

Pupil premium strategy statement – Coates Way 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	231
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Fiona Hayes- Headteacher
Pupil premium lead	Ms A Armitage
Governor / Trustee lead	Tracey Groom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,860
Recovery premium funding allocation this academic year	£ 2,501.24
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£52,361.24

Part A: Pupil premium strategy plan

Statement of intent

At Coates Way School we hold the highest aspirations for all our pupils. Our vision strives for a balance between excellence and compassion for all; it is our commitment that all pupils, irrespective of their background or challenges, achieve this. We target all pupils to achieve strong progress and high attainment across all subject areas and recognise that our disadvantaged pupils may need additional support, intervention and resources in achieving this goal. We know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school. This early intervention helps to remove these barriers sooner in the child's education.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

We know that our pupils in receipt of pupil premium do not do as well academically as those who do not receive pupil premium. In all cases we strive to ensure all our pupils make at least good progress and achieve age related expectations at the end of the Key Stages. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We provide this support through our highly trained teachers and teaching assistants working on evidence-based interventions. In addition, we employ an intervention teacher for two afternoons a week. As a school we also buy into a private speech and language therapist who supports those pupil premium children who have delayed language development.

To ensure we meet the social, emotional and mental health needs of pupils in receipt of pupil premium.

We believe that all children regardless of their background learn well if they have their social and emotional needs met. To this end we recognise that in some circumstances pupils in receipt of pupil premium are subjected to more social and emotional challenges and this has been exacerbated as a result of time away from school during the Covid 19 lockdowns.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Staff are sometimes unable to pinpoint barriers to learning. Involvement of both pupils and parents as well as training will help with this.
2	Pupil progress in Phonics, Reading, Maths and Writing falls below that of all pupils. Starting points in PPG children are on average lower than that of all pupils so accelerated progress is needed in order for the attainment gap to be made smaller.
3	Receptive and expressive language of disadvantage pupils is often below the expected level in the early years and beyond.
4	Disadvantaged pupils seem to be subjected to more social and emotional challenges. They also seem to experience a lack of confidence in their learning.
4	Disadvantaged pupils may not have access to extra- curricular activities/clubs/ learning resources due to costs.
5	Attendance rates for a small number of pupils eligible for PP are low. This causes problems with the continuity of work and missing areas of the curriculum or even one to one sessions. This may take the form of lateness or of prolonged periods of absences.

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
1. Ensure all staff have support and training to identify barriers, introduce short term and pertinent targets that clearly identify progress opportunities.	All PPG children have identified barriers with support provided.
2. To make at least expected or accelerated progress from initial assessment points in reading.	Targeted from prior attainment (validated where possible) children will make at least expected progress from their baseline and the majority will make accelerated progress. There is a consistent approach to the teaching of reading.
3. To make at least expected or accelerated progress from initial assessment points in maths.	Targeted from prior attainment (validated where possible) children will make at least expected progress from their baseline and the majority will make accelerated progress. There is a consistent approach to the teaching of maths.
4. To make at least expected or accelerated progress from initial assessment points in writing.	Targeted from prior attainment (validated where possible) children will make at least expected progress from their baseline and the majority will make accelerated progress. There is a consistent approach to the teaching of writing.
5. To achieve the pass mark in the Key Stage 1 phonics assessment.	All pupil premium children will achieve the pass mark in the Key Stage 1 phonics assessment by the end of Year 2 and the majority in Year 1.
6. To ensure support is given to the social and emotional needs of disadvantaged pupils.	Disadvantaged pupils have access to a variety of support in school and from outside agencies to improve their wellbeing and confidence.
7. To ensure overall attendance and persistent absence in this group of pupils decreases.	Difference in absence percentages are minimal between disadvantage and non-disadvantaged.
8. There is equity in extracurricular provision and cultural capital experiences (such as residential trips) between disadvantaged and non-disadvantaged pupils.	All disadvantaged pupils (excluding Nursery and Reception) will be encouraged to participate in at least one extracurricular club per term by the end of 2023.

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: £ 18,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2
Teaching and Learning Advisors in Maths, English and EYFS	Working with teaching and learning advisors will improve teaching. The Education Endowment Foundation states, " <i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i> "	2
Hooked-on Books Training- Online training for all staff and conference for SLT.	The Hooked-on Books training will improve the teaching of reading comprehension and the EEF states, ' <i>Reading comprehension strategies are high impact on average + 6 months. Alongside phonics it is a crucial component of early reading instruction.</i> '	2
Embedding speech and language activities across the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3

We will utilise a private speech and language therapist for one day a week to work with identified children and support class teachers with interventions and resources and fund ongoing teacher training and release time.		
High effective PHSE lessons and behaviour support delivered as a result of staff CPD	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) - EEF	4

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

Budgeted cost: £ 33,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating an audit of barriers according to both pupils voice and parental concerns. Inviting parents in for informal meetings to talk about their children and the challenges they face.	The barriers to learning experienced by adults are multi-layered and interrelated. Interventions seeking to engage adults in learning should therefore seek to address more than one type of barrier. Barriers to learning for disadvantaged groups (publishing.service.gov.uk)	1
Additional learning support assistant in Reception to work with pupil premium and SEND pupils (especially with pupils with significant communication difficulties) TA to lead the NELI	Develop communication, language and basic social skills that are otherwise a barrier to learning. Home Nuffield Early Language Intervention (NELI) (teachneli.org)	2/3

(Nuffield Early Language Intervention) programme.		
Phonics interventions in KS1 delivered by an intervention teacher one day a week	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. EEF Blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to. Trips, after school clubs and bespoke projects within school give opportunities to excel, engage and aspire.	School trips and extracurricular activities increase the children's cultural capital and raise aspirations. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	2 and 4
Attendance support through specific activities and incentives. This will be done with all pupils who fall below the 90%	Good attendance results in increased progress and attainment. Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)	5

attendance figure or those who have issues with late attendance.		
<p>A play therapist once a week.</p> <p>Protective Behaviours delivered by a trained member of staff one afternoon a week.</p> <p>Wellbeing support programmes in all classes- Years 1-3</p> <p>Mindfulness workshops</p> <p>Year 4- NHS Mental Health project</p> <p>Year 5- Creative music company</p> <p>Year 6- Watford Football club wellbeing programme</p>	<p>Targeted support for specific disadvantaged pupils, providing emotional support.</p> <p>Trauma Informed Schools UK</p>	3

Total budgeted cost: £ 58,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal data during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised. In addition, in all the DfE statutory tests the children in receipt of pupil premium performed considerably lower than those who were not. There were no children in receipt of pupil premium in Year 6 who attained age related in reading, writing and maths combined.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose maths.

Although overall attendance in 2021/22 was lower than in the preceding 2 years at 93.4%, it was roughly around the local authority average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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
Magic Words Play	Speech and Language therapist support
Therapist	Mrs Johnson

Service pupil premium funding (optional) N/A

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.