WellComm screening tool will be implemented to support the early identification of speech, language and communication needs. A designated staff member will receive training in the use of the tool, enabling accurate assessment and monitoring of pupils' communication development. This will strengthen	1,5

	the school's ability to identify needs at an early stage, inform targeted interventions and ensure appropriate support is provided to improve pupil outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £74 369.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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.	2,5
1:1 S&L intervention	Evidence shows that targeted, individualised interventions delivered in response to assessed need can improve communication outcomes, particularly when they are regularly monitored and adapted to the child's progress. Progress towards individual targets will be reviewed routinely to ensure interventions remain effective, enabling pupils to develop confidence, engage more successfully in learning and access the wider curriculum.	1,5

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

Budgeted cost: £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One full time emotional wellbeing worker	It is essential that childrens emotional and social needs are met and developed in order for them to be ready for learning. Our emotional well-being worker develops these skills in our most disadvantage pupils. The EEF toolkit shows that targeted support to develop childrens social and emotional needs along with ensuring mental wellbeing can be effective, especially for older pupils.	3
Improve attendance of disadvantaged children	Good attendance leads to improved outcomes at school and develops good habits for later life.	4
All children to experience trips, visits and experiences beyond the classroom linking to the personal development curriculum	Research shows that high-quality enrichment activities and real-world experiences can increase engagement, broaden aspirations, develop cultural capital and enhance pupils' social, emotional and communication skills. By providing a range of meaningful experiences, the school will support pupils to make connections between their learning and the wider world, promoting confidence, resilience and personal growth.	3,6
All children to take part in 2 performances a year at NAPA	Evidence suggests that participation in performing arts can have a positive impact on pupils' self-esteem, social skills, emotional wellbeing and engagement in learning. Performing before an audience also promotes teamwork, resilience and perseverance, while broadening pupils' cultural experiences and supporting the personal development curriculum.	3,6

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025/26

End of KS2:

Reading 78% of disadvantaged children achieved ARE compared to 63% nationally

Writing 81% of disadvantaged children achieved ARE compared to 60% nationally

Maths 81% of disadvantaged children achieved ARE compared to 62% nationally

Phonics:

76% of disadvantaged children passed the phonics screening check

Attendance:

Attendance of disadvantaged children increased from 93.1% to 94.4%

Lesson observations showed that phonics lessons and catch up followed the training and sequence implemented as part of Little Wandle and that vocabulary was high priority around school.

All children who accessed tutoring passed year 1 phonics screening.

All children who accessed tutoring achieved the expected standard in reading and maths at the end of KS2

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