Pupil premium strategy statement for Colby Primary School 2025 - 2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	6/140 = 4%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Christine Mead
Pupil premium lead	Christine Mead
Governor leads	Mr J Papworth Mrs J Aquarone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9.090 (6 x £1,515)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£9,090

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
	Children with academic barriers have individual Communication Passports which detail their individual needs, targets and support. There are no academic barriers which relate to all children eligible for pupil premium funding. We assess children as individuals to plan support that will help them reach their potential.

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
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. Children with Special Educational Needs will have individual targets detailed on their Communication Passports.	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. Children with Special Educational Needs meeting their academic and social targets, as detailed on their Communication Passports.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual / small group support for teaching and learning supported by a teaching assistant / HLTA.	Children to have individual sessions with a teaching assistant / HLTA working on Communication Passport targets, as required. Individual sessions enable us to assess progress made towards targets.	Progress made according to success criteria above. 2 hours per week, per child minimum = £6,840
Teaching Assistant to support children with Pupil Premium (2 days per week minimum).	Children to have individual sessions with a teaching assistant working on Communication Passport targets, as required. Individual sessions enable us to assess progress made towards targets.	Progress made according to success criteria above. £6,840
Free access to After School Club.	Children benefit from additional social time and confidence building activities.	£1,330

Total budgeted cost: £15,010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children made progress on their Communication Passports / Individual Targets. Children made social and emotional progress. Children met transition targets. Year 6 children achieved national expectations in their Key Stage 2 National Tests, with significant progress made during Key Stage 2. Assessment data is monitored by subject leaders and Governors.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
IXL Mathematics Programme	IXL
Sum Dog Mathematics Programme	Sum Dog
Spelling Shed	Spelling Shed

Christine Mead November 2025