



Pupil premium strategy statement Coleman 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	621
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kathie Wade
Pupil premium lead	Kathie Wade
Governor / Trustee lead	Zubear Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,595
Recovery premium funding allocation this academic year	£15,805
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>	£ £174,400



Part A: Pupil premium strategy plan

Statement of intent

We intend for all our pupils, regardless of their background or the challenges they face, to experience a broad and balanced curriculum that meets their needs and allows them to reach their full potential. Our current plan supports our vision for all of our children to achieve well across all subject areas and to experience a wide range of extra-curricular opportunities to increase their cultural capital and allow them to experience things they may not get a chance to otherwise experience. The focus of our pupil premium strategy is to support our disadvantaged learners to achieve the above, including ensuring improved attainment for those who are already high attainers.

In planning for this, we consider the challenges faced by our vulnerable pupils, including those who are young carers or known to social care.

We intend for our disadvantaged pupils to achieve as well as their non-disadvantaged peers and the contents of this plan detail the provision we will put in place to diminish the differences and ensure our disadvantaged children are well prepared for the next stage of their education.

This plan has been completed in consultation with teaching and support staff, governors, parents and the school SENDCo. Parents are made aware of the offer through parents' evenings and induction information as well as information on the school website.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils arrive at Coleman Primary School with English as an additional language (currently 62.5%) and we have 29% of our pupils arriving after the Reception year. This means that many of our pupils struggle to access the curriculum because of lack of spoken or receptive English, with gaps in their working vocabulary and poor phonological awareness.
2	Analysis of attendance data for our pupil premium children shows that persistent absence is a key factor.
3	Many of our pupils entitled to pupil premium funding are also vulnerable in other ways; subject to bereavement of close family members, are known to



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	social care or are young carers. Poor mental health is a factor for many of our vulnerable children and their families and many suffer from financial hardship.
4	Pupil interviews, assessment and subject dives have evidenced that many of our pupils do not participate in after school enrichment opportunities or visit places of significance or interest and therefore do not have the cultural capital needed to fully access the curriculum in a meaning way.

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
Children will rapidly acquire the language and phonic knowledge they need to read and write successfully.	Assessments in reading, writing and phonics show rapid improvement year on year in language acquisition and attainment in English by 2025-2026
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To engage with parents to support improving attendance.	Data shows sustained improved attendance by 2025-2026: <ul style="list-style-type: none"> The overall attendance rate for all pupils will be at least 96% and the attendance gap between disadvantaged and non-disadvantaged pupils is narrowed The level of persistent absence for disadvantaged pupils and non-disadvantaged pupils will be below 10% and the gap between the two groups will have narrowed.
To achieve and sustain good mental health and improved wellbeing for all our pupils, particularly the disadvantaged	Children are better able to manage their emotions and deal with situations in a healthy way. Data from parent and pupils surveys, analysis of CPOMS and reports from the behaviour mentor show a sustained reduction in behaviour issues and conflict and increased wellbeing scores
Children will have the knowledge and skills needed to make positive choices and be able to access and understand the curriculum more fully.	Data, curriculum deep dives and pupil/parent interviews show: <ul style="list-style-type: none"> increased participation in enrichment activities a wider range of enrichment activities offered by the school improved levels of wellbeing and school satisfaction



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	<ul style="list-style-type: none"> children can talk about wider experiences in relation to their learning.
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD teaching and learning <i>Staff CPD will focus on developing teaching strategies that support all children to access effective teaching and learning (Walkthrus)</i> <i>Coaching for teachers</i>	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4
Guided reading scheme for KS1 <i>Guided reading scheme and accompany books purchased</i>	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Development of curriculum skills and knowledge and of wider curriculum opportunities <i>Progressions maps refines with key learning identified</i>	EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1,3,4



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<p><i>New assessment system</i></p> <p><i>Trips and visitors to support learning</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabled intervention time so that bespoke intervention programmes can be delivered regularly by allocated staff</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £ *[insert amount]*



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Learnful mindfulness programme	EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net) Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3
Use of behaviour mentor to support children emotionally and behaviourally	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	2,3
Use of support from EWO and SLT to engage with parents and to monitor and track attendance.	Parental engagement EEF (educationendowmentfoundation.org.uk) Understanding the use of Attendance & Family Liaison Officers... EEF (educationendowmentfoundation.org.uk) Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)	2,3
Planning enrichment opportunities for all pupils and targeting the disadvantaged to attend	Arts participation EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4

Total budgeted cost: £ 174,400



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children in EYFS, KS1 and KS2 at Coleman Primary school are assessed through ongoing teacher assessment and end of year statutory assessment. The tables below show the end of year statutory assessment outcomes for disadvantaged pupils and non-disadvantaged pupils at each stage of assessment and shows the percentage of pupils who achieved or, where appropriate, exceeded expected standards.

Y6 pupils sit externally marked assessments in Reading and Mathematics and are assessed by their teachers in writing. The progress scores show how many points progress children have made from their starting points.

KS2 Attainment		2021/22		2022/23		KS2 Pro- gress	2021/22		2022/23	
		Non PP	PP	Non PP	PP		Non PP	PP	Non PP	PP
Reading	EXS	69%	69%	73%	62%	Reading	0.24	0.21	-0.04	3.36
	GDS	30%	13%	28%	15%	Writing	2.02	1.15	1.00	5.00
Writing	EXS	74%	75%	80%	58%	Maths	0.80	1.35	0.80	3.56
	GDS	10%	0%	14%	8%					
Maths	EXS	70%	69%	80%	58%					
	GDS	27%	6%	31%	15%					
GPS	EXS	70%	63%	80%	62%					
	GDS	24%	13%	33%	23%					
Combined	EXS	61%	50%	67%	39%					
	GDS	9%	0%	9%	8%					

SATs Scaled Score	2021/22		2022/23	
	Non PP	PP	Non PP	PP
Reading	103	103	105	101
Maths	103	103	105	101
GPS	104	101	106	102

Children in Y2 are assessed by the teachers (KS1 results) but also sit a statutory assessment which informs their teachers' assessment.

KS1		2021/22		2022/23	
		Non PP	PP	Non PP	PP
Reading	EXS	49%	67%	62%	50%
	GDS	5%	7%	14%	0%
Writing	EXS	49%	40%	56%	31%
	GDS	3%	7%	7%	0%
Maths	EXS	62%	60%	69%	56%
	GDS	8%	13%	19%	0%
Combined	EXS	43%	40%	55%	25%
	GDS	1%	7%	7%	0%



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At the end of Y1, children undertake the phonics screening check and the table shows how many children achieved the pass rate. If children do not sit or pass the phonics screening check in Y1, they take the test in Y2, and the table shows the percentage of Y2 children who attained the required standard.

Phonics	2021/22		2022/23	
	Non PP	PP	Non PP	PP
Y1	75%	64%	76%	92%
Y2	77%	87%	77%	75%

At the end of the Reception year (F2), children are assessed against the Early Years Profile. The table shows the percentage of children who have achieved the expected standards in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the specific areas of Mathematics and Literacy. This is measured as a good level of development (GLD)

EYFS	2021/22		2022/23	
	Non PP	PP	Non PP	PP
GLD	59%	100%	61%	75%

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

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A



Further information (optional)

Additional support offered:

Support	Challenge addressed
Free uniform	2,3
Subsidised trips (20% subsidy)	3,4
Access to free/reduced cost music lessons (subsidy variable dependent on activity)	3,4
Access to free/reduced cost sports sessions (subsidy variable dependent on activity)	2,3,4
Free transport to initiatives run by the local authority for disadvantaged pupils	2,3,4
Subsidised swimming (50% subsidy)	3,4