

Pupil premium strategy statement – Coleham Primary School

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 | 419 |
| Proportion (%) of pupil premium eligible pupils | 13% (55 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24 2024-25 2025-26 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | T. Larkham |
| Pupil premium lead | C. Harris |
| Governor / Trustee lead | D. Jones |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £97,080 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | N/A |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £97,080 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are to raise attainment, progress of our PP children, and to also raise the engagement of those children and their families, so that they are better able to achieve their potential. Our strategy is designed to provide **equity** so that the disadvantaged children at our school get the same chances as their more privileged peers.

- We will do this by funding extra activities, experiences and providing a better, targeted curriculum provision via the means set out in this strategy.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Issues relating to parental engagement in school and learning, which has a negative impact on progress and attainment made by some PP pupils. |
| 2 | Issues relating to behaviour and to social, emotional, mental health of some of our PP children. |
| 3 | Special educational needs and low attainment of many of our PP children (and also the PP / non-PP gap), which has been exacerbated by the pandemic. |
| 4 | Low attendance rates of some PP children |
| 5 | Lack of enrichment out of school hours for PP children. |
| 6 | Representation of PP children in Councils and House Leadership positions. |

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 |
|---|---|
| The difference between the PP and non-PP pupils in Reading, Writing and Maths to diminish across school in all year groups. | PP attainment to be as high as non-PP children in all subjects. |
| Accelerated progress for PP children so that attainment in as high as non-PP children in all subjects. | PP attainment to be as high as non-PP children in all subjects. |

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| Improved attainment and progress rates of PP pupils involved in intervention relating to their behaviour and to their social, emotional, mental health. The outcome of this will be measured via survey and via their attainment and progress rates in the core and non-core subjects. | PP children involved in intervention to show a qualitative improvement in their SEMH and behaviour, as well as attaining as high as their non-PP counterparts. |
| Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils. | Attendance to be >95% The gap should be no more than 3%. PA of PP children to be < 15% |
| Increased enrichment and opportunities within school, including higher rates of PP children attending extra-curricular clubs. | At least 80% of PP children involved in extra-curricular clubs at least once a week. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2023-24) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£19,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| A focus in reading, writing and maths for all year groups as data last year showed a dip, particularly in writing, for PP children. The attainment gap grew, despite progress being better for PP in writing. Reading progress was equal, and PP children made less progress than Non-PP in maths. | National data for KS 3/4/5 shows that the gap increases significantly. This has a detrimental impact on the life chances of this group. | 3 |
| <ul style="list-style-type: none"> Feedback – sustain our good work regarding feedback, ensuring all children receive high quality on the spot feedback to move them forward in their learning. Pre teaching – to continue On the day interventions – to continue. Provide 1-1 regular support to PP/LAC/post LAC pupils (via pre teaching and on the day interventions) to ensure that they have a head start at the beginning of lessons and to ensure that they receive extra support if they have not attained the LO in lessons. Ensure that support is provided either by the class teacher or class TA in order | <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>EEF Toolkit and research shows that these approaches will make positive differences to the attainment and progress made by all children.</p> <p>Reading data in KS1 and KS2 SATs is strong, demonstrating our reading system works to build comprehension skills.</p> <p>Teachers use diagnostic tools, such as: attendance data, bounce survey data, sociograms (friendship</p> | 3 |

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| <p>to ensure that PP pupils have the best chance.</p> <ul style="list-style-type: none"> Continue to teach reading comprehension to all pupils on a daily basis in small groups of 15 pupils. | <p>analyses) and markers of successful children to identify specific issues.</p> | |
| <p>One to one meetings with teachers and PP leader to discuss progress and attainment each term in order to personalise our approach. This will also be a focus in termly progress meetings.</p> | <p>1:1 meetings highlight the individual children in each class and bring them to the forefront of the teachers' minds. It allows professional discussion about the children and ensures that no one slips through the net.</p> | 3 |
| <p>Match pairing of PP children with non-PP counterparts for teachers to analyse differences and develop systems to counteract negative factors of PP.</p> | <p>Training from Louise Blackburn (PP consultant) demonstrated the impact of individualising context of children.</p> | 3 |

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

Budgeted cost: £80,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted interventions to be provided to PP pupils whose attainment is not EXS+. | National data for KS 3/4/5 shows that the gap increases significantly. This has a detrimental impact on the life chances of this group. | 3 |
| Booster sessions in maths (Y6) to be held to increase % of PP meeting the standards and beyond. | The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils. | 3 |
| Targeted intervention for individuals | Booster for maths held in 2022-23 showed a significant impact on attainment in maths for Year 6. They were not held in the previous year. | 3 |
| Extra group work/in class support with teachers or TAs | Catch-up tutoring was a great success last term and we will therefore be continuing this term for all PP pupils. | 3 |
| After/before school tuition with teachers for Y6 pupils | Year 6 SATs data has shown that one to one short sessions and small group sessions have a very positive impact on attainment and progress. | 3 |
| Regular progress meetings led by phase leaders to ensure all PP are provided with the individualised support that they need to make the necessary progress. | PP progress for reading across the school is comparable to non-PP, although attainment is not as strong as we would have hoped for post-pandemic. Small groups reading lessons will continue across the school in 2023-24. | 3 |
| Deputy Headteacher to teach Year 6 maths 4 days a week to allow more targeted support for PP children from either class teacher or DHT to ensure they succeed. | 3 maths groups once a week reduces class sizes so that PP get more targeted support from class teachers or DHT. | 3 |
| Year 5 have 3 groups for maths and English in 2023-24 to counteract low attainment in the PP-heavy cohort. | | 3 |

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

Budgeted cost: **£42,400**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance assemblies highlighting the importance of good attendance and punctuality.</p> <p>Attendance to be discussed at Parents' Evening if this is a cause for concern.</p> <p>DHT to investigate which individuals this relates to and target individual parents via phone calls home/letters, where necessary.</p> <p>PCT to target individual pupils and their parents providing individualised support, where necessary. Attendance will be discussed at weekly supervision meeting with HT.</p> <p>EWO involvement for some of these children, whose attendance goes below the threshold.</p> | <p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Overall attendance at CPS is very high compared to other schools (although it was down for everyone last year post-pandemic: for 2021/22, it was (PP) 93.95% vs (Non-PP) 94.87%. The gap was much reduced so we will continue the work from 2021-22 this academic year.</p> | <p>1, 2, 4</p> |
| <p>Learning Luggage project to continue to run in EYFS. Support will be provided to individual PP parents to provide them with support regarding supporting learning at home.</p> | <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>Attainment of PP children in EYFS was strong last year, so we will continue the learning luggage provision.</p> <p>We have used our PP money in this way for a number of years and have seen the positive impact it has on children in terms of their confidence and self-esteem, as measured using the Bounce Together surveys and also the positive impact it makes to the progress made in the classroom by the children involved.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>All FSM pupils to go on over-night residential trips free of charge. PP pupils may receive 50% remission on over-night residential trips.</p> | | <p>1, 2, 3, 4, 5</p> |
| <p>All PP pupils will receive a free place at one of our externally/internally run clubs.</p> | | <p>1, 2, 3, 4, 5</p> |
| <p>Extra PE/activities sessions for PP pupils with Sports Coach to introduce them to new hobbies/activities.</p> | | <p>1, 2, 3, 4, 5</p> |

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| <p>PP parents to be signposted and supported to sign up to free PP holiday clubs to introduce new hobbies/activities to PP pupils.</p> | | <p>1, 2, 3, 4, 5</p> |
| <p>Trips into the community to be arranged for PP pupils (e.g. to local care home) to broaden their horizons/develop awareness of their local community and help them prepare for secondary school.</p> | | <p>1, 2, 3, 4, 5</p> |
| <p>1:1 meetings with teachers and PP leader, and PP Lead to discuss PP behaviour with TAs in their meetings to gain better understanding of the PP individuals to limit the number of behaviour incidents with PP children across school.</p> | <p>Behaviour data from previous years shows that PP children are around 3x more likely to be involved in behaviour incidents. Through understanding these children better, we will be able to better manage any issues that arise in and out of class in a more appropriate way.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Whole School Careers event and Enterprise event for all children to develop ambition and broaden all children's horizons. In addition, CIAG information to be used with every visitor / trip.</p> | <p>To provide experiences for our PP children to learn about careers and professions, inspiring and motivating them from an early age.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Much time and effort from class teachers and admin staff will be given to ensure that the majority of PP/LAC/post-LAC children sign up to at least 1 club each term. Participation and attendance is monitored half termly.</p> | <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>We have used our PP money in this way for a number of years and have seen the positive impact it has on children in terms of their confidence and self-esteem, as measured using the Bounce Together survey and also the positive impact it makes to the progress made in the classroom by the children involved. By removing the administration/booking in process for parents we have seen a significant rise in uptake with at least 50% of PP children regularly attending Clubs.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Forest school club to be continued with priority for PP/LAC/post-LAC children</p> | <p>The Woodland Work Clubs introduced in 2019 have made a real difference to PP pupils, engaging them in extra-curricular activities, some for the first time and providing them with new outdoor experiences and problem solving with their peers, increasing their social connections in school, self-esteem and resilience.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Junior Chefs Club and Nutrition workshops to be run for PP KS2 Pupils, to develop healthy relationships with food and life skills in cooking & preparing meals.</p> | <p>We have trialled the Junior Chefs Club before with positive impact but this new approach will be more focussed towards PP children.</p> <p>To provide new and healthy experiences in relation to food encouraging good habits and broadening their choices whilst also equipping them with independent cookery skills</p> | <p>1, 2, 3, 4, 5</p> |
| <p>ELSA (<i>Emotional Literacy Support Assistant</i>) work provided by Asst. SENDCo and PCT Leader which</p> | <p>Mental Health support is vital for children post-pandemic and targeted, trained support will help children navigate their way through school more readily.</p> | <p>1, 2, 3, 4, 5</p> |

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| will be able to support many PP children | | |
| HAF fund: we have been proactive in contacting FSM families to make sure they are taking advantage of free holiday & food school holiday activities. | Enrichment beyond the school adds to PP children's positive experiences, links in the community and cultural capital. | 1, 2, 3, 4, 5 |
| Pastoral support and interventions available for those children that require it (identified through 1:1 meetings with PCT and class teachers) | SEMH is vital to understand and 'get right' for any child, and PP children are more vulnerable to suffering SEMH issues. We have found that PP children are 3x more likely to be in trouble at school, so this will help reduce that. | 1, 2, 3, 4, 5 |

Total budgeted cost: Total 142,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole-school reading/writing/maths data. These data are assessed with NFER assessments, teacher assessment (EYFS and writing) and KS1/KS2 SATs.

| | PP are+ (GD) | Non PP are+ (GD) | Difference |
|-----------------|---------------------|-------------------------|-------------------|
| Reading | 62 (14) | 90 (39) | -28 (-25) |
| Writing | 41 (3) | 76 (11) | -35 (-8) |
| Maths | 62 (11) | 88 (25) | -26 (-14) |
| Combined | 40 (2) | 80 (8) | -40 (-6) |

KS1 SATs (teacher assessed)

| | PP are+ (GD) | Non PP are+ (GD) | Difference |
|-----------------|---------------------|-------------------------|-------------------|
| Reading | 28 (14) | 81 (34) | -53 (-20) |
| Writing | 29 (0) | 79 (9) | -50 (-9) |
| Maths | 28 (14) | 88 (28) | -60 (-14) |
| Combined | 29 (0) | 82 (8) | -53 (-8) |

KS2 SATs (SATs test assessed; teacher assessed writing)

| | PP are+ (GD) | Non PP are+ (GD) | Difference |
|-----------------|---------------------|-------------------------|-------------------|
| Reading | 70 (20) | 89 (65) | -19 (-45) |
| Writing | 60 (0) | 89 (19) | -29 (-19) |
| Maths | 60 (20) | 87 (44) | -27 (-24) |
| Combined | 50 (0) | 95 (17) | -45 (-17) |

Externally provided programmes

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

| Programme | Provider |
|--------------------------------|-------------------------|
| Catch-Up Literacy intervention | Catchup.org |
| Catch-Up Numeracy intervention | Catchup.org |
| Talkboost intervention | ican.org.uk |
| One Decision PSHE Scheme | 1decision.co.uk |
| SNIP spelling intervention | SNIP literacy |
| SUMO | Sumo4schools.com |
| Self-funded 1:1 tuition | Coleham School |
| Times Tables Rockstars | Number Gym Software Ltd |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| We have a very small number of service premium recipients and no parents have been deployed. The service premium is reserved for pastoral input when needed, but is not restricted to the £335 allocated per service child. |
| The impact of that spending on service pupil premium eligible pupils |
| n/a |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.