

# Pupil Premium strategy statement



*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Coads Green Primary School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	January 2021
Statement authorised by	Claire Bader
Pupil premium lead	Claire Bader
Governor / Trustee lead	

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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415.00
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	£9,415.00

## Part A: Pupil premium strategy plan

### Statement of intent

Coads Green Primary School is dedicated to providing the best education for all. Our mission “Achieve, believe, succeed” is at the heart of everything we do. Our carefully planned and coherent curriculum gives our pupils experiences on which to base their learning and their future life choices. Strategic staffing, recruitment and CPD plan, aligned with the AIP, ensures that all teachers and staff members can improve.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. 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 Leader who will complete a termly review of impact.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research.
- Provide funding, when appropriate, for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

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- Ensure every aspect of the school's assessment systems have a reporting mechanism for disadvantaged pupils

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

- All staff are aware of the disadvantaged students they teach or tutor. Strong relationships with these pupils are established, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- We have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extracurricular opportunities that challenge and inspire them.
- We encourage disadvantaged pupils to become 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 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 students.
- 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 are able to signpost parents to relevant outside agencies.
- 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.

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- 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 student 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	<b>Weak Language and communication skills</b> A delay in speech and language has impacted on acquisition of language and use of a wide and varied vocabulary.
2	<b>Low attainment in KS2</b> 2 x pupils working below ARE in reading, maths and writing.
3	<b>Attendance and punctuality</b> Identified chaotic lifestyle and long-term illness impacting on pupils

### 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.

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Intended outcome	Success criteria
Improved language and communication skills for pupils eligible for Pupil Premium	<p>Pupils eligible for PP make rapid progress by the end of KS2 so that they are at least in line with ARE.</p> <p>Pupil conferencing and classroom discussions will identify that pupils are able to use a broad and rich vocabulary when describing their experiences. Pupils will connect ideas orally and explain confidently and coherently.</p>
Higher rates of progress in writing, reading and maths.	<p>Pupils accessing PP funding, make as much progress as non-PP pupils. Lesson visits, book scrutiny and pupil conferencing will evidence progress, along with the analysis of data.</p> <p>The pupils will achieve ARE by the end of KS2</p>
Increase attendance rates for PP pupils, with prompt arrival at the start of the school day	<p>All pupils will achieve target attendance rate of 95%+</p> <p>Number of lates has significantly reduced, allowing pupils to be able to have a purposeful start to the school day and not miss valuable learning time.</p>

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### 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: £4093.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved progress and attainment for PP pupils through high quality teaching	Quality first teaching is the most effective way to close the attainment gap. Teachers/ TA's will evaluate effectively to ensure misconceptions are identified and addressed.	1, 2
Improved progress and attainment for PP pupils in reading( DEAR/ AR/ Library)	Access to high quality reading material through Accelerated and the Gold library service will ensure pupils are motivated to read for pleasure and enjoyment whilst practicing vital skills such as decoding, fluency and expressions. EEF shows on average, reading comprehension approaches deliver an additional six months progress.	1, 2

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

Budgeted cost: £5321, 25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved progress and attainment for PP pupils through high quality teaching	Some pupils need regular pre-teach or precision teaching sessions to ensure skills are practiced and consolidated. EEF recognises the value of 1:1 and small group tuition as a catch-up strategy.	1, 2

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased attendance rates for PP pupils	Evidence shows that pupils who have attendance at 95% and below, do not achieve as well as academically as peers with attendance over 95% EWO termly audits will ensure the school is proactive in it's strategies to engage with families	3

**Total budgeted cost: £9,415.00**



## 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 2020 to 2021 academic year.

1. Review of expenditure				
Previous Academic Year		2020/2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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<p>A, B</p> <p>Improved progress and attainment for PP pupils</p>	<p>Precision teaching for PP pupils with the focus on targeted questioning and feedback. (There has been some delay in implementing Visible Learning Action Plan due to National Lockdowns.) Remote learning and paper packs provided personalised learning for the PP pupils. There was good engagement throughout from 5/7 pupils.</p>	<p>The following data has been collated using gaps analysis and internal assessments. Trust writing moderation has also contributed to judgements.</p> <p>5 x ARE for maths, writing and reading 2 x below ARE for maths, writing and reading.</p>	<p>On return from National Lockdown and in line with the recovery schedule, precision teaching has allowed pupil progress to maintained in line with expected progress for the majority of pupils. Trust and school visions have a clear focus on raising attainment and accelerated progress for all pupils including those who access PP funding.</p>	<p>£3,354.85 PPG funding</p> <p>Additional funding through Covid-19 Government Grant</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b>  (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>A, B</p> <p>Improved progress and attainment for PP pupils</p>	<p>Weekly small group and individual sessions with class teacher and/or TA in phonics, writing and maths.</p>	<p>The following data has been collated using gaps analysis and internal assessments. Trust writing moderation has also contributed to judgements.</p> <p>5 x ARE for maths, writing and reading 2 x below ARE for maths, writing and reading.</p> <p>Particular progress has been noted for the 2 x pupils accessing RWI:</p>	<p>Precision teaching opportunities will continue in line with the recovery curriculum, with a determined focus on phonics, reading and writing. (2 x pupils continue to access daily RWI).</p>	<p>£5321.25 PPG funding</p> <p>Additional funding accessed through Covid-19 Government Grant.</p>

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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D  Increased attendance rates for PP pupils	Follow up swiftly on absences  Regular meetings with parent and medical teams as required.  EWO visit carried out school audit in June 21.	Pupils need to attend school to maximise opportunities for learning. This year this has included remote learning and hospital school, with clear lines of communication between pupils, parents and specialist staff as required. This has maximised expectation.  The current whole school attendance figure is 96% Average attendance for PP pupils (excluding 1) is 95.5%	Pupil attendance has impacted positively on pupil attainment and progress.  Trust and school approaches have ensured pupil attendance has been maximised – this has included remote learning through lockdowns. Engagement during the National Lockdown beginning in January rose significantly.	£0

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	Renaissance

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### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

### 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.*