

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	Coates Way JMI and Nursery
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)	2021 to summer 2023
Date this statement was published	July 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Fiona Hayes, Head teacher
Pupil premium lead	Ms A Armitage, Deputy head
Governor	Campbell Wilson, Chair of Govs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47075
Recovery premium funding allocation this academic year	£6996
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54071

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. Almost 25% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make at least good progress. 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 have accessed this using our current staff in school. We have recently identified a group of pupils who are not making the progress we would expect, and so our strategy for 2021-23 focuses on the needs of this group. Our intervention teacher works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium. She is non-classed based and has time to carry out this work in school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	SEND: With 25% of our disadvantaged pupils on the SEND register, these pupils face additional learning challenges.
2	Phonics: Assessments show our disadvantaged pupils generally have greater difficulties with the early acquisition of phonics than their peers. This negatively impacts their development as readers.
3	Recovery: Discussions with parents/carers and assessment data highlights that many disadvantaged pupils found school closures in 2019-21 and home learning more challenging than their peers meaning greater academic 'recovery' is required. (Despite additional support given by school in terms of technology provision and live, remote intervention teaching sessions, some disadvantaged pupils did not engage fully, especially in the younger years.)
4	Wider opportunities: Discussions with pupils, observations and school records show our disadvantaged pupils are often less likely to participate in extra-curricular opportunities, including clubs and Cultural Capital experiences, despite encouragement.
5	Attendance: Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 and 5% lower than for non-disadvantaged pupils.

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
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<p>SEND pupils will continue to thrive at Coates Way and make good academic progress relative to their starting points.</p>	<p>SEND pupils will consistently achieve their Pupil Passport objectives and/or EHCP targets. Progress data will show that all SEND pupils make good progress relative to their starting points (summer 2022 with further improved progress by summer 2023).</p>
<p>Disadvantaged pupils in Reception and Year 1 will make expected progress in the early acquisition of phonics enabling them to become confident readers and fully access the wider curriculum.</p>	<p>Disadvantaged pupils in Reception will finish the year (2022) confident in their Phase 2 and 3 sounds. Disadvantaged pupils in Year 1 will pass the end of year Phonics Screening Check (2022). These high levels will be sustained (2023, 2024).</p>
<p>Lost learning will be recovered through accelerated progress so that the impact of school closures is no longer evident in pupils' attainment.</p>	<p>Pupils' attainment will return to 2019 levels in reading, writing and maths in KS1 and KS2 data by summer 2023.</p>
<p>Disadvantaged pupils will enjoy the wider opportunities on offer for extracurricular activities and cultural capital experiences.</p>	<p>All disadvantaged pupils (excluding Reception children) will be encouraged to participate in at least one extracurricular club per term by 2022/23. All disadvantaged pupils will be offered an external opportunity adding to their cultural capital each term and frequent, daily experiences to build their cultural capital in school.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for PP children was 90.9% against 93.4% for non PP children. Pupil premium children account for 12% of the persistent absentees. Parents of these children will be offered additional support such as family support worker, free breakfast club invites and home visits from school staff.</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: **£26850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3,</p>
<p>Embedding speech and language activities across the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>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.</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (FFT Success for All) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>

guidance in school and to access Herts Essentials resources (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff and use of play therapist.	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 Social and Emotional Learning.pdf.org.uk	2, 3, 4

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

Budgeted cost: **£26500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional learning support assistants in early years to work with pupil premium and SEND pupils (especially with pupils with significant communication difficulties)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Utilize intervention teacher (employed by the school) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: **£5500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management (including Herts Steps training) and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on a number of unusual circumstances over the past 2 years, we have identified a need to set aside a contingency amount to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £58350

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 2021 to 2022 academic year.

Our internal and DfE assessments 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.

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. In Year 6, three children were eligible for pupil premium funding. One pupil was dis-applied for the KS2 SATs tests, One pupil did not achieve any of the expected standards, the other pupil made expected progress in reading and maths but was below expectations in writing. In Year 2, 4 pupils were eligible for pupil premium funding. Three pupils were dis-applied, the other pupil made expected progress in reading, writing and 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.

Externally provided programmes

Programme	Provider
Speech and Language therapist support	Magic Words
Play Therapist	Mrs Johnson

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have an identified 'intervention' teacher and mental health lead with both dedicated to the emotional wellbeing and academic achievement of named children. We also purchased additional outdoor equipment to encourage our vulnerable and disadvantaged children to become more active following a rather sedentary lockdown.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst pupil premium children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.