

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	15% (13 pupils)
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)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jennet Thomas (Headteacher)
Pupil premium lead	Beckie Nobbs
Governor / Trustee lead	Anne Cheshire / Will Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12505
<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>	

Part A: Pupil premium strategy plan

Statement of intent

**As a family, we flourish.
Love each other as I have loved you (John 15:12)**

‘As a family, we flourish,’ and at Coaley C of E Primary Academy, we inspire all who are a part of our school to grow and flourish. In the hearts of our children, we build confidence, respect for all, love and a joy for learning. We are the reservoir of hope for our community, helping our children have the wisdom and resilience to achieve their best, with our hearts, we nurture all and show love to everyone. Through inclusivity and aspiration, we reap the harvest of success so everyone can thrive and achieve and, our Pupil Premium Strategy focuses on ensuring that as a school family, our disadvantaged pupils are able to grow and flourish and achieve their full potential.

At Coaley C of E Primary Academy, our intention, is that all pupils will make good progress and achieve across all curriculum areas, irrespective of the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this, including progress and development for those who are already high attainers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality Attendance for pupils in receipt of Pupil Premium averages 90.16% , below both whole-school and national expectations of 96% , limiting learning time and progress.
2	High Proportion of SEND within PP Cohort The percentage of disadvantaged pupils on the SEND register has increased by 10% , with 54% of PP pupils identified with additional needs, requiring effective adaptive teaching and targeted support.
3	Social, Emotional and Mental Health (SEMH) Needs Disadvantaged pupils are more likely to require pastoral intervention due to SEMH needs, which can impact behaviour, engagement, and readiness to learn.
4	Speech, Language and Communication Needs Some disadvantaged pupils demonstrate delayed language development, affecting vocabulary, comprehension, and access to the curriculum.
5	Limited Cultural Capital and Enrichment Some pupils have limited access to enrichment experiences beyond school, impacting background knowledge, confidence, and aspiration.
6	Foundational Skills A number of disadvantaged pupils require support to secure early reading, phonics and writing which are essential for success across the curriculum.

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
<p>By the end of the academic year, attendance for pupils in receipt of Pupil Premium (PP) will improve from 90.16% to at least in line with whole-school attendance and national expectation of 96%.</p> <p>To achieve this, the Headteacher and SENDCo will work closely with families, and class teachers to identify barriers, implement targeted support, and monitor progress to ensure pupils attend school regularly and on time.</p> <p>Particular focus will be on reducing the % of pupils who are persistently absent (PA), ensuring pupils attend school regularly and consistently. Currently 46% of our PP Pupils are Persistently Absent</p>	<p>Attendance</p> <ul style="list-style-type: none"> PP pupil attendance improves to at least whole-school average of 96% % of PP Pupils who are Persistently Absent will reduce from 46% to 23% by the end of Spring 2 and 15% by the end of Summer 2 <p>Punctuality</p> <ul style="list-style-type: none"> Continued reduction in late arrivals among PP pupils Breakfast Club used effectively to support on-time arrival <p>Engagement & Readiness to Learn</p> <ul style="list-style-type: none"> Pupils attending school regularly and on time demonstrate increased engagement, focus, and participation in lessons Early morning routines supported by Breakfast Club contribute to positive social and emotional well-being
<p>Ensure consistently high-quality teaching and learning across all year groups, with a particular focus on pupils with SEND and those in receipt of Pupil Premium (currently 54% of PP pupils are also on the SEND register).</p> <p>This group has increased in proportion, highlighting the need for adaptive teaching and targeted support to meet individual needs.</p>	<ul style="list-style-type: none"> Termly pupil progress meeting demonstrates that identified SEN and PP pupils are meeting expectations Pupils identified on the graduated pathway make progress from their initial starting points, clear adaptive teaching and targeted support is enabling pupils to make progress. Monitoring records including pupil voice demonstrate that pupil present with an increasing level of independence and engagement
<p>To close the attainment gap between Pupil Premium (PP) and Non-Pupil Premium (Non-PP) pupils, progress and outcomes will be monitored across all key assessment points: EYFS, Phonics Screening Check, End of KS1, Multiplication Check, and End of KS2.</p> <p>PP targets for 2025–2026 are set using internal formative assessment to ensure they are</p>	<ul style="list-style-type: none"> Quality first teaching (QFT) is evident in all classes and through close the gap interventions the gap between pupil premium and non-pupil premium is decreasing EYFS (75% of PP pupils and non-PP pupils achieve GLD) Y2 PSC (82% of non-PP pupils achieved in Reading, Writing and Maths - 1 PP pupil in cohort only)

<p>ambitious yet achievable and based on current pupil performance.</p> <p>By the end of the year, PP pupils will demonstrate accelerated progress and attainment in line with, or closer to, their non-PP.</p>	<ul style="list-style-type: none"> • Y4 Multiplication Check (33% of PP pupils will achieve and complete the MTC) • Y6 SATS (100% of PP Pupils will achieve Reading, Writing, Maths and combined)
<p>Disadvantaged pupils are more likely to require pastoral support due to SEMH needs, which can impact behaviour, engagement, and readiness to learn.</p> <p>To meet the pastoral needs of all identified pupils, the school will work collaboratively with parents, class teachers, SENDCo, and the pupils themselves to identify needs and plan targeted support.</p> <p>By the end of the academic year, pupils will demonstrate improved emotional regulation, social skills, and resilience, enabling consistent access to learning.</p>	<p><u>Emotional Regulation</u></p> <ul style="list-style-type: none"> • Pupils demonstrate improved self-awareness and control of emotions using strategies such as Zones of Regulation. • Reduced frequency and severity of emotional outbursts or classroom disruptions. <p><u>Social Skills</u></p> <ul style="list-style-type: none"> • Pupils participate positively in peer interactions, group work, and collaborative learning. • Improved communication, teamwork, and conflict-resolution skills, including through LEGO® Therapy sessions. <p><u>Resilience & Engagement</u></p> <ul style="list-style-type: none"> • Pupils show increased resilience when faced with challenges, completing tasks independently or with minimal support • Higher levels of engagement and readiness to learn, reflected in classroom observation and learning behaviours.
<p>Some disadvantaged pupils demonstrate delayed language development, which affects vocabulary, comprehension, and access to the curriculum.</p> <p>By the end of the academic year, pupils in receipt of Pupil Premium (PP) will show improved oral language skills, enriched vocabulary, and greater engagement with learning, enabling them to access the full curriculum confidently.</p> <p>To achieve this, the school will use:</p> <p>The Shrek Approach: visual and narrative-based intervention to develop expressive and receptive language, sequencing, and storytelling.</p> <p>WalkThrus “Single Pause, Insist” strategy: teachers ask questions or give prompts, pause</p>	<p><u>Language Development</u></p> <ul style="list-style-type: none"> • Pupils show improvement in vocabulary, sentence structure, and comprehension, assessed through formative and summative tools. <p><u>Curriculum Access & Engagement</u></p> <ul style="list-style-type: none"> • Pupils confidently participate in class discussions, storytelling, role-play, and group work. • Pupils demonstrate improved listening and processing skills, following multi-step instructions accurately. <p><u>Targeted Intervention Impact</u></p> <ul style="list-style-type: none"> • Implementation of the ShREC approach used by all staff result in improved narrative sequencing, expressive language, and comprehension.

<p>to allow thinking time, and insist on a response, supporting processing, engagement, and verbal expression.</p>	<ul style="list-style-type: none"> Single Pause, Insist strategy leads to more accurate, complete, and confident verbal responses in class. <p><u>Behavioural and Social Outcomes</u></p> <ul style="list-style-type: none"> Pupils demonstrate increased confidence when speaking and interacting with peers. Reduction in withdrawal or disengagement during verbal activities.
<p>Some pupils, particularly those in receipt of Pupil Premium (PP), have limited access to enrichment experiences beyond school, which can impact background knowledge, confidence, and aspiration.</p> <p>By the end of the academic year, pupils will have increased exposure to cultural, creative, and global learning experiences, resulting in enhanced vocabulary, confidence, engagement, and aspirational thinking.</p> <p>This includes the use of LYFTA, which provides immersive, story-based content about global cultures, communities, and careers to broaden pupils' horizons and understanding of the wider world</p>	<p><u>Participation & Access</u></p> <ul style="list-style-type: none"> All PP pupils engage in planned enrichment activities, including LYFTA sessions, educational visits, workshops, or creative projects. Evidence of equitable access to enrichment compared to non-PP peers. <p><u>Knowledge & Vocabulary</u></p> <ul style="list-style-type: none"> Pupils demonstrate improved background knowledge of global cultures, careers, and social issues. Newly acquired vocabulary and concepts are integrated into classroom learning and discussions. <p><u>Confidence & Engagement</u></p> <ul style="list-style-type: none"> Pupils actively participate in discussions, role-play, workshops, and LYFTA activities. Increase in confidence, curiosity, and willingness to engage with new learning experiences.

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

Budgeted cost: £ 250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the EEF guidance on 'Making the best use out of teaching assistants'	Following the EEF guidance on 'Making the best use out of teaching assistants' we will use TAs to	1, 2

<p>best use out of teaching assistants' we will use TAs to improve quality first teaching, deliver effective interventions and develop children's skills such as independence.</p>	<p>improve quality first teaching, deliver effective interventions and develop children's skills such as independence.</p> <p><u>TA Recommendations Summary.pdf</u></p>	
<p>The school will use the EEF SEND guidance (<i>Special Educational Needs in Mainstream Schools</i>) to quality assure high-quality, inclusive classroom practice for all pupils, with a particular focus on those with SEND and in receipt of Pupil Premium.</p> <p>Teaching and learning will be evaluated and strengthened through the consistent implementation of the EEF “Five-a-Day” principles:</p>	<p>Use the EEF SEND Recommendations to quality assure teaching and learning - <u>Special Educational Needs in Mainstream Schools—Recommendations</u></p> <p><i>(flexible grouping, cognitive and metacognitive strategies, explicit instruction, use of technology when appropriate, scaffolding)</i></p> <p><u>Five-a-day-poster 1.1.pdf</u></p>	<p>2, 4, 6</p>

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

Budgeted cost: £8915.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about.</p> <p>High quality interactions often look effortless, but they are not easy to do well. The ShREC approach provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice</p>	<p>Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. In the short term, children who are better communicators at age five become better readers. In the longer term, they go on to achieve better exam results at age 16 and are more likely to gain higher-paid employment as adults (Shuey and Kankaraš, 2018)</p>	<p>4, 5, 6</p>

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2, 4
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	The EEF (2021) recommends that interventions should be integrated with ongoing learning within the classroom TA Recommendations Summary.pdf	1, 2, 3, 4
Implement Precision Teaching in order to close gaps in phonics, reading and spelling	<p>Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills.</p> <p>What is Precision Teaching? https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small group-tuition/</p>	2, 6

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

Budgeted cost: £3340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care provision – Breakfast club provision to close the attendance and punctuality %	<p>EEF National School Breakfast Programme (scale-up evaluation completed 2020) demonstrated that breakfast provision in disadvantaged schools supports engagement, positive routines, and readiness to learn, particularly when clubs are well structured and inclusive.</p> <p>EEF Behaviour Interventions & Social and Emotional Learning guidance highlights that improving routines, emotional regulation, and engagement has a positive impact on learning outcomes for disadvantaged pupils.</p>	1, 2, 4, 6
Funding Support for Wider Curriculum Opportunities	Trips that offer pupils a unique cultural learning experience provides opportunities for them to be involved in new environments and is key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a	1, 2, 5

	<p>pupils understanding of the world and their place in it.</p> <p>Educational trips encourage the development of social, personal and study skills.</p> <p>Stephen Perse Foundation 2018</p>	
Increase the cultural capital and opportunities designed for all pupils in the curriculum through the Lyfta Programme.	<p>Research based evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p><u>Lyfta: Stories that connect us</u></p>	5
The delivery of Play Therapy to maintain and target support for individuals	<p>Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in everyday life, through their natural language of play: the toys are their words. Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor.</p> <p><u>What is play Therapy and its impact?</u></p>	2, 3

Total budgeted cost: £12505.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Teaching

	Coaley July 2025
EYFS	75%
EYFS PP	0%
Year 1 Phonics	75%
Year 1 PP Phonics	0%
Year 2 Phonics	75%
Year 2 PP Phonics	0%
KS1 EXP Reading	67%
KS1 GDS Reading	0%
KS1 PP Reading	0%
KS1 PP GDS Reading	0%
KS1 EXP Writing	42%
KS1 GDS Writing	0%
KS1 PP EXP writing	0%
KS1 PP GDS Writing	0%
KS1 EXP Maths	67%
KS1 GDS Maths	0%
KS1 PP EXP Maths	0%
KS1 PP GDS Maths	0%
KS2 EXP Reading	100%
KS2 GDS Reading	67%
KS2 PP Reading	N/A
KS2 PP GDS Reading	N/A
KS2 EXP Writing	100%
KS2 GDS Writing	33%
KS2 PP EXP writing	N/A
KS2 PP GDS Writing	N/A
KS2 EXP Maths	100%
KS2 GDS Maths	50%
KS2 PP EXP Maths	N/A
KS2 PP GDS Maths	N/A
KS2 EXP GPS	100%
KS2 GDS GPS	50%
KS2 PP EXP GPS	N/A
KS2 PP GDS GPS	N/A