

COLPAI: Pupil Premium Strategy Statement 2025/26

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

School name	The City of London Primary Academy Islington
Number of pupils in school eligible for PP funding	64
Proportion (%) of pupil premium eligible pupils	20.1%
Academic years this pupil premium strategy plan covers (3 year plans are recommended)	2025 -2028
Academic year	2025/26
Date statement published	September 2025
Date statement will be reviewed	July 2026
Statement authorised by	Kim Clapham, Head Teacher
Pupil Premium Lead	SENCO/ Inclusion Lead
Lead Governor	Alistair Richardson

Amount

Pupil premium funding allocation this academic year per child	£1,515 x 64	£96,960
Pupil Premium Plus funding LAC	0	0
Total Budget for Pupil premium/ pp+ allocation this academic year		£96,960

Part A: Pupil premium strategy plan

Statement of intent

COLPAI strives for every child, including those who are disadvantaged, to flourish and thrive in order to achieve their maximum educational potential. We acknowledge that children who experience disadvantage have adverse outcomes, and therefore need more support during their childhood to achieve this goal. Through this strategy, we aim to close the attainment gap between children eligible and not eligible for pupil premium funding. Furthermore, our pupil premium strategy strives to ensure disadvantaged children develop strong speaking and listening skills to an outstanding level; develop strong social and emotional skills to equip them for adulthood, and access a broad and balanced curricular offer, including a rich range of extra-curricular experiences and exposure to the rich cultural capital of the City. In making decisions about the use of pupil premium funding, leaders take into consideration the context of our school and the subsequent challenges faced. COLPAI draws upon evidence based strategies and their value for money that is detailed in the EEF research.

Our overarching intent is to narrow the attainment gap between advantaged and non- disadvantaged pupils. We aim for all disadvantaged pupils to meet and exceed national expected progress rates. To support pupils' mental health and wellbeing so that they fully access learning.

Key aims:

1. To ensure low and middle prior attainment PP children make rapid progress by the end of KS2 to achieve the best possible outcomes i.e. the great majority of PP pupils achieve national expectations or better.
2. To address gaps for cohorts, groups, and where applicable, individuals
3. To ensure able PP children achieve as highly as other able pupils by securing Greater Depth at the end of KS2.
4. To support all PP children in the EYFS to achieve a 'Good Level of Development' by the end of Reception.

Through knowing our pupils very well, and using an evidence informed approach to closing the gaps, we aim to address challenges listed below through an exceptional pupil premium offer encompassing:

- Quality first teaching delivered for all pupils across the school.
- Focussed assessment that identifies gaps followed by precision teaching. This includes targeting able children eligible for pupil premium to achieve the Expected Standard and wherever possible, Greater Depth.
- Targeted academic support, including delivery of targeted interventions delivered by highly trained staff.
- Social emotional and mental health (SEMH) support.
- Promotion of excellent attendance and punctuality.
- Access to exceptional enrichment opportunities for all pupils.

COLPAI offers a high level of individualised support for pupil Looked After Children(LAC); pupils with a Child Protection Plan; Children in Need and Pupil Premium. Our approach is based upon best evidence set out in the Education Endowment Foundation (EEF) and is underpinned by our school ethos and values.

To ensure the effective deployment of our Pupil Premium grant, we implement the following strategies:

1. We identify every Pupil Premium (PP) child and target those who need most help. Each teacher is made aware of the PP children in their class and required to put in place support to help move them to 'expected' or better in the relevant areas. We will ensure that interventions are targeted at specific children and tailored to meet their needs. Interventions cover academic, social, emotional, pastoral and wellbeing support, including attendance.
2. We target potentially greater depth pupils carefully and where possible, provide specific teaching interventions to ensure they achieve as well as more-able non-PP pupils.
3. We work hard to ensure all our teachers teach to the highest level possible and to expect all children to attain as highly as they can across the curriculum. We create a growth mind set culture and implement assessment for learning practices, which enable all pupils including PP pupils to make the best possible progress.
4. We provide a rich curricular and extracurricular provision to enrich the lives of all pupils.

At COLPAI we ensure disadvantaged pupils are taught with the appropriate level of support and challenge by implementing additional support at the point need is identified using a graduated approach model, increasing to specialist level of support as required. Furthermore, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve. Analysing progress data through regular pupil progress meetings is critical to our strategy and, importantly, using this data to inform planning for effective targeted intervention provision. We believe in actively and positively engaging with all parents and carers so that we work in close partnership with our families.

Pupil Premium Strategy Plan: Challenges

Challenge number	Detail of challenge: <i>this details the challenges to achievement that we have identified among our disadvantaged pupils</i>
1	The language gap between disadvantaged pupils and their peers in their speaking and listening skills
2	The need for additional support to enable disadvantaged children to achieve a high standard or to make good or better progress across reading, writing and maths due to gaps in prior learning
3	Reading attainment and promoting reading for pleasure
4	Fewer PPG pupils achieve R,W,M at Greater Depth
5	Social and emotional wellbeing of disadvantaged children
6	Parental confidence and engagement in the children's education
7	Equity in access to resources and a wide variety of life experiences, including the arts and cultural venues and sporting events
8	Achieving excellent attendance at 97% and good punctuality

Intended outcomes: This explains the outcomes we are aiming for, our current strategy plan and how we will measure whether they have been achieved

Intended Outcome	Success Criteria
Y6 pupils eligible for PPG make good or better progress in R,W,M	Pupils make good progress to achieve (and exceed) expected EKS2 levels in R,W,M
Accelerate the progress of PPG pupils	Increase the % of PPG achieving greater depth by the end of KS2 in R, W, M and combined.
High quality teaching across an ambitious, broad and balanced curriculum that is underpinned by high quality CPD and monitoring.	The teaching profile is judged to be at least good with much outstanding practice observed across the school.
Children in receipt of the PPG make good or better progress.	PPG pupils make accelerated progress and gaps narrow.
To improve outcomes for our disadvantaged pupils in phonics and early reading.	Disadvantaged pupils who do not have additional SEN needs which hinder reading development, will pass the Phonics Check.
The emotional wellbeing of pupils is supported across the school.	The emotional wellbeing of PPG children is high.
The personal development and access to cultural capital is an entitlement of all pupils at COLPAI.	The personal development of PPG is exceptional and they access a wide range of enrichment experiences that support their understanding of the wider world.
All pupils, including those in receipt of the PPG achieve excellent attendance and punctuality.	Attendance is 97% with no differential between PP/Non PP.
Addition support provided for SEND pupils, including but not limited to: SALT, dyslexia friendly classrooms, sensory circuits, attention builders, colourful semantics, 121 TA support, small group TA support, pre teaching.	Increase % of SEND PP children age related expectations and PPG children access mental health support and services.

Activities this academic year 2024/25

The three tables below detail how we intend to spend our pupil premium this academic year to address the challenges listed above.

1) Targeted academic support including tutoring, one-to-one support and small group structured interventions Budget cost: 100K contribution to 1) the deployment of 10 TAs to lead interventions; 2) the deployment of HLTAs to release middle leaders and AHTs to drive teaching and learning and quality assure practice; 3) the appointment an Inclusion Assistant.		
Activity	Evidence that supports this approach	Challenge being addressed
Embedding a school learning culture where all pupils benefit from teaching and learning pedagogies that facilitate inclusion and social cohesion within the school setting raising achievement for all pupils.	<p>All pupils benefit from teaching and learning pedagogy, as set out in our COLAT Play Book, whereby pupils are actively engaged in their learning and use AFL techniques. Our school learning culture embraces a 'growth mind-set' whereby pupils are encouraged to believe they can do it if they work hard and practice with resilience and determination. The use of Assessment for Learning (AFL) strategies including talk partners ensures that all pupils engage dynamically with each other helping to promote inclusion and social cohesion across the school. COLPAI draws upon teaching and learning approaches recognised through research carried out by Ofsted and the Educational Endowment Foundation, in particular identifying the most successful and cost efficient methods of affecting progress and achievement of disadvantaged pupils. They include:</p> <ul style="list-style-type: none"> • AFL feedback enabling pupils to improve and learn to have ownership over their learning. • Metacognition and self-regulation, as exemplified in our Play Book, pupils are taught learning and behaviour dispositions to help them think explicitly about their own learning behaviours and about self-motivation. • Encouraging perseverance, risk taking and learning through marvellous mistakes. • Drawing upon speaking and listening and creative approaches to learning. • Teaching systematic problem solving strategies. • Embedding a mastery approach to learning ensuring we embed a deep understanding of key concepts and knowledge before moving to new learning. • Small group and paired work offering and pupils an opportunity to give peers advice and support. 	1,2,3,4,5

	<ul style="list-style-type: none"> • Developing oral language, for example, speaking in complete sentences, use of Standard English, use of specific grammatical structures and ambitious & targeted vocabulary. • Teaching reading comprehension in whole class reading lessons with a dynamic focus on text interrogation using the VIPERS approach. • Pre Teaching. • Working Walls and agreed classroom resources to promote independence. • AFL marking and feedback across the curriculum to inform pupil response and improvements. 	
Analysis of data to inform planning for effective targeted intervention provision	<ul style="list-style-type: none"> • Analysis of performance of PP pupils using formative and summative data sets. • Regular assessment of formative and summative data to track pupil progress and attainment working with Trust Directors during Impact visits. • Presentation of data to LGB. • Termly analysis of in-school data by the head, deputy and Senior Leadership Team in conjunction with all teachers informs how we plan interventions for every Pupil Premium child across the school. Low, middle and higher attaining PP pupils are identified prior to termly progress meetings. • Teachers provide specific information about pupils, particularly those in low and middle attaining groups including barriers to learning, interventions used and the impact to date. Each class teacher discusses each PP child with the Head, Deputy and SENCO where actions and a support strategy is agreed that will help raise the attainment of those pupils moving forward. • Termly reporting, scrutiny and analysis of pupil progress and attainment data to the Trust, submission of data at agreed data drop intervals. 	1,2,3, 4, 8
Team teaching with DHT/ AHT	<ul style="list-style-type: none"> • Focussed high quality targeted team teaching in Y6 with DHT and AHTs deployed to accelerate progress. This strategy proved successful in increasing attainment by end of KS2 in 2023/24 and will be utilised again in 2024/25. Good or outstanding progress by end of KS2 resulting in a higher percentage of PP pupils achieving expected and greater depth. 	1,2,3,4
Leadership team and middle leaders' non-contact /	<ul style="list-style-type: none"> • Sharing expertise to develop quality first teaching across the school; • Monitoring/ lesson observation; • Partnership teaching/ observing outstanding teaching 	1,2,3,4

<p>professional development to drive school improvement</p>	<ul style="list-style-type: none"> ● Pupil progress meetings ● Quality staff INSET <p>This will lead to improved quality First Teaching leading to at least 100% good or better teaching and 50-70% Outstanding teaching in each age phase. Consistent implementation of excellent practice and high expectations across the school as evidenced in Lesson observation & subject leader monitoring). Increased percentage of children working at or above the expected standard across the school in reading, writing and maths. Accelerated progress of pupil premium pupils by end of KS2.</p>	
<p>Intervention support in phonics, reading, writing and maths</p> <p>Small group tutoring</p> <p>121 tuition/ conferencing</p> <p>HLTAs working with targeted pupils</p>	<p>At COLPAI we focus on enabling all children to achieve success from their starting point. Additional small group and intervention support is an important part of our provision in identifying gaps and ensuring that they are systematically addressed. This is done in conjunction with high quality classroom based teaching and is informed by the EEF guidance for effective implementation of interventions. See school provision map which is revised termly. Targeted interventions typically include: TA support in daily literacy lesson; guided reading; guided writing; writing conferencing; shape coding; Book Mark; SEN comprehension group; SEN literacy; Cracking Comprehension; HLTA supported reading and writing; pre-school tuition reading Y6 literacy groups ER & KC; Stretch and Challenge Reading for GD (MR) maths pre teaching; guided maths group; times tables intervention; SEN maths group; after school maths tuition (EC); early morning tuition(EC); and stretch and challenge maths (SS).</p> <p>Phonics & Early Reading: Commencing September 2024, additional afternoon phonics sessions will run for targeted cusp/ pp students in Y1 and Reception who need to make accelerated progress. SLT will monitor the progress of cusp pupils through two weekly impact review meetings with the Phonics lead.</p> <p>Y5 pp children receive one hour of tuition in maths and one hour of tuition in Literacy each week via the RR Charity. This programme runs for 30 weeks per year and tuition takes place in small groups of three pupils who are grouped according to similar need. The sessions take place in addition to the normal school day.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3,4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Pupil progress review and provision meetings	A whole-child approach is taken to considering the individual barriers to success a pupil who is eligible for pupil premium support will be facing. These are considered termly through pupil progress meetings involving the HT, DHT, SENCO and Inclusion Manager, and the class teacher.	1, 2, 3, 4, 5, 7,8
Speech and Language Support	At COLPAI we heavily invest in Speech and Language support. This is based on the needs of our cohort as well as being an evidence based approach to addressing the attainment gap. Our teaching assistants are well trained to deliver SaLT programmes to targeted pupils, including Colourful Semantics.	1, 2, 3, 4, 5
ELSA On hold pending additional funding	<p>COLPAI's Emotional Literacy Support Assistant (DC) is fully trained and receives ongoing development</p> <p>Goleman (1995) – a child's success in school is not based solely on intelligence, but on emotional and social characteristics developed early in life</p> <p>Russell and Mann (2011) – teachers identified a significant improvement in children's emotional literacy post ELSA.</p> <p>Burton et al. (2010) – significant improvements in conduct problems, hyperactivity and peer problems, empathy, self-awareness, self-regulation and social skills.</p> <p>Grahamslaw (2010) – children who had received ELSA support held higher confidence in their ability to regulate their emotions.</p> <p>Bravery & Harris (2009) – Head teachers and ELSAs report a positive impact on individual pupils' behaviour, emotional well-being and relationships, attendance, reducing bullying and academic achievement</p>	1,2,3,4,5,7

Extending the length of the school day 8:30-3:30 pm	COLPAI runs an extended school day increasing learning time in school for all pupils by 2.5 hours per week. In order to mitigate the impact of the pandemic on pupils' learning and to support working parents, we have extended core teaching and learning time in school whilst ensuring access to an ambitious, and broad ad balanced curriculum that goes significantly above and beyond the requirements of the national curriculum. Opportunities for enrichment and engagement in an extensive personal development programme is fully enabled through a longer day.	1,2,3,4,5,7
---	---	-------------

2) Teaching (for example, CPD, recruitment and retention) Budget cost (5k contribution to CPD programme)		
Activity	Evidence that supports this approach	Challenge addressed
CPD to ensure subject and pedagogical expertise	Ensuring the effectiveness of teaching and that every teacher is supported to keep improving is described by the EEF as <i>'the key ingredient of a successful school and should rightly be a top priority for pupil premium spending'</i> (EEF, 2021). COLPAI continually invests in continuous professional development for teachers in pedagogy, subject leadership and subject specialism. See CPD programme for 2024 25 offering a strong focus on SEND and Mental Health and Wellbeing through participation in the LBI iMHARS project and partnership working with CAHMS clinician (TO). The programme also embeds the Trust focus on the COLAT Play Book and AFL pedagogy and interactive learning strategies.	1,2,3,4
Subject consultants and subject leads with expertise in relevant areas – ensuring high quality teaching for all in addition to a targeted pupil premium approach	There is a very strong evidence base that high quality teaching for all has the most significant impact on raising achievement and closing the significant attainment gap (EEF, 2021). External RWI consultant will support Phonics and Early Reading Lead. LBI EYFS/ SEN consultant will continue to support new Reception Lead and Reception teacher.	1,2,3,4
Speaking and listening and vocabulary are emphasised throughout the curriculum	There is a significant current evidence base that investing in oracy development throughout the curriculum will address the pupil premium attainment gap. (EEF, 2021; The Sutton Trust, 2021)	1,2,3,4

including the appointment of joint Oracy Leads to run the ESB project		
Whole school emphasis on active learning and creative approaches to engage and motivate pupils	The EEF has indicated that a focus on active and authentic learning enables accelerated progress, particularly for disadvantaged pupils.	2,3

3) Wider Strategies related to attendance, behaviour, enrichment and wellbeing Budget cost 7, 900 K contribution to music, enrichment visits, oracy, wellbeing and ASC		
Activity	Evidence that supports this approach	Challenges addressed
Bespoke Family and SEMH support from the school Inclusion Manager and Assistant Inclusion Manager (CH & FK)	There is a huge body of evidence that children are unable to reach their academic potential if they do not have their social, emotional needs met (TMHIS, 2021). The need for this support has been exacerbated by the coronavirus pandemic.	4, 5, 2
Mental Health and wellbeing whole school approaches and focus weeks directed by the subject leader PT.	There is a huge body of evidence that children are unable to reach their academic potential if they do not have their social, emotional needs met (TMHIS, 2021). The need for whole school leadership and management of mental health and wellbeing is a critical area of work at COLPAI and has been exacerbated by the coronavirus pandemic.	4, 5, 2
CAMHS clinician and counselling	There is significant evidence that children are unable to reach their academic potential if they do not have their social, emotional needs met (TMHIS, 2021). At COLPAI this valuable work is supported by our CAHMS clinician TO.	4, 5, 2
Active engagement with all parents and carers	<p>Focused parental engagement led by Inclusion lead and assistant Inclusion Manager to work with families including those new to the school identified as disadvantaged, identifying need early and ensuring families are supported effectively.</p> <p>SLT building relationships with harder to reach families.</p>	5,6

	<p>FK to lead on implementing the Trust Parental Engagement Tool Kit. DFE research pilot.</p> <p>Targeted support and encouragement to attend workshops/sessions to engage, educate and inform harder to reach parents on issues such as online safety, curriculum and mental health. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Formal opportunities throughout the school year engage parents/carers with their children’s learning and the life of the school through: Class assemblies; Summer performance; Winter concert; Meet the teacher evening, Art private view, Stay and Play series of 6 half-termly EYFS parent events; Bring a parent to school; Parent consultation evenings; SEN pupil parent meetings; Learning/curriculum workshops; opportunities for parents to volunteer</p> <p>Informal school events led by PTA and school to promote community cohesion and involve parents in the cultural life of the school including September PTA welcome drinks; Bake sales; Winter Fair, Easter disco, Summer fair.</p>	
<p>Parent meetings re attendance and punctuality with the Attendance Champion EC, Strategy further supported by Head Teacher, Inclusion Manager and Assistant Inclusion Manager.</p>	<p>Attendance is well-established as being associated with adverse outcomes, and further widening the attainment gap between pupils eligible for pupil premium funding and those who are not.</p>	<p>7, 5, 2</p>
<p>Enrichment opportunities through breadth of curriculum and additional offer e.g. curriculum trips, enrichment trips, school journey. COLPAI supplements the cost of our full programme of trips and residential trips across the school so that our disadvantaged pupils can take part.</p>	<p>The EEF and The Sutton Trust indicate the importance of enrichment opportunities for disadvantaged pupils who would otherwise be prevented from having these experiences. The school provides a rich and varied enrichment offer including reduced cost trips and school journeys.</p>	<p>6, 4</p>

Embedding of Emotion Coaching approach across the school staff	There is a continued investment from the school in Emotion Coaching (as outlined in our Positive Behaviour Policy). This approach has a significant evidence base and we have seen its impact on the needs of our cohort, following the disrupted two school years as a result of the coronavirus pandemic (Emotion Coaching UK, 2021).	2, 4
Embedding the Skills Builder Programme	Employers require excellent fusion skills in addition to academic skills. COLPAI promotes the important life skills of: speaking and listening; teamwork; problem solving; resilience; leadership; aiming high; and creativity through the delivery of a structured programme – Skills Builder. At COLPAI we believe these essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief. They halve the likelihood of being out of work, and increase earnings across a lifetime. They even boost wellbeing and life satisfaction. However, access to these skills isn't fair. And where they are missed, it undermines social mobility, productivity and wellbeing. We think everyone at COLPAI should have the opportunities to build them and so we have a dedicated subject leader who directs this critical body of work. The Skills Builder Partnership 2022 Impact Report and The Sutton Trust provide strong evidence of its efficacy.	6,4
Specialist art and music teaching and choir	Specialist Art and DT teacher EEF Educating young children through daily singing, giving direct access to the world of music without the difficulties involved with the use of an instrument. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6,4
Use of sports coach (Badu) to offer sports development and SEMH support for disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6,4
Free access to ASC and enrichment classes for targeted PP children	Physical activity and play has important benefits in terms of health, wellbeing and physical development.	6,4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

Quality of teaching for all

The 2023/24 Pupil Premium Strategy, focused on outstanding quality first teaching, targeted interventions and precision teaching has successfully impacted on pupil progress and outcomes over time.

Pupil progress meetings, tailored provision mapping, precision teaching to gaps, rigorous and robust interventions and tutoring, team teaching with DHT& AHT and robust and rigorous monitoring of teaching and learning have ensured success and significant impact, despite the challenges of 45% mobility of pupils into KS2. Staff have ensured excellent AFL strategies, high quality marking and feedback and ongoing teacher assessment against the NC year group objectives. Teachers have used this information to carefully and highly effectively inform planning, fill gaps and to provide stretch and challenge.

Despite the anomalous dip in Y1 phonic results this year (where six cusp children missed the threshold by 1 or 2 marks), ongoing RWI training has ensured overall consistency and continuity of approach to early reading and phonics leading to excellent pupil outcomes at the end of KS2. Training in teaching explicit reading skills for more fluent readers through the school's VIPERS approach has ensured our children continue to flourish with their reading.

Speech and Language and SEND training has further supported pupil progress and attainment. We have continued to embed Emotion Coaching to support excellent behaviour for learning.

Enrichment Experiences and SEMH Support

COLPAI's extensive enrichment programme has ensured a plethora of exciting arts and cultural events, field trips, a residential week, access to forest school, specialist sports coaching, alongside numerous sporting events and fixtures on offer. Internal school monitoring evidences highly successful and exceptional music provision through the appointment of a specialist music teacher. We have seen high quality music lessons and our school choir go from strength to strength. The appointment of a CAMHS clinician has meant that families and children have been supported and interventions enabled at a much earlier point. Crucially, we are fully aware that pupils' wellbeing and mental health presents a challenge to the progress and attainment of some pupils. As such we have continue to invest in a strong pastoral offer both at whole school level and in working with targeted pupils at a bespoke therapeutic level. COLPAI is part of the iMHARS programme. Across the school we have embedded the zones of regulation and calm corners in every classroom. Pupils are taught strategies to manage big emotions and practice calming activities in our dedicated corners.

2023/24 Outcomes

Context of the Year 6 Cohort 2023/24:

- Number of PP pupils in cohort 40.48%;
- Number EAL pupils in Y6 cohort 26.19%
- Number of medical needs in cohort 21.43%
- Number SEND in cohort x 11.9%
- Mobility: 45% of the cohort joined COLPAI at some point during KS2

The attainment in reading, writing and maths by the end of Y6 evidences the positive impact of our pupil premium strategy over time on pupil outcomes. COLPAI pupil attainment at the end of KS2 is ranked in the top 15% of all schools nationally and pupil progress is ranked in the top 20% of all schools nationally (FFT). FSM pupils at COLPAI perform significantly better than their FSM peers both nationally and locally as the comparative data below evidences.

Table 1: COLPAI PUPIL PREMIUM COMPARED WITH COLPAI NOT PUPIL PREMIUM

Subject	Expected Level + School	Expected Level + Pupil Premium	Greater Depth/ high score School	Greater Depth/ high score Pupil Premium
READING	90.5%	88.2%	33.3%	17.6%
WRITING	88.1%	82.4%	35.7%	11.8%
MATHS	88.1%	82.4%	35.7%	5.9%
COMBINED R,W,M	76.2%	64.7%	23.8%	0.0%

The table 1 illustrates the 2023/ 24 End of Y6 Test results & teacher assessments (TA) for Pupil Premium pupils compared to all pupils in the Y6 cohort. This data set shows a marginal in-school differential between PP/Non PP at ARE in reading writing and maths that widens at greater depth and across the combined core subjects. COLPAI attainment is ranked within the top 15% of schools nationally. COLPAI progress data (FFT) ranks COLPAI within the top 20% of schools nationally for progress. Whilst our PP data compares favourably with national and local PP data sets, we are fully committed to further narrowing all in-school differentials. Accelerating the progress of PP pupils to increase the % achieve greater depth is our challenge for 2024 25.

TABLE 2: EXPECTED/ + COMPARISON PUPIL PREMIUM DATA for COLPAI/ LBI/National

Subject	Attainment of COLPAI FSM pupils	Attainment of LBI FSM PUPIL	Attainment of NATIONAL FSM	COLPAI GAP with National
Reading	88.2%	73.2%	62.2%	(+26.0%)
Writing	82.4%	67.2%	58.5%	(+23.9%)
Maths	82.4%	69.8%	59.0%	(+23.4 %)
Combined	64.7%	58.4%	45.3%	(+19.4%)

COLPAI PP pupils have out-performed PP pupils locally and nationally in terms of the percentage achieving the expected standard in R, W, M and combined.

TABLE 3: Higher SCORE/ GREATER DEPTH: PUPIL PREMIUM DATA COLPAI/LBI/National

Subject	COLPAI FSM	LBI FSM	NATIONAL FSM
Reading	17.6%	25.8%	17.9%
Writing	11.8%	11.1%	6.3%
Maths	5.9%	19.1%	12.8%
Combined	0.0%	6.0%	3.0%

COLPAI PP pupils have performed in line with PP pupils nationally in terms of the percentage achieving greater depth in reading. In the subject of writing at greater depth, PP pupils have performed better than PP pupils nationally (+5.5%). Fewer PP pupils (-3%) achieved greater depth in maths at COLPAI than similar groups nationally. Securing greater numbers of PP pupils at Greater Depth is a focus for development for 2024 25. This is a particular challenge for COLPAI as the great majority of mobile pupils (45% into KS2) enter school performing significantly lower than their COLPAI peers. Enormous energy and focus goes into closing the gap with age related expectations for this group. Nevertheless, COLPAI remains driven to narrow all gaps and will strive to increase the % of PP pupils achieving greater depth, wherever possible.

TABLE 4. Year 4 MULTIPLICATION TABLE CHECK (MTC) GL

COLPAI pupils became eligible to undertake the MTC in 2022/23 as our first cohort of pupils reached Year 4. Pupil MTC data has been strong for two consecutive years (2022/23 and 2023/24). There is no gap between the performance of FSM pupils and not FSM pupils; 100% of FSM pupils achieved the standard of the check compared with 93% not FSM. Of the two pupils who did not achieve the MTC standard, one has an EHCP and the other was new to the school and has EAL and there are concerns in respect of undiagnosed SEND.

	Average score (out of 25)	No score	0-5	6-10	11-15	16-20	21-25
COLPAI	23.8%	0%	0%	0%	3.3%	3.3%	93.3%
LBI	21.1%	3.2%	1.5%	5.1%	8.5%	13.6%	68.1%
National	20.7%	2.6%	1.7%	5.3%	10.7%	16%	63.7%

TABLE 5. Y1 PHONICS SCREENING CHECK

As table 5A below illustrates, phonic attainment has been consistently high since the school opened in 2017, however, it is acknowledged there was a significant dip in Y1 phonic results in 2023/24 due to the 'cusp group' of 6 children missing the standard of the check by 1 mark (4 pupils) and 2 marks (2 pupils). Phonic results for 2023/24 were broadly in line with national and local data sets. Leaders have implemented an immediate action plan focussed on accelerating the progress of cusp pupils and monitoring more ambitious progress targets set for this group, including those pupils who are disadvantaged. Year on year, phonics data has been strong at COLPAI and significantly above national and local outcomes. The 2023/24 results are an anomaly and do not indicate a trend in performance over time. Our phonics data over a 4 year rolling average remains significantly above local and national outcomes. COLPAI's 4 year rolling average is 90.8%; LBI's 4 year rolling average is 79.9%; and the National 4 year rolling average is 79.2%. Our Phonics Rapid Attainment Plan will ensure high standards are sustained and the 2023/4 outcomes remain an anomaly. On reflection, it is thought some pupils would have secured scores more indicative of their ability had access arrangements been utilised, such as rest breaks. This approach will be incorporated in the administration of the 2025 check.

TABLE 5A: Y1 Phonics over time and national/ local comparisons			
	COLPAI	LA	NATIONAL
2023/24	78.9%	78.4%	80.2%
2022/23	94%	79.6%	79%
2021/22	93% Y1	76.2%	75.7%
2021/22	97% (Autumn term 2021 - pupils Y2)		
2018/19	97.6%	85.4%	81.9%

As the table 5B below illustrates, the gap for disadvantaged pupils is greater at COLPAI than the gap nationally and locally. As such there will be a stronger and relentless focus on accelerating the progress of disadvantaged pupils. Further contextual information should be borne in mind. Of the 7 FSM pupils who are working towards the standard of the check:

- two pupils have a diagnosis of SEND which impacts on their progress to achieve age related expectations
- three further pupils are on the SEND assessment pathway
- one pupil on the assessment pathway also has EAL
- a second pupil on the assessment pathway has significant and complex family SEMH needs
- two FSM pupils scored 30 just missing the threshold by 2 marks (teachers are of the firm view one of these pupils was having an 'off day' and their score is not representative of his ability)
- caution should be shown when working with a statistical group comprised of fewer than 10 pupils in terms of its statistical reliability

TABLE 5B: Phonic screening check 2023 24	Working Towards Standard of the Check (WT) (FSM eligible)	Working AT the standard of the check WA (FSM eligible)
COLPAI	46.7% 7/12 pupils	53.3% 8/12 pupils
LBI	23.1%	72.3%
NATIONAL	27.1%	68.1%

EYFS GLD

TABLE 6: GLD FSM GAP: national, local and school comparative data 2023/24			
	FSM eligibility	All pupils	GAP
National GLD results	51.5%	67.7%	-16.2%
LBI GLD results	57.6%	65.1%	-7.5%
COLPAI results	54.5%	63.6%	-9.1%

As evidenced above in Table 6, on entry to COLPAI, GLD baseline assessments show COLPAI’s attainment is marginally below the LA average and the attainment gap between FSM and not FSM broadly reflects the picture across the borough. The disadvantaged gap is more pronounced nationally. Over time, the Pupil Premium Grant is put to effective use as our end of KS2 results evidence with COLPAI pupils attaining significantly above pupils nationally (top 15%) and making progress above that is ranked in the top 20% of schools nationally. Progress scores in all subjects were significantly above national for both disadvantaged and non- disadvantaged pupils. Test and progress result underscore the efficacy of our Pupil Premium Strategy which has a strong impact over time.

Our Pupil Progress strategy for 2024 25 will focus rigorously and robustly on the FSM / Not FSM gap seen on entry to COLPAI in the early years.

In addition to academic outcomes, the grant was used to enable all children to participate in a wealth of enrichment activities, including a residential, theatre, outdoor adventurous activities, curriculum related trips, careers and financial literacy workshops, sporting activities, art galleries, museums, opera workshops and performances. Such cultural capital is vital in providing a broader knowledge and understanding of the world. Through participation in these challenging cultural and physical activities, pupils are supported to develop resilience, self-confidence, and motivation.