



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.

The impact of the funding received during 2021/2022 is reported at the bottom of the 2021/22 PPG statement.

School overview

Detail	
School name	Coads Green Primary Shool
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	8.5% (4 x pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Bader
Pupil premium lead	Claire Bader
Governor / Trustee lead	Michelle Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540



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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	£5540

Part A: Pupil premium strategy plan

Statement of intent

Coads Green Primary School is dedicated to providing the best education for all, and the brightest future. Our mission “Achieve, Believe, Succeed” is at the heart of everything we do.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated PPG Lead - Miss Claire Bader (headteacher).
- Have a named Governor for Disadvantaged – Mrs Michelle Mitchell.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by the Headteacher and Governors.
- Provide funding for pupils to access extra-curricular opportunities where appropriate and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

First, all staff are aware of the disadvantaged pupils they teach: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged pupil is prioritised for enriching academic and extracurricular opportunities that challenge and inspire them.
- We develop disadvantaged pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles eg playground leaders and school council and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know where parents or carers can be signposted to support access to activities and enrichment opportunities; we provide essential equipment and discounts for uniform for disadvantaged pupils as appropriate.
- We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered.
- We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils do not maintain positive attitudes to Reading and develop pleasure in reading having a detrimental effect on academic progress in Reading.
2	Basic number facts.
3	Progress for pupils working at a greater depth
4	Attendance and Punctuality issues.
5	

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
Pupil eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in reading, especially for a range of reading genres.	100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential. All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading. 100% of parents of PP

	pupils will read with their children at home 5 times a week. PP pupils will make expected progress in reading and will achieve in line or above ARE.
Pupils eligible for Pupil Premium will know their times tables to When tested at the end of Year 4, disadvantaged pupils will know their tables to 12x12 fluently. (for pupils above Year 4, 12x12 fluently by the end of KS2).	When tested at the end of Year 4 disadvantaged pupils will know their tables to 12x12 fluently.
Higher rates of progress across KS2 for high attaining pupils eligible for Pupil Premium.	Pupil Premium pupils identified as greater depth in KS1 or exceeding in EYFS will make as much progress as 'other' pupils identified as being greater depth/exceeding. This will be measured by TA in Year 1, 3, 4 and 5 and moderated by SLT. Evidence of greater depth learning will be evident in books and will be planned for and seen on teacher's planning. More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP Overall PP attendance continues to be above 95%. Reduce the number of PP pupils late to school

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality teaching</i>	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.	4
<i>WALKTHRU CPD (Visible Learning) provided through the Trust</i>	To maintain high quality teaching, continued professional development must be embedded. Walkthru's will be used for the school to personalise staff CPD.	4

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

Budgeted cost: £5,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies (VIPERS, Whole class reading, RWI if appropriate, Accelerated reader and DEAR)	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities,	4

	and involve activities and texts that provide an effective, but not overwhelming, challenge	
Times Table Rock Stars	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that students' confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long term memory whilst playing this game.	4

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Service	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Accessed through the school SLA – therefore no cost	4
Extra-Curricular Activities and Curriculum Enrichment	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Use of Absolute education to monitor attendance within clubs.	4

Total budgeted cost: £5540