

Pupil premium strategy statement

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	Coaley CofE Primary Academy
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	15% (currently 9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-years
Date this statement was published	1.12.21
Date on which it will be reviewed	1.6.22
Statement authorised by	Full Governing Body
Pupil premium lead	Richard Lucas
Governor / Trustee lead	Anne Cheshire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7945
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14000

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Rapid Attainment Plan (RAP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'Brilliant' teaching happens in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Ensuring that the PPG is used so that no child is disadvantaged or excluded from the broad and rich curriculum at Coaley

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy alongside poor language and communication skills. Lack of school readiness on arrival in EYFS
2	Poor attendance
3	Lack of parental engagement
4	Lack of focus and confidence due to poor mental health and wellbeing. Arriving at school hungry and not ready to learn
5	Previously a lack of targeted support due to the school's previous Ofsted rating

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>1. Improve the quality of teaching so that all teaching is Brilliant in all classrooms by the end of 3-year strategy</p>	<p>Every teacher has been judged 'Brilliant' by internal assessment TAs to form a strong part of the overall judgement on the quality of teaching</p>
<p>2. PPG pupils make good progress compared to their peers</p>	<p>PPG and SEND pupils able to recall more vocabulary against set criteria of specific intervention strategies Target tracker and CTG plans show that children are making good progress towards set targets and gaps are closing PPG pupils with SEND make accelerated progress against expected outcomes</p>
<p>3. PPG parents feel welcome and supported as a result of support put in place. To use the school's breakfast club (and future wrap-around care provision) to ensure that PPG children are ready to learn, well-fed with a nutritional breakfast and to improve attendance for PPG pupils</p>	<p>Governor survey shows that PPG parents are positive about the school against a number of measures Attendance for PPG pupils improves and gaps between PPG and non-PPG pupils do not exist</p>
<p>4. Support pupils' mental health needs as they return from COVID lockdowns and in general in school</p>	<p>Children feel happy and safe on surveys and through pupils voice reports from EHT, Governors and DGAT monitoring</p>

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 1: QE on RAP)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>Regular meetings with DCEO and QAL to review the quality of teaching</p>	<p>All pupils benefit from quality first teaching. This is the key, most impactful driver in raising attainment and achievement for disadvantaged pupils.</p> <p>The school's previous Ofsted rating shows that it has been a significant priority for the school</p> <p>This is regularly reviewed by the MAT through professional visits from the DCEO and the Trusts QAL</p> <p>Evidence from EEF supports this approach.</p>	1, 2
<p>Sharing best practice around other local schools and in the DGAT family of schools</p>	<p>Working collaboratively with other schools brings in experience and new and fresh ideas to improve teaching. Sharing leadership of subjects specialists through working with St Matthew's focuses subject knowledge and specialism</p>	1, 2

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

Budgeted cost: £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Close-The-Gap (CTG) support to target PPG children who have</p>	<p>Evidence is clear that small group 'keep up' not 'catch up' activities ensure high expectations and support for the most disadvantaged pupils.</p>	1, 2

<p>poor language, with a focus on tier 2 vocabulary.</p> <p>Give each teacher ½ per term to plan out focused vocabulary support. Follow this up with lesson visits by EHT and governors. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM)</p> <p>Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary</p> <p>Review and monitor specific vocabulary intervention strategies such as NELI</p>	<p>Language support for pupils with poor language acquisition will better support pupils' learning, especially in reading and writing.</p> <p>Evidence from EEF supports this approach</p>	
<p>Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.</p> <p>Use ½ day to plan specific 1:1 CTG and additional support through SENCo</p> <p>SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria; add to provision map</p>	<p>Some disadvantaged pupils also have SEND. Working closely with SENCo and other lead professionals ensures that PPG pupils get the best support they can to maximise progress</p> <p>Evidence from EEF supports this approach</p>	<p>1, 2</p>

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

Budgeted cost: £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor termly parent sessions where the CT, child and parent talk about the CTG support and how they can support at home</p> <p>Engage with PPG parents as part of the termly Parent Forum meetings</p> <p>Ensure that PPG parents are targeted to attend</p>	<p>Evidence is clear that working with parents and increasing parental engagement will improve outcomes for pupils</p> <p>Evidence from EEF supports this approach</p>	<p>3</p>
<p>Use breakfast club and target the use for PPG children</p> <p>Speak to parents of PPG children to see if this will be a good provision for them to make use of</p> <p>Use wrap-around care and after school club to provide nutritious snacks after school</p> <p>Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.</p> <p>Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy</p>	<p>Where pupils' basic needs are not being met: they will not learn. Evidence shows that children will learn best when they have a nutritious start to the day.</p> <p>Support for disadvantaged pupils will help improve attendance if they find it hard with morning routines, especially with working families. Breakfast and wraparound care helps support families who might struggle with a more chaotic home life</p> <p>Evidence from EEF supports this approach</p>	<p>3</p>

<p>Use the Offer of Early Help to support PPG families with attendance</p> <p>Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution</p>		
<p>Support pupils with their mental health through targeted support, small group work and nurture interventions</p>	<p>Evidence is clear that pupils with a positive mid-set and mental health are more likely to succeed and do well</p> <p>Evidence from EEF supports this approach</p>	<p>2, 3, 4</p>

Total budgeted cost: £16800

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. Deep Dives and QAL/DCEO visits show that the teaching of reading, writing and maths across the school matches the Brilliant teaching expectations and Ofsted's good for implementation. The GLOWmaths embedding programme was successful and led to a consistent approach to the teaching of maths. Reading, writing and maths are now consistently taught using our clear approaches. The wider curriculum subjects are taught using our planned curriculum and retrieval approach. HLTA completed HLTA qualification. Close the Gap interventions are in place and are having a significant impact. These have been triangulated through a SEND Deep Dive and through data analysis. Other TAs in school have completed EYFS CPD to better enhance their impact on provision. QAL and DCEO notes show that TAs are having an impact on pupils' learning in class and through interventions. Middle leaders have used the in-school CPD to carry out Deep Dives in a range of subjects, including: reading, writing, maths, science, history, geography, RE. All feel supported to use the DD documents and write reports to Governors
2. Despite COVID, CTG has continued to be successful in helping to close the gaps in children's learning. Data analysis across the school shows that most children are now attaining at their pre-COVID expectations. Children have caught up in phonics and data was 100% by the end of Year 2 in 2021. Pupils with SEND continue to do well as seen from data analysis and Deep Dive evidence. NELI has been started for current Y1 and all current YR will be baselined to aid poor speak and language. This needs to be further embedded to see the full impact on Y1 children.
3. COVID restricted the school's ability to engage with parents, except via Zoom. However, virtual parents' meetings took place and feedback was taken on a variety of subjects. Parents' evenings were conducted via phone and all children were followed up. SENCo meetings were held virtually and this support parents' engagement with their child's learning. Breakfast club and after school club continue to be used by PPG children free of charge. It is attended by two PPG children regularly at both ends of the day. Attendance is monitored each week with any child slipping below 95% is monitored individually. Attendance of PPG was 97.63% which was above the non-FSM of 97.10 and whole school of 96.9%