

# Pupil premium strategy statement – Coleshill C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	348
Proportion (%) of pupil premium eligible pupils	86 (24.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Matthew Edwards, Headteacher
Pupil premium lead	Alison Currin, Deputy Headteacher
Governor / Trustee lead	Rachel Moran, Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£128,760

# Part A: Pupil premium strategy plan

## Statement of intent

At Coleshill C of E Primary School our vision is clear that **every child matters to God** and should have opportunities provided which are equal for all children. Our use of Pupil Premium is a central strategy to enable this to happen and help our vision become reality – namely, those pupils who are disadvantaged should experience the same opportunity to develop and progress as other pupils. **Success for all.**

Our overall aims are:

- To reduce attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure attendance levels are at least in line with similar schools nationally

Our current pupil premium strategy plan work towards achieving those objectives at three levels; developing **universal provision** so that quality first teaching has maximum impact, **targeted support** for pupils who are vulnerable to falling behind for a variety of reasons and **wider strategies** to meet needs that are unique to the child.

The key principles of our strategy plan are that choices of how funding is spent is directed by;

- a) the emerging needs of the school identified through **self-evaluation**
- b) implementing solutions that have been tried and tested through **research** to prove impact when used appropriately in our context.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.  Whilst this can vary and is cohort dependent, 71% of our disadvantaged pupils meet age-related expectations by the end of KS1 compared to

	86% of other pupils. This gap narrows but can remain significant to the end of KS2 (not specific to 2023 Y6 cohort).
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably behaviours demonstrated as a result of underdeveloped self-regulation in a social situation. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 18 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 10 (6 of whom are disadvantaged) receiving some form of 1:1 support or interventions.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils (2023-4: 92.63%) has been between 2-3% lower than for non-disadvantaged pupils (2023-4: 94.89%).</p> <p>In 2023-24, 29% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Maths than their peers.</p> <p>At the end of KS1 the gap was 12% in July 2023. At the end of KS2 83% of disadvantaged children met age related expectations compared to 86% of other children.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that disadvantaged pupils are inline with non-disadvantaged at the expected standard.
Improved maths attainment among disadvantaged pupils.	KS1 Maths outcomes in 2024/25 show that disadvantaged pupils are inline with

	non-disadvantaged at the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</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: £ 4260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund White Rose resources and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	5

(including Teaching for Mastery training).	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Purchase of KS2 White Rose homework books for extending learning into the home.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).  <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA delivery of WellComm across Early Years and Year 1 where needed.  The complete speech and language toolkit (50% of 2 x TA's timetable dedicated to WellComm intervention groups)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Higer Level Teaching Assistant PHONICS Interventions. Research based intervention schemes e.g. 100% fidelity to Sound Start intervention programmes.  All TAs dedicated to personal plans intervention (6 TAs ranging 17 – 25 hours per week 50% of timetable)	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 5

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

Budgeted cost: £ 44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Services: Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>continuation of family support worker role in school HLTA (DDSL trained) 50% of contracted hours (12.5 hrs per week).</p> <p>CSAWS annual subscription to complement FSW role.</p> <p>Lunchclub provision for individual needs.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p><a href="https://www.eef.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p>Forest School and Animal Care Initiative HLTA (Level 3 Forest School Trained) 50% of contracted hours (12.5hrs per week). TA (Level 2 Forest School Trained) 80% of contracted hours (12.5hrs per week)</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p><a href="https://www.eef.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>

**Total budgeted cost: £ 128,760**

## 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 suggests that the Pupil Premium Strategy at Coleshill CE Primary has had very strong impact over the previous 3-year strategy.

During this period the school has received commendation from the Local Authority for its work with our disadvantaged children and the impact of closing gaps. The 3-year strategy ends with our 2023-24 Y6 cohort (34%, 20chn Pupil Premium) showing our disadvantaged children outperforming other children in English (Reading, Writing and GPS) and performing in-line with other children in Maths.

July 2024 SATs Results	Achieving at least the Expected Standard	
	Disadvantaged	Non-disadvantaged
Reading	90	84
Writing	80	71
GPS	90	71
Maths	85	84

This represents Coleshill's best outcomes for disadvantaged children since the advent of the Pupil Premium funding (2011) and points to the likely effectiveness of the strategy.

The new 3-year strategy retains many of the features which have produced the most positive impact over the last 3 years but adds a greater emphasis on social and emotional learning for which need continues to increase.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
WELCOMM	
Accelerated Reading	
Sound Start Phonics	
White Rose Maths	