

Colerne Church of England Primary Schools pupil premium strategy statement

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	206
Proportion (%) of pupil premium eligible pupils	4.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Mark Solomon
Pupil premium lead	Mark Solomon
Governor / Trustee lead	Dan Grabham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,790
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	£20,790

Part A: Pupil premium strategy plan

Statement of intent



Whilst recognising the number of children eligible for the Pupil Premium Grant at Colerne Church of England Primary School, it is our desire to treat each child as an individual and put in place strategies that enable the child to be a shining light. Ensuring the children have the skills necessary to take every opportunity and flourish in all the areas of the school open to them.

Ultimately, we want:

- To narrow the attainment and language gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6
- To support and increase the emotional wellbeing of all children across the school

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy, aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions over a maximum time frame of three years.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- To employ a 'Catch up' phonics champion for Years 1,2 & 3
- To allocate 'Catch Up' Teaching Assistants where need is assessed
- To employ an EYFS TA to ensure greater oracy input and smaller adult – children ratio
- Additional teaching and learning opportunities provided through trained LSAs
- Transition from primary to secondary and transition internally and into EYFS.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support during lunchtimes by providing adults and activities to engage and promote our school's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	PP children who have specific social and emotional needs which affect their learning
2	The number of children who are in receipt of PP who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues, Mobility
3	Attendance and punctuality for all children eligible for PP
4	Weaker language and communication skills

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
Attainment in Reading/Writing/Maths at KS2	Attain better than National Averages in all three subjects
Attainment in Phonics	Achieve better than national average in phonic screener test
To increase attendance and punctuality for all children eligible for PP	All PP children begin school on time and attendance is over 97%
Fewer children are well below expectations for school readiness and EYFS to become a recognised vocabulary rich environment	EYFS teachers to continue to work with local playgroups and cluster. Greater than 80% of disadvantaged pupils achieve the end of EYFS standards

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: £ 15,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support funding for an additional KS2 teacher	<p>There is a need to maintain five KS2 classes due to the size of the individual year groups and the constant mobility of our military population.</p> <p>Data over the past three years demonstrates that this is very much worthwhile and has an impact on the progress made by PP children.</p> <p>Evidence suggests 2+ months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2 & 4
Funding towards a dedicated SENCO for two days a week	<p>Our SENCO is able to appropriately distribute our internal resources, as well as identify where we need support from external agencies. Our Inclusion manager is also a trained THRIVE practitioner, leading the whole school in THRIVE practice. The inclusion manager will also be in charge of tracking, via the provision maps, that there has been an impact. The inclusion manager will also play a very large part in engaging with parents of disadvantaged learners.</p> <p>Monitoring demonstrates that Pupil Premium children are making progress both academically and emotionally.</p> <p>Evidence suggests 4+ months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2 & 3
Funding towards employing an extra EYFS	<p>Each year we have a huge number of children not prepared to start school (Sept 2025 – 40% at Typical or above in Baseline assessment). Extra support is needed</p>	1, 2 & 4

Teaching Assistant	<p>to make rapid progress with these children from their starting points</p> <p>Pupil & parent voice demonstrates that Pupil Premium children are both content and can talk more confidently about their learning and use a wider range of Vocab.</p> <p>Evidence suggests 4+ months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create the role of Phonics Champion and focus on improving Phonics across Years 1, 2 & 3	<p>Development of early phonics skills is essential in order for children to make rapid progress in reading and all other areas of the curriculum</p> <p>Evidence suggests 4+ months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2 & 4

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

Budgeted cost: £ 2448

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Specific Oracy Project	<p>Coleme Church of England Primary School has been an initial partner in the Wiltshire Oracy Project. The frameworks and publications from Voice 21 have the capability to strengthen the ability of teachers and school leaders to practically understand what works and how to develop a high-quality oracy education. Alongside this, the EEF identify the importance of oracy and work closely with Voice 21. The school has worked extremely closely with Dr Jim Rogers and Judy Clark. The research they have collected identifies that quality oracy projects and activities can on average, have a high. impact on pupil outcomes of 6 months additional progress.</p> <p>Therefore, using materials from Voice 21 and the expertise of Judy Clark (Lead Oracy Champion) a tailored approach to oracy in our school will be implemented.</p> <p>https://voice21.org/oracy-2/</p> <p>Evidence suggests +6 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4
<p>Additional resources and provision of funds to support external learning experiences</p> <p>Resources made available for PSA involvement if required</p>	<p>PSA involvement for targeted families, if needed, at risk of low attendance and in need of creating a regular routine.</p> <p>Getting children involved in extra-curricular activities will maintain enthusiasm and excitement for school.</p> <p>Evidence suggests +1 months impact. However, as a school, we have witnessed the benefits to all disadvantaged pupils when fully engaged in school life and would argue that the impact is far greater than 1 month.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3

Total budgeted cost: £ 20,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- In 2024/25 100% (84% Nationally) of Year 2 children passed the phonics screener
- In 2024/2025 our Key Stage 2 data put us in the top 14% of schools for gaining Reading, Writing and Maths
- In 2024/2025 80% (4/5 children) disadvantaged learners in Year 6 achieved their Reading, Writing and Maths
- In 2024/2025 our disadvantaged learners overall absence was in the top 25% of schools, persistent absence was in the top 15% and severe persistent absence was in the top 1%

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
X Tables Rockstars	TT Rockstars
Doodle Maths	Doodle
Nessy	www.nessy.com
THRIVE approach	https://www.thriveapproach.com/courses/licensed/253/3150/

Service pupil premium funding

As a school we receive a significant amount of Service Premium Funding. Therefore, we have decided to continue to report this annually, using a more detailed form. This can be found on the school website.