

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	195
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lindsey Boucher, Headteacher
Pupil premium lead	Lindsey Boucher, Headteacher
Governor / Trustee lead	Mr Richard Stott and Mr Ryan Connor, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80410
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84830

# 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.
2	Phonics, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in specific classes.
3	Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Pupils unable to self-regulate and manage emotions in an age appropriate way
5.	Accelerated progress and catch up for children who are still impacted by the pandemic and school closures causing some children to fall further behind.
6	Inconsistent engagement with expected homework at home especially reading.
7	Attendance of many disadvantaged pupils absence.

## 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	<p>Pupils data from the end of KS1 and KS2 will show an upward trend of pupils achieving ARE and GD.</p> <p>Pupil data from the end of KS2 will show an upward trend in the pupils progress fro starting points.</p>
Increased skills and knowledge in reading fluency	<p>Internal and external assessment data shows an increase in the pupils' achievements within fluency tasks.</p> <p>Within lessons pupils confidence and attitudes towards fluency tasks increases.</p>
<p>To develop school strategies to sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To ensure pupils social, emotional and mental health are supported</p>	<p>The school develops a whole school therapeutic thinking approach to support all pupils emotional, social and mental health (wellbeing) which can be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Data from student voice, student and parent surveys and teacher observations</li> <li>• Evidence from the Therapeutic Thinking (including ELSA) approach of the improvements of class and individual data.</li> <li>• Staff questionnaires indicate that they are confident and provided with effective training and resources to support pupils.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• A reduction in behaviour incidents as the pupils embed the skills and knowledge to support them in difficult social situations.</li> </ul>
Attendance for pupil premium children improves and persistent absence reduces.	<p>The attendance data shows the gap between PP and Non PP is reducing (internal and national data)</p> <p>The school can evidence that they have provided effective support for identified families to support high attendance</p>

## 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: **£47,836**

Activity	Evidence that supports this approach	Challenge number(s) 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	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>	2
<p>Increased support in identified classes to support pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	2, 3

within lessons including interventions, small group work and 1:1 work.	learning-toolkit/teaching-assistant-interventions	
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  More able pupils to be targeted by the intervention teacher and SLT.	EEF Guidance Report for KS2  The schools highly trained staff have an excellent knowledge of the pupils and provided bespoke interventions which meet the needs of the pupils.  Clear communication between the teaching staff and the intervention teacher provides additional opportunities to embed the learning.	2, 3
English training including The Write Stuff, Power of Reading, Phonics.  Maths leader training.  To include release time to complete the training and also dedicated time to develop and embed practice	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  :  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 3

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completion of Time to talk sessions.	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Additional reading sessions targeted at disadvantage pupils to provide them with opportunities to read.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2

To develop their reading and comprehension skills.  Bottom 20% of children to be heard at least weekly.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Targeted phonics intervention for KS2	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
School based small group interventions to support pupils impacted by the pandemic. A proportion of pupils will be PP	Targeted pupils' tuition. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3

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

Budgeted cost: **£12,574**

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.	<a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
Pastoral support for vulnerable families and pupils. Key support required to enable them to effectively access school and support specific needs.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wider">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=wider</a>	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	4, 5, 7
Developing parental engagement virtually and in school. To increase the engagement of pupils completing homework and reading at home.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	6
To provide support for pupils to participate in external activities e.g. music, sports, residential	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a> Pupils who complete external clubs and residential also show an increase in confidence and social skills alongside increased attitude to learning.	5
To provide free access to breakfast and out of school club	Pupils are ready for learning and have been provided with breakfast.	5

**Total budgeted cost: £ 80410**

## 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 2023 to 2024 academic year.

The Pupil Premium Strategy impacted all learners across the school. The Enrichment teacher was targeted to support small groups of learners across the year groups 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. 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. The KS2 SATs results were in line with national for RWM and above in Maths (62% combined)

Additional TA's 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. Pupils across the years have benefited from additional reading opportunities by skilled members of staff.

The Pastoral TA has positively impacted pupils across the school and supported them regarding aspects of Wellbeing and Mental Health. This support has also been beneficial for parents to work in collaboration with the school. Attendance of identified pupils has also been supported by the Pastoral TA and strategies put into place including resources sent home and meetings with parents.

The schools development of embedding the Thrive approach has continued. The current Thrive practitioner utilised the resources and assessments with identified pupils. A second practitioner was trained and this has provided additional support for staff and pupils.

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 and also school trips including residential. The children who have been supported have really flourished within these which included 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 (including the Fresh Start KS2 programme) 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