

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 2022/2023	Data 2023/2024
Number of pupils in school	231	221
Proportion (%) of pupil premium eligible pupils	19%	19% (41)
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	Fiona Hayes-Headteacher
Pupil premium lead	Ms A Armitage	Fiona Hayes
Governor / Trustee lead	Tracey Groom	Tracey Groom

Funding overview

Detail	Amount 2022-2023	Amount 2023-2024
Pupil premium funding allocation this academic year	£ 49,860	£55,290
Recovery premium funding allocation this academic year	£ 2,501.24	N/A NTP
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£0
<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</i>		

<i>to 2023 cannot be carried forward to 2023 to 2024.</i>		
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	£55,290

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is a payment made to schools by the Government. It makes up part of the school's funding, is received into our budget and is made available for use throughout the whole school. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. The Pupil Premium is funded on a per pupil basis at £1345 per pupil (or £2345 for pupils who are in care or have been adopted). This will be based on the current census, meaning that Parkgate will have received £49 764/ £41 550 and £47 635 respectively. To make the best use of this funding, we use evidence-based approaches, such as the EFF research and our own knowledge of our pupils and the specific needs within each class to create a plan tailored to our school. Further information can be found at:

[Pupil premium: allocations and conditions of grant 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023)

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.

Coates Way is a one for entry Primary with 221 pupils on roll. We have 41 pupils on our Pupil Premium register; 19% of the school population which is broadly in line with the national average. For the 2023 – 24 school year we will receive £55,290 in Pupil Premium funding. Schools are able to spend PPG to suit the needs of their pupils. (see above for the grant for 2022 and 2023 respectively.)

Our intent is to:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with National Average.

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. We also work closely with this group of families to understand the barriers to school attendance.

‘Being around teachers and friends in a school environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. That’s why school attendance is so important and why the Government is committed to tackling the issues that might cause some children to miss school unnecessarily.’

[Why is school attendance so important and what are the risks of missing a day? - The Education Hub \(blog.gov.uk\)](#)

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.

According to the National Literacy Trust a major 16% of adults are considered to be ‘functionally illiterate’ in the United Kingdom. Literacy levels are falling among the younger generations and it is stated that 1 in 5 adults struggle to read and write.

[Adult literacy | National Literacy Trust](#)

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 because of time away from school during the Covid 19 lockdowns.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Disadvantaged pupils seem to be subjected to more social and emotional challenges. They also seem to experience a lack of confidence in their learning.
3	Disadvantaged pupils may not have access to extra- curricular activities/clubs/ learning resources due to costs.
4	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. If these children don't pass in Year 2, phonics intervention will continue into Year 3 and 4.
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.	To reduce the percentage of children who are in receipt of pupil premium and who are also persistent absentees.
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 every academic year. All disadvantaged pupils will be financially supported to go on residential trips in Year 5 and 6.

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: **£ 7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. £1000	Standardised test 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. NFER standardised reading and maths tests Maths Herts Diagnostic tool FFT phonics and reading screening	1
Quality First Teaching,	Working with teaching and learning advisors will improve teaching. The	1

<p>particularly in reading, writing and maths – Research driven from CPD to classroom practice.</p> <p>£5500</p>	<p>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>” (EEF High Quality Teaching)</p> <ul style="list-style-type: none"> • Working with HFL Maths, English and Early Years Advisors • The Write Stuff training 	
<p>Embedding speech and language activities across the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. teachers with interventions and resources and fund ongoing teacher training and release time.</p> <p>£500</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>High effective PHSE lessons and behaviour support delivered as a result of staff CPD- Steps training</p> <p>£500</p>	<p>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</p>	2

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

Budgeted cost: £ 50,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Creating an audit of barriers according to both pupils voice and parental concerns.</p>	<p>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.</p> <p>Barriers to learning for disadvantaged groups (publishing.service.gov.uk)</p>	<p>1</p>
<p>Additional learning support assistant in Reception to work with pupil premium and SEND pupils (especially with pupils with significant communication difficulties)</p>	<p>Develop communication, language and basic social skills that are otherwise a barrier to learning so that these children are ready to learn and have the language pre-requisites to learn.</p>	<p>1</p>
<p>Programme of intervention for maths, reading and phonics from Year 1-6</p>	<p>TA/Teacher led intervention for Maths, Reading and phonics across KS1 and 2 which arise from teaching assessment and gap analysis of NFER assessments in reading and maths, Maths Herts Diagnostic tool, FFT phonics and reading screening. We also have SEN specific assessment tools for those children who fall in both categories such as Breaking Barriers in Maths and Lightning Squad in reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>
<p>Phonics interventions in KS1 and Lower KS2 delivered by an intervention teacher one day a week as well as</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>EEF Blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

Teaching assistant follow up intervention.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>School trips and extracurricular activities increase the children’s cultural capital and raise aspirations. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Embedding principles of good practice set out in DFE’s ‘working together to improve school attendance’.</p> <p>Engaging hard to reach families.</p>	<p>Good attendance results in increased progress and attainment.</p> <p>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</p> <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	4
<p>Prioritise social and emotional learning to avoid “missed</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-</p>	2

<p>opportunity” to improve children’s outcomes.</p> <p>Counselling support Drawing and Talking Intervention</p>	<p>being, and academic performance. Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. 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. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £ 60,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1- 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.

EYFS- GLD

Year	School	Non-Pupil Premium	Pupil Premium	Gap between PP and non-PP	National
2021-2022	57.1%	57.1%	20%	37.1%	66%
2022-2023	70%	73%	50%	23%	68.2%

Year 1 Phonics

Year	School	Non-Pupil Premium	Pupil Premium	Gap between PP and non-PP	National
2021-2022	58.6%	68.2%	28.6%	39.6%	92.7%
2022-2023	65.5%	72.7%	42.9%	29.8%	79.5%

KS1 Results 2021-2022

	School	Non-Pupil Premium	Pupil Premium	Gap between PP and non-PP	National
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Reading	65.5%	72%	25%	47%	
Writing	58.6%	64%	25%	39%	
Maths	51.7%	56%	25%	31%	
All	51.7%	56%	25%	31%	

KS1 Results 2022-2023

	School	Non-Pupil Premium	Pupil Premium	Gap between PP and non-PP	National
Reading	63.3%	70.8%	33.3%	37.5%	
Writing	53.3%	62.5%	16.7%	45.8%	
Maths	63.3%	70.8%	33.3%	37.5%	
All	53.3%	62.5%	16.7%	45.8%	

KS2 Results 2021-2022

	School	Non-Pupil Premium	Pupil Premium	Gap between PP and non-PP	National
Reading	70%	73.1%	50%	23.1%	74%
Writing	66.7%	69.2%	0%	69.2%	69%
Maths	80%	84.6%	50%	34.6%	71%
All	60%	69.2%	0%	62.5%	59%

KS2 Results 2022-2023

	School	Non-Pupil Premium	Pupil Premium	Gap between PP and non-PP	National
Reading	65.5%	75%	20%	55%	73%
Writing	62.1%	66.7%	40%	26.7%	71%
Maths	79.3%	87.5%	40%	47.5%	73%
All	55.2%	62.5%	20%	42.5%	60%

Challenge 2- Disadvantaged pupils seem to be subjected to more social and emotional challenges. They also seem to experience a lack of confidence in their learning.

Pupil voice tells us that pupils feel safe in school and feel they have adults to talk to, enjoy school and know how to keep themselves safe. Case studies indicate how individuals have benefited from pastoral and therapeutic support.

Challenge 3- Disadvantaged pupils may not have access to extra- curricular activities/clubs/ learning resources due to costs.

Pupils are engaging in the clubs offered to them after school as well as the after-school club. The breakfast club remains popular. Pupils are also engaging in residential trips run in Year 5 and 6.

Challenge 4- Attendance

2022-2023

Non-Pupil Premium	Pupil Premium	Whole School	Gap between PP and non-PP attendance

94.2%	91.5%	93.6%	2.7%

2021-2022

Non-Pupil Premium	Pupil Premium	Whole School	Gap between PP and non-PP attendance
95.1%	91.1%	94.3%	4%

Attendance strategies in place have marginally improved the attendance of pupil premium children but overall attendance was slightly lower for the whole school. Attendance continues to be a focus for all pupils.

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
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.