

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	79
Proportion (%) of pupil premium eligible pupils	12% (9 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 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jen Thomas
Pupil premium lead	Beckie Nobbs
Governor / Trustee lead	Anne Cheshire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10607.00
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>	£10607.00

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 data shows that Pupil Premium children's attendance averages at 91.1% which is below both school and national attendance expectations of 96%
2	44% of pupils in receipt of pupil premium are also on the SEND register.
3	Pupils in receipt of Pupil Premium are more likely to require pastoral support due to Social, Emotional and Mental Health Needs.
4	Some pupils may have poor language development which impacts their communication skills.
5	Some disadvantaged pupils have a lack of cultural capital and enrichment opportunities outside of school.

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>Improve the attendance of pupils including those who are in receipt of PPG and / or SEND</p> <p>Headteacher and SENDCo work closely together with families to identify, and support to increase attendance</p>	<p>Persistent Absence including % of late arrivals to school decreases which in turn will support children being 'ready to learn.'</p> <p>Whole school attendance is above 96%. Improvement in overall attendance of all PPG eligible pupils and these pupils attend school on time.</p>
<p>Ensure high quality teaching and learning for all children, especially those with SEND and PPG (44%)</p> <p>Use the EEF SEND Recommendations to quality assure teaching and learning - Special Educational Needs in Mainstream Schools—Recommendations</p> <p><i>(flexible grouping, cognitive and metacognitive strategies, explicit instruction, use of technology when appropriate, scaffolding)</i></p> <p>Five-a-day-poster 1.1.pdf</p>	<p>Monitoring over time will show that all pupils including pupils who are SEND and SEN and PPG, are receiving high quality teaching and learning</p>
<p>Close the gap between Pupil Premium and Non-Pupil Premium pupils for Phonics Screening and end of KS1 SATs Outcomes</p> <p><i>PP Targets for 2024-2025 set using internal formative assessment</i></p>	<p>Quality first teaching (QFT) is evident in all classes and through close the gap interventions in Phonics, 100% of all PP pupils will pass the PSC at the end of Year 1 and Year 2 (where identified).</p> <p>50% of pupils at the end of KS1 will achieve the Expected Standard in Reading, Writing and Maths and 50% of pupils will make accelerated progress from their initial starting points at the beginning of the academic year.</p>
<p>To meet the pastoral needs of all identified pupils</p> <p>Through working with parents, class teacher / SENDCo/PP pupils - pastoral needs are identified and planned.</p>	<p>With emotional support provided, pupil progress will not be affected by adverse childhood experiences. Pupil premium children will meet national expectations by the end of each academic year. All teachers know their</p>

	<p>premium children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons.</p> <p>High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress.</p>
<p>Opportunities to develop communication and language skills</p> <p>Opportunities across the school including continuous provision and enhancements in EYFS - questioning, identified interventions e.g. Language for Behaviour and Thinking and Tiered Vocabulary</p>	<p>Teachers and TA's trained in techniques to employ across whole class provision.</p> <p>Small group or 1:1 intervention where need is identified.</p> <p>At the end of Reception, improved % of pupils achieving the ELG for Communication and Language</p> <p>EEF Communication and Language</p>

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: £450.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the EEF guidance on 'Making the 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.	Following the EEF guidance on 'Making the 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. TA Recommendations Summary.pdf	1, 2

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

Budgeted cost: £9307

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

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

Budgeted cost: £850.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding Support for Wider Curriculum Opportunities	<p>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 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>	1, 2, 5
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>Lyfta: Stories that connect us</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>What is play Therapy and its impact?</p>	2, 3,

Total budgeted cost: £ 10607.00

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 2022-2023 academic year.

Teaching

	Coaley 2024
EYFS	75%
EYFS PP	0%
Year 1 Phonics	83%
Year 1 PP Phonics	67%
Year 2 Phonics	80%
Year 2 PP Phonics	100%
KS1 EXP Reading	77%
KS1 GDS Reading	15%
KS1 PP Reading	100%
KS1 PP GDS Reading	0%
KS1 EXP Writing	77%
KS1 GDS Writing	7%
KS1 PP EXP writing	68%
KS1 PP GDS Writing	0%
KS1 EXP Maths	77%
KS1 GDS Maths	15%
KS1 PP EXP Maths	0%
KS1 PP GDS Maths	0%
KS2 EXP Reading	71%
KS2 GDS Reading	57%
KS2 PP Reading	0%
KS2 PP GDS Reading	0%
KS2 EXP Writing	90%
KS2 GDS Writing	37%
KS2 PP EXP writing	0%
KS2 PP GDS Writing	0%
KS2 EXP Maths	86%
KS2 GDS Maths	43%
KS2 PP EXP Maths	0%
KS2 PP GDS Maths	0%
KS2 EXP GPS	86%

KS2 GDS GPS	43%
KS2 PP EXP GPS	0%
KS2 PP GDS GPS	0%

Intended outcome	Success criteria	Achieved Outcome
Improved phonics knowledge in the Early Years.	The number of children passing the PCS in Year 1 90%, (this is above the national rate) although to be wary of percentages with small numbers comes	83% passed the PSC, this is broadly in line with intended outcome. 1 pupil achieved 27/40 67% identified as PP passed the PSC at the end of Y1. 100% of all PP children passed the Year 2 retake and 80% of the Year 2 cohort passed the test
Improved reading attainment amongst disadvantaged children.	<p>Children who are identified as not being read with at home or not achieved ARE, are read with regularly in school to support fluency of reading.</p> <p>Adaptations and interventions are in place to support children with low reading attainment to ensure skills in fluency and comprehension are supported.</p> <p>Any child who did not achieve require reading score for PSC continues to be supported through interventions and supported reading.</p>	<p>Pupils in school identified as priority readers. 77% achieved the expected standard in Reading, 100% PP children achieved the expected standard in Reading at the end of KS1</p> <p>100% of identified PP pupils in Year 2 passed the PSC and achieved the expected standard in Reading</p>
<p>Reading and writing support</p> <p>Children maintain progress in line or better than previous published data scores.</p>	<p>Gaps are identified using standardised assessment tool at the end of each year to baseline the children for the following year. Support strategies are put in place to close gaps identified, and these are robustly monitored, and effectiveness is assessed.</p> <p>Observations and assessment have shown that vulnerable children have been more affected by school closures than other pupils, this is supported by national studies. The largest impact is on the children's confidence, resilience and independence. End of KS2 outcomes for writing in 2024 will show that PPG pupils will achieve ARE.</p>	<p>90% achieved the Expected Standard in Writing at the End of Key Stage 2, 37% achieving Greater Depth Standard.</p>

	<p>Children who are new to school are supported by improved continuous provision opportunities, so they are able to engage in independent writing activities set out in the provision. Improving outdoor area provision ensures that there are always opportunities for children to write to support all child led learning, this will be a focus this year.</p>	
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