

Pupil premium strategy statement

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

Detail	Data
School name	Coates Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lindsey Boucher, Headteacher
Pupil premium lead	Lindsey Boucher, Headteacher
Governor lead	Mrs Leann Sansby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60909
Recovery premium funding allocation this academic year	£0
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	£60909

Part A: Pupil premium strategy plan

Statement of intent

At Coates Primary School all members of staff and Governors accept responsibility for all pupils and recognise that a number of pupils within our school, some of whom are not eligible for pupil premium funding may at any point during require additional support and intervention. We are committed to meeting our pupils' pastoral, social, emotional and academic needs in a nurturing environment. All pupils within our school are valued, respected and entitled to reach their full potential. We have high standards for all our pupils and this strategy is to support disadvantaged pupils to achieve high attainment across all subjects, including progress for those who are high attainers alongside celebrating achievements outside of the main curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have or have ever had 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.

We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Provide teaching and learning which meets the needs of all pupils.
- Staff are highly trained to support pupils' needs and have a clear understanding of their next steps in learning.
- Remove barriers to learning.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- To develop secure phonics and reading skills to enable them to access the curriculum and develop a passion for reading.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge, experiences and understanding of the world.

Our strategy is also combined with the schools long term plans for the curriculum and targeted support will be provided through school interventions to support pupils who have been the most effected which includes non-disadvantaged.

The impact of each element will be carefully assessed using a variety of sources which are underpinned by diagnostic assessments and staffs in-depth knowledge of the pupils.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary when they enter reception alongside underdeveloped social skills. This prevents them from being able to access the curriculum. Speech and language sessions are planned to support these children by trained staff.
2	Phonics, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in specific classes. Highly trained staff complete interventions to support identified pupils.
3	Pupils unable to self-regulate and within manage emotions in an age-appropriate way
4	Identified pupils across the school with complex SEND needs who are not able to access the mainstream classroom successfully throughout the week are able to access the schools nurture provision. This provision is planned by class teachers and run by highly skilled teaching assistants to work on APDR and EHC targets within a provision which is accessible to them. Pupils access this provision alongside time in their classroom with peers.
5	A growing number of pupils are identified in school with SEMH needs. Sessions are planned to support these children to be successful within their learning by highly trained teachers and TA's.
6	Attendance of many disadvantaged pupils absence has been identified as an area to improve. SLT are used to support identified families and pupils. SEMH and enrichment opportunities are provided to support the experiences of the pupils and their attendance.

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. Increased Reading fluency	Assessments and observations indicate improved oral language among disadvantaged pupils particularly within the EYFS. Approaches are consistently used across school and through observations, assessments and scrutiny's show an improvement in language and understanding of vocabulary. Pupils writing shows an increase in vocabulary including expected vocabulary for GD pupils.
Reduce the gap between non-PP and PP achieving ARE and GD in reading, writing and maths at the end of KS1 and KS2	Pupils outcomes from the end of KS1 and KS2 will show an upward trend of pupils achieving ARE and GD. Pupil data from the end of KS2 will show an upward trend in the pupils progress from starting points. Termly PIXL/teacher assessments and analysis shows that disadvantaged pupils make accelerated progress.
Increased skills and knowledge in reading fluency	Internal and external assessment data shows an increase in the pupils' achievements within fluency tasks. Within lessons pupils' confidence and attitudes towards fluency tasks increases. Termly PIXL/teacher assessments and analysis shows that disadvantaged pupils make accelerated progress.
To develop school strategies to sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure pupils social, emotional and mental health are supported	The school develops a whole school therapeutic thinking approach to support all pupils emotional, social and mental health (wellbeing) which can be demonstrated by: <ul style="list-style-type: none"> • Data from student voice, student and parent surveys and teacher observations • Evidence from the Therapeutic Thinking approach of the improvements of class and individual data. • Staff questionnaires indicate that they are confident and provided with effective training and resources to support pupils. • An increase in participation in enrichment activities, particularly among disadvantaged pupils • A reduction in behaviour incidents as the pupils embed the skills and knowledge to support them in difficult social situations. The nurture provision evaluations show an increased amount of time pupils are able to access the sessions successfully.
Attendance for pupil premium children improves and persistent absence reduces.	The attendance data shows the gap between PP and Non-PP is reducing (internal and national data) The school can evidence that they have provided effective support for identified families to support high attendance

	Attendance of disadvantaged pupils to be in line or high than the national percentage for disadvantaged pupils.
--	---

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: **£33,753.85**

Activity	Evidence that supports this approach	Challenge areas addressed
<p>Purchase of standardised diagnostic assessments for Maths, Reading, writing and SPAG.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests provide vital information for planning including intervention planning and ensure all staff have an accurate understanding of the pupils needs.</p> <p>Training of staff to support their understanding of how to utilise QLA's</p>	1,2
<p>Continued phonics training and resources to ensure consistency across all year groups and the pupils have the resources to support them.</p> <p>Purchase phonics books for them to take home and support their development.</p> <p>Purchase of books which inspire and interest pupils passion for reading.</p> <p>Access the RWI learning platform to support CPD for staff.</p>	<p>Pupil voice and % of pupils reading evidenced that the variety of books needs to meet the needs of the pupils.</p> <p>Ensuring all pupils have the same level of phonics teaching and resources to support them.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Resources and programmes to support high quality teaching and learning.</p> <p>To purchase the Write Stuff subscription which is implemented throughout school.</p>	<p>Observations, scrutiny's and overall teacher judgements showed that teaching and learning was more effective if the teachers have the resources to meet the pupils needs.</p>	1, 2
<p>Increased support in identified classes to support pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	1, 2, 3, 4, 5

within lessons including interventions, small group work and 1:1 work.	learning-toolkit/teaching-assistant-interventions	
<p>Appoint a dedicated intervention teacher to target groups of pupils in Key Stage 1 and 2 to support them to rapidly close the gap and acquire the skills to meet ARE</p> <p>More able pupils to be targeted by the intervention teacher and SLT.</p>	<p>EEF Guidance Report for KS2</p> <p>The schools highly trained staff have an excellent knowledge of the pupils and provided bespoke interventions which meet the needs of the pupils.</p> <p>Clear communication between the teaching staff and the intervention teacher provides additional opportunities to embed the learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
<p>English training including The Write Stuff, Power of Reading, Phonics.</p> <p>Maths leader training.</p> <p>To include release time to complete the training and also dedicated time to develop and embed practice</p> <p>Provide release time for staff to attend relevant CPD connected to their job role.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><u>EEF guide: Supporting continuous and sustained professional development is crucial to developing teacher practice</u></p>	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£12000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Completion of Time to talk sessions with identified pupils run by teaching assistants.</p> <p>Completion of speech and language sessions</p>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,

with individual pupils and small groups.	EEF guide: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas.	
Additional reading sessions targeted at disadvantage pupils to provide them with opportunities to read. To develop their reading and comprehension skills. Bottom 20% of children to be heard at least weekly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF guide: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Targeted phonics intervention for KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF guide: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas.	2,
School based small group interventions to support identified pupils. A proportion of pupils will be PP	Targeted pupils' tuition. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £15155.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Whole staff training on the Therapeutic Thinking approaches Whole staff training on supporting pupils with specific SEND and wellbeing needs.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Access to the Nurture Hub room lead by SENCO and highly trained teaching assistants and the purchasing of ongoing resources.	Completion of the Nurture UK training course EHCP educational psychologist advice. Nurture UK website: https://www.nurtureuk.org/ Social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	. 4, 5
Pastoral support for low attendance families. Strategies to promote and celebrate attendance	Where engagement with school has been effective this has supported raising attendance, Pupils are then able to be supported in school when they are supported at home by the school and the family worker. EEF supporting school attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6,
Developing parental engagement virtually and in school. To increase the engagement of pupils completing homework and reading at home.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
To provide support for pupils to participate in external activities e.g. music, sports, residential	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guida	6

	nce-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term Pupils who complete external clubs and residential also show an increase in confidence and social skills alongside increased attitude to learning.	
To provide free access to breakfast and out of school club	Pupils are ready for learning and have been provided with breakfast. EEF extending the school day: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	6

Total budgeted cost: £ 60909

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 2024 to 2025 academic year.

The Pupil Premium Strategy impacted all learners across the school. The Enrichment teacher was targeted to support small groups of learners across Years 1 - 6 and this positively impacted their attainment and also their confidence to complete the intended learning. She was also utilised to over teach in Year 2 and 6 to provide additional support which mainly focused on maths and English during the core lesson time. This enabled the group to have additional bespoke support. All pupils confidently complete the tests and progress was seen within internal testing and attitudes towards their learning.

Key Stage 2 Data

Reading	60%
Writing	70%
Maths	73%

Phonics Data

Year 1 phonics data	85%
---------------------	-----

Additional TA support enabled pupils to receive additional interventions which were specifically targeted to close the attainment gaps identified throughout assessments. These interventions were timetabled to ensure there was a high focus on their consistency of completion. TA's also supported pupils to access the whole class environment or provide a bespoke environment to enable them to be successful access the school environment. Pupils across the year groups have benefited from additional reading opportunities by skilled members of staff.

Attendance of identified pupils has been supported by the class team and SLT and strategies put into place including resources sent home and meetings with parents.

The school's development of embedding the Therapeutic Thinking approach has continued. This Nurture based provision outside of the classroom has been introduced and has supported identified pupils within KS2.

Funding to provide sensory circuits has supported pupils to be ready to learn at the start of the school day. Additional sensory breaks have also been completed throughout the day for identified pupils. Identified children have also been offered care before school to support improved attendance and punctuality when needed.

Pupils have benefited from being supported to access external music lessons, clubs and also school trips including a residential. The children who have been supported have really flourished within these which included pupils confidently performing at the end of term concerts and benefited from experiences they would not have been able to access.

The Staff have all accessed the CPD focusing on closing the attainment gap for English and maths which has been evident in the schools scrutinies and also the internal data throughout the year. Resourcing and training for Speech and Language, RWI, ERT etc have enabled targeted support for identified pupils.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin
RWI Fresh Start	Ruth Miskin
NELI	Elklan
PIXL	PIXL
Letter Join	Green and Tempest
Bug Club	Active Learning
TT Rockstars	Maths Circle Limited
Maths Hub	Cambridgeshire Maths Hub
The Write Stuff.	Jane Constantine