

## Pupil Premium Strategy Statement 2025-26

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.

### Colehill CE Primary School Overview

Detail	Data
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	88 (26.1%)
Academic year/years that our current pupil premium strategy plan covers <i>(3 year plans are recommended – you must still publish an updated statement each academic year)</i>	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs A Currin Headteacher
Pupil Premium Lead	Mrs A Currin
Governor / Trustee lead	Mrs P Ellis Lead for disadvantaged pupils

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,600 <i>This represents a decrease of £8160 from last year</i>
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 (enter £0 if not applicable)	£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>	£120,600

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Coleshill CE Primary School our vision is clear that *every child matters to God* and should have opportunities provided which are equitable for all children; success for all. 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. Providing quality first teaching to all pupils is at the heart of the educational provision we offer, in the knowledge that *'With God's love, we grow and flourish together'*.

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
- Improve how our SEND disadvantaged pupils are supported and allow them to get the right support at the right time.

Our current pupil premium strategy plan works 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	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. For example, in 2025, 20% of Reception disadvantaged children are at expected for Communication and Language, compared to 53% non-disadvantaged children.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Whilst this can vary and is cohort dependent, 67% % of our PP pupils met age-related expectations by the end of KS1 compared to 85% of other pupils in 2025. This gap narrows but can remain significant to the end of KS2; in 2025 Y6 PP children achieved 85.7% expected in Reading, compared to non-PP 88.2%.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>There are currently 14 pupils that require additional pastoral support with social and emotional needs, 11 of which are disadvantaged. The Breathe Wellbeing census showed average SCWBS (emotional wellbeing and positive outlook) scores of 41.5 for FSM and 43.6 for Non-FSM, where 1-2 points different may indicate a meaningful change between groups, where 43.7 is the census average for primary schools.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils (2024-25: 92.63%) has been between 2-3% lower than for non-disadvantaged pupils (2024-25: 95.3%).</p> <p>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 Writing than their peers although this is cohort dependent and is dependent on a number of barriers including economic background and SEND.</p> <p>In 2024, 81% achieved expected writing at KS2, compared to 64% of PP achieved. In 2025 84% of Non-PP achieved expected in writing, compared to 70% of PP.</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
Pupil's language skills are assessed and interventions are implemented swiftly on entry to school.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when analysing intervention data and 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 show that gaps between disadvantaged pupils and non-disadvantaged are closing.
Improved writing attainment among disadvantaged pupils.	End of KS2 writing attainment demonstrates that a higher percentage of disadvantaged pupils have made the expected progress or have met the expected standard or above in writing.  Increase the progress and attainment of all year groups in Reading, Writing, Maths combined.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance demonstrated by meeting the ABIE target.  Improved punctuality which impacts on attendance data.

## 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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>CPD for leaders and teaching staff on strong foundations identified in The Writing Framework.</p>	<p>The DfE in the Writing Framework have identified levers for improvement in writing skills and the importance of strong foundations. These include language, handwriting, spelling, composition, purpose, keep up and intervention.</p> <p><a href="#">The Writing Framework</a>  <a href="#">EEF Improving Literacy in KS1</a>  <a href="#">EEF Improving Literacy in KS2</a></p>	5
<p>Purchase of FFT Reading and spelling programme for children post-phonics programme (aimed at Y2 but for use across other vulnerable groups)</p>	<p>Language and Literacy progress is reliant on strong foundations. Recommendations 2 and 6 of the EEF report indicate that reading and spelling are strong levers for improving literacy. The recommendations are for KS1 but also applicable for older children who have fallen behind their peers.</p> <p><a href="#">EEF Improving Literacy in KS1</a></p>	2, 5
<p>CPD for staff on techniques for improving pedagogical approaches using Walkthrus.</p> <p>Implementation will following the EEF Implementation Model.</p>	<p>There are universal approaches to teaching that support the learning and improve outcomes for all pupils, including those with SEND.</p> <p><a href="#">EEF 5-a-day to improve SEND outcomes</a>  <a href="#">EEF Metacognition and Self-Regulated Learning</a>  <a href="#">EEF's Implementation Guidance</a></p>	1, 2, 3

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

Budgeted cost: £ 72,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of WellComm across Early Years.</p> <p>SALT delivered across KS1 and KS2 where needed.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Delivery of phonics keep up and catch up interventions. Research based intervention schemes e.g. 100% fidelity to Sound Start intervention programmes.</p> <p>Personal Plans Intervention</p>	<p>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:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	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 CSAWS annual subscription to complement FSW role.</p> <p>Pastoral Support role (DDSL) in school offering -parent workshops -Meet and Greet soft start and late gate -Early Support -ELSA intervention</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.educationendowmentfoundation.org.uk/parental-engagement-improving-school-attendance">Parental engagement   EEF (educationendowmentfoundation.org.uk) Improving School Attendance</a></p>	3, 4
<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.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p>Implementation of OPAL to improve our approach to outdoor play and learning.</p> <p>CPD for all staff to operate as Play Partners across unstructured times of the day (playtime and lunchtime).</p>	<p>Key findings from implementation of OPAL include</p> <ul style="list-style-type: none"> <li>• Changing children's patterns of behaviours away from problematic and disruptive and towards creative, imaginative, collaborative and resilient.</li> <li>• Significant increases in children's joy and happiness in school.</li> <li>• All OPAL schools report a transformation in the equality and equity of children's playtime experiences. Girls, children with additional needs, those on free school meals and non-sporty children consistently have better, more active and more enjoyable playtimes.</li> </ul> <p><a href="#">OPAL evidence base</a></p>	3, 4

**Total budgeted cost: £ 120,600**

## 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 out-performing 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	
SoundStart! Phonics	
White Rose Maths	

## Further Information

### Planning, Implementation and Evaluation

We have used the [EEF's Implementation Guidance](#) to support the development our strategy, particularly the 'explore' phase to enable us to diagnose specific pupil needs and identify which activities and approaches are likely to work in our school. We will continue to use this guidance through the implementation of activities. We have implemented a robust evaluation framework for the duration of our three year approach and will adjust our plan over time to secure improved outcomes for disadvantaged pupils.