

Pupil premium strategy statement – Coads Green Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	17
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-9
Date this statement was published	2 nd October 2026
Date on which it will be reviewed	5 th September 2026
Statement authorised by	Sarah Reid
Pupil premium lead	Sarah Reid
Governor / Trustee lead	Michelle Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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>	£ 9,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Common barriers to learning for disadvantaged children, can be variable support at home, weak language, weak and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with 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".

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are:

- To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their academic outcomes, attendance, and well-being to ensure they achieve the very best they can.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To target attendance because every moment matters.

Challenges

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

Challenge number	Detail of challenge
1	To use Pupil Premium funding to effectively target and support disadvantaged pupils improving their academic outcomes - ensuring good or better progress from their starting points.
2	To use Pupil Premium funding to effectively target and support disadvantaged pupils, maintaining their attendance in line with peers in other groups.

3	To use Pupil Premium funding to effectively target and support disadvantaged pupils, improving their well-being to ensure they achieve the very best they can and ensure inclusivity.
4	To use Pupil Premium funding to effectively target and support disadvantaged pupils to reduce the attainment gap between disadvantaged pupils and non- disadvantaged 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.

Intended outcome	Success criteria
Target and support disadvantaged pupils improving their academic outcomes - ensuring good or better progress from their starting points.	By the end of the academic year, attainment in KS1 writing (boys) and KS1 maths, and in KS2 Reading, EGPS and the Multiplication Tables Check (disadvantaged pupils), will be at or above local and national benchmarks, with the gap between disadvantaged and non-disadvantaged pupils in KS2 Reading and EGPS eliminated or significantly reduced.
Target and support disadvantaged pupils, maintaining their attendance in line with peers in other groups.	By the end of the year, there is no statistically significant difference in attendance rates between PP and non-PP pupils.
Target and support disadvantaged pupils, improving their well-being to ensure they achieve the very best they can and ensure inclusivity.	By the end of the academic year, use of SEMH support and use of the Inclusion Strategy will impact pupil attainment, aspiration, attendance and behaviour, in line with the Trust-wide inclusion priority.
Target and support disadvantaged pupils to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils.	By the end of the academic year, the attainment gap between FSM and non-FSM pupils achieving a Good Level of Development (GLD) at the end of EYFS will continue to be minimal, <33%, with no individual FSM child (excepting those with significant SEND) leaving Reception below expected in Communication & Language or Personal, Social & Emotional Development (PSED) without a clearly documented and actioned plan.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target PPG pupils. Qualified teacher to enhance PP pupils key interventions in KS2.	The Sutton Trust report emphasizes that having a highly effective teacher can lead to an additional year's worth of learning for pupils. For disadvantaged pupils, having access to high-quality teaching is even more crucial as it helps close the attainment gap between them and their more advantaged peers. The report suggests that targeted interventions led by skilled teachers can effectively address learning gaps, making a significant difference in the academic trajectories of PP pupils.	1

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

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced TAs /HLTA's to target support for learning for disadvantaged pupils across the school	Schools that have strategically placed experienced TAs/HLTAs across year groups often report higher levels of pupil engagement, particularly among disadvantaged students. For example, schools that have implemented targeted literacy and numeracy interventions run by TAs/HLTAs have seen improved attainment levels and narrowed gaps between	1 & 4

	disadvantaged and non-disadvantaged pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo and Mental Health Lead to work with vulnerable families and improve parental engagement inc supporting attendance and punctuality.	The EEF's Teaching and Learning Toolkit highlights that parental engagement can have a significant impact on pupil outcomes, adding 4 months of progress on average over the course of a year. Teachers and SENDCo engaging with families play a crucial role in facilitating this engagement, particularly with hard-to-reach families.	2, 3, 4

Total budgeted cost: £9,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that progress and attainment for PP pupils improved and was in line with or above local and national expectations (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).:

School: Coads Green Cohort Size and % Outcome																
Group	EYFS GLD		Year 1 Phonics		Year 2 ARE/+			Year 4		Year 6 ARE/+ (GDS)						
	Cohort (size)	% GLD	Cohort (size)	% PASS	Cohort (size)	% Rd EXPI+	% Wr EXPI+	% Ma EXPI+	Cohort (size)	Multi test Full marks %	Cohort (size)	% Rd EXPI+	% Wr EXPI+	% EGFS EXPI+	% Ma EXPI+	% RWM EXPI+
All Pupils	3	100%	3	67%	2	50%	0%	50%	2	50%	4	75%	75%	50%	75%	50%
Boys	1	100%	2	50%	1	100%	0%	100%	0		1	100%	0%	0%	100%	0%
FSM	1	100%	0		0				1	100%	1	100%	100%	100%	100%	100%
Not Mobile	3	100%	3	0%	0				1	100%	3	67%	67%	33%	67%	33%
SEND	1	100%	1	0%	1	0%	0%	0%	0		2	100%	50%	0%	100%	50%
EYFS entry	3	100%							KS1 Maths							
EYFS end 'expected'			2	100%	3	67%	67%	67%	4	Av Score						
KS1 Level 2									100%	24.5	8	75%	75%		100%	75%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance for PP pupils was 93.4%, slightly below national averages, and that persistent absence rates were at 25.9%, above national expectations. This was influenced by a small number of pupils with specific circumstances that markedly affected the rates of absence. Although this cohort no longer attends the school, absence, attendance and wellbeing are a significant focus of this strategy and of the School Improvement Plan.

Our evaluation of the approaches delivered last academic year indicates that PP pupils made good progress academically, and met or exceeded national and local expectations in their progress. PP pupils remaining at Coads Green show attendance in line with or above national expectations. However, the high rate of persistent absence last academic year keeps pupil wellbeing and attendance a strong focus for this year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
TTRS	

Accelerated Reader	Rennaisance
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Further information

- Free entry to breakfast/after-school clubs. Wrap around care extending provision and opportunities.
- Support financially for trips and residentials and in- school enrichments opportunities.
- Robust community links and provision of Wild Tribe and outdoor learning.
- Uniform support Links to PTFA Pre-loved uniform stock. Free or money donations only.
- Support for music tuition.
- Nurture groups and 1-1 tuition linked to Cornwall Music Hub support. On-going-identified pupils not accessing other out of school clubs are prioritised.