

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Coulsdon CofE Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three years
Date this statement was published	December 2021 Updated: December 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Anne Hudson - Acting Headteacher
Pupil premium lead	Karen Newsome - Assistant Headteacher
SENCO	Kirsty Wyatt
Governor / Trustee lead	Anne Gledhill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,856
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	£37,856

Part A: Pupil premium strategy plan

Statement of intent

At Coulsdon C of E Primary School we have high aspirations for all our children. We work as a school community to ensure that we are, 'Together growing in mind, body and spirit'. We strive to provide every child with the skills, determination and opportunities to realise their full potential, aiming to ensure that children are in no way disadvantaged in comparison with their peers.

We recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children as individuals. Through research-led approaches to the allocation of PPG combined with our in-depth knowledge of our children, we treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. Alongside academic attainment and progress, we place a huge importance on the social and personal development of our children, as without this, academic development will never be fully realised.

We believe in giving children an inspiring and motivating curriculum as well as enriching additional experiences that give them a thirst for more and an understanding of the value of their own education. We believe that their time with us in primary school provides them with the foundation and thirst for lifelong learning. We are work to:

- Ensure staff believe that there are “no limits” to what our children can achieve and that “no excuses” are made for underperformance;
 - Ensure this pupil premium strategy plan will allow us to give our children the best chance to achieve their potential using an individualised approach through targeted support, intervention and programmes;
- Motivate, to inspire and to expect all children to achieve more than they have achieved before;
- Provide a safe, secure and stimulating environment in which all children can succeed and be respected for who they are;
- Encourage care, consideration and respect for all members of the school community;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience;
- Value all members of the school community as individuals;

- Help children acquire knowledge, skills and access to a wide range of opportunities to develop their knowledge and understanding, relevant to life in a fast-changing world - we aim that they leave our school better prepared for life in secondary school and adulthood;
- Develop a co-operative working partnership between all staff, parents and governors to benefit all of our children.

Challenges

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

Challenge number	Detail of challenge
1	Due to lower standards on entry to school, disadvantaged pupils need to make accelerated progress in order to narrow the attainment gap.
2	Higher percentage of pupils who are on the PPG register are on the SEND register due to specific SEND needs
3	Pupils have lower levels of confidence and resilience which hinders accelerated progress
4	Pupils struggle to make more than expected progress which would enable them to reach the same standard as their peers
5	Support at home for some PP children is limited, affecting the completion of homework and parents accessing learning materials. Additional support is required in this area with the implementation of homework/ booster clubs for selected pupils.
6	Pupils attendance is lower than the non-pupil premium group Persistent lateness. Lateness reduces teaching hours and concentration levels and has an impact on their learning
7	Pupils are not always able to access extra-curricular activities which would support social and emotional requirements.

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
To ensure that pupils whose baseline at EYFS is low, are well supported	Data shows that progress on EYFS pupils is accelerated and that the gap with non-disadvantaged pupils is closing

<p>To ensure that the SEND needs of PPG pupils have been fully investigated and provision is in place to support them.</p>	<p>PPG pupils on the SEND register have external involvement when required and the recommendations of these professionals have been implemented.</p>
<p>Disadvantaged pupils make accelerated progress in order to narrow the attainment gap.</p>	<p>Internal data reflects an increased percentage of disadvantaged pupils making more than expected progress across all year groups.</p> <p>End of phase data reflects a narrowing gap between disadvantaged pupils and non-disadvantaged pupils.</p>
<p>A high level of disadvantaged children are achieving above expected progress in reading, writing and maths.</p>	<p>The number of disadvantaged children achieving the expected levels in reading, writing and maths has increased.</p>
<p>Enable disadvantaged pupils to access additional support, closing the gap with their peers.</p>	<p>The gap in attainment in phonics in KS1 closes</p> <p>The gap in communication and language between disadvantaged children and their peers in EYFS and KS1 closes.</p>
<p>To regularly review SEN and PPG children and the support given to them. To ensure staff supporting individuals are fully aware of their needs and regularly involved in the review and writing of new targets.</p>	<p>Improvement in attainment and greater awareness of what progress looks like for each individual.</p>
<p>Disadvantaged pupils have greater access to all learning opportunities and are not held back by social and emotional concerns. The emotional needs of PPG children have been met and fully supported.</p>	<p>Academic outcomes between disadvantaged children and their peers narrow due to a focus on their social and emotional needs.</p>
<p>Provision of additional resources, experiences and opportunities to support and enrich disadvantaged children's learning and provision.</p>	<p>Disadvantaged children will have targeted access to extra-curricular opportunities including clubs and trips.</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: £7,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics: Implementation of updated training, teaching and learning of RWI phonics programme alongside effective monitoring</i>	<p>https://educationendowmentfoundation.org.uk/new/s/eef-commissioned-evaluations-of-read-write-incphonics-and-fresh-start</p> <p>The Rose Report DfE Reading Framework Phonics Toolkit EEF</p>	1,2,3,4,5
<i>Teachers and support staff have access to a high quality CPD programme. For example: - Quality first teaching</i>	<p>EEF – quality first teaching https://thirdspacelearning.com/blog/quality-firstteaching/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3,4,5
<i>Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations</i>	Rising Stars Mark Cornerstones	1,2,3,4,5
<i>Maths: Mastering Number EYFS / KS1</i>	https://www.ncetm.org.uk/teaching-for-mastery/	1,2,3,4,5
<i>Reading: embed the use of reading fluency strategies</i>	https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project	1,2,3,4,5

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

Budgeted cost: £ 19,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TA and Teacher delivered targeted support interventions for English and Maths includes specific targets. Tracked for impact using PIRA and PUMA and Cornerstones</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</p> <p>Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at age expected and above</p>	<p>1,2,3,4</p>
<p><i>Looking at purchasing the Shine Intervention - this will be an additional intervention to support PPG children.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</p> <p>Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at age expected and above</p>	<p>1,2,3,4</p>
<p><i>Training for staff for RWI programme that can be used across the school</i></p>		<p>1,4</p>
<p><i>Additional in class support from TA's and Teachers</i></p>	<p>Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at age expected</p>	<p>1,2,3,4</p>
<p><i>Targeted maths booster groups in Years 1-6</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1,2,3,4</p>
<p><i>Additional EP sessions purchased for PPG children with additional SEND needs</i></p>	<p>Education Endowment: 'Define the problem and identify programmes or practices'.</p> <p>We are aware that a higher percentage of our SEND pupils are also PPG. The EP report will give us an understanding that will allow us to plan learning activities that build on intellectual strengths and help develop the child's confidence as a learner.</p>	<p>2</p>
<p><i>SEND training on de-escalation and use of sensory circuits. We</i></p>	<p>Education Endowment: 'Define the problem and identify programmes or practices'.</p>	<p>2</p>

<i>have a high percentage of children who are PPG and SEND so this will be beneficial.</i>	A high percentage of our SEND pupils are also PPG. Training for staff on sensory circuits will allow us to provide specific support for pupils which will support them with accessing the curriculum.	
<i>Develop the use of our dyslexia tutor. Give her the opportunity to screen PPG pupils for dyslexia. Provide the time for her to target these PPG children.</i>	<p>Education Endowment: 'Define the problem and identify programmes or practices'.</p> <p>We are aware that a higher percentage of our SEND pupils are also PPG. The EP report will give us an understanding that will allow us to plan learning activities that build on intellectual strengths and help develop the child's confidence as a learner.</p>	2

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

Budgeted cost: £10,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO Pastoral support to families to ensure high levels of attendance and punctuality - target of 97.5% attendance</i>	http://www.gov.uk/government/publications/improving-attendance-at-school	6
<i>Provision of subsidised school uniform and resources</i>	Children are given school uniform and resources as required	5
<i>Access to extra curricular clubs</i>	http://www.gov.uk/government/publications/improving-attendance-at-school	7
<i>Learning and revision packs provided to all PP children e.g. phonics resources / cgp revision books</i>	Children are able to engage appropriately with home learning activities, supporting good progress and attainment.	5, 4, 2
<i>Children have access to high quality school trips</i>	<p>Whole school focus</p> <p>Children's cultural capital develops</p> <p>http://www.teachwire.net/news/the-benefit-of-inclusive-schools-trips</p>	5

<i>Counselling for identified children</i>	Pupils develop age appropriate social and emotional skills http://elsanetwork.org	3
<i>To research the effectiveness of training a current member of staff as an ELSA</i>	Pupils develop age appropriate social and emotional skills http://elsanetwork.org	3
<i>Staff training on growth mindset, retrieval and recall, review Brilliant learning behaviours and Building learning power.</i>	<i>Pupils develop age appropriate social and emotional skills</i> http://elsanetwork.org	3

Total budgeted cost: £39,320

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.

Progress towards outcomes (first year of strategy completed)

Being a one form entry school with 15% of our pupils receiving PPG funding we have to be mindful that data is not always statistically significant due to the low numbers of PPG children in certain classes.

1) To ensure that pupils whose baseline at EYFS is low, are well supported

Provision was put in place to support pupils whose EYFS baseline was low. This included phonics groups, paired reading groups, handwriting groups, number groups, SALT support. The % of children in EYFS who received PPG funding was low and therefore their EYFS data is not statistically significant. The provision and progress will need to continue to be tracked closely this year.

2) To ensure that the SEND needs of PPG pupils have been fully investigated and provision is in place to support them.

43% of our PPG children are on the SEND register. A further 18% of our PPG children are being monitored. 11% of our PPG children have EHCP's or receive locality funding. We are aware that a higher percentage of our SEND pupils are also PPG. We were only given three EP sessions from the local authority and were unable to purchase any additional sessions. We did use these three sessions to support PPG children. We also used external SALT assessments to provide another form of assessment. We will continue to use our provision to ensure their needs are investigated as much as possible. We have purchased two internal assessment tools and will make use of these during this academic year.

3) Disadvantaged pupils make accelerated progress in order to narrow the attainment gap

Difference in progress is shown due to the significant learning needs that many of our PPG children have. This is why fully investigating their learning needs is so crucial.

Teacher Assessment Year 2-6 July 2021 - July 2022 (includes PPG children who were PPG in July 2021). Year 1 Assessment is Autumn 2021-July 2022.

	Maths	Writing	Reading
Decrease in progress	7%	18%	18%
Expected progress	50%	36%	36%
Accelerated progress	43%	46%	46%

During the academic year 2021 – 2022, we were pleased that the majority of children still made around expected progress or more. Where this was not the case, additional interventions have been put in place for this coming academic year, in addition to the interventions that were put in place during the year.

4) A high level of disadvantaged children are achieving above expected progress in reading, writing and maths.

Year 6 Data - 37.5% of PPG children were on the SEND register. A further 12.5% of PPG children were being monitored for SEND needs.

	Reading
Working towards	7%
Expected or above	93%
Greater Depth	41%
	50% of PPG children were working towards. 50% of PPG children were expected or above 25% of PPG children were greater depth.

	Maths
Working towards	31%
Expected or above	69%
Greater Depth	38%
	75% of PPG children were working towards. 25% of PPG children were expected or above 25% of PPG children were greater depth.

	Writing
Working towards	45%
Expected or above	55%
Greater Depth	31%
	75% of PPG children were working towards. 25% of PPG children were expected or above 12.5% of PPG children were greater depth.

Year 2 Data - 60% of PPG children were on the SEND register

	Writing
Disapplied	7%
Below Standards	14%
Working Towards	28%
Expected or better	48%
Greater Depth	17%
	40% PPG children expected or above

	Reading
Disapplied	7%
Below Standards	10%
Working Towards	10%
Expected or better	72%
Greater Depth	28%
	40% PPG children expected or above

	Maths
Disapplied	7%
Below Standards	14%
Working Towards	10%
Expected or better	69%
Greater Depth	38%
	40% PPG children expected or above

We were pleased with the progress our PPG pupils made and feel the interventions show that good progress was made during the year. This needs to continue to be a focus this year especially with writing which is a focus in our SDP.

5) Disadvantaged pupils have greater access to all learning opportunities and are not held back by social and emotional concerns. The emotional needs of PPG children have been met and fully supported.

Having a counsellor in the school for one day a week and having two members of staff trained to deliver drawing and talking has had a huge impact alongside a morning of Art therapy. PPG pupils who have emotional needs are able to receive professional emotional support quickly. The SLT within the school continue to build strong relationships with families to ensure the whole family feels fully supported by the school. To continue to work towards this outcome and provide greater support, we need to work to ringfence the budget for this provision.

6) Provision of additional resources, experiences and opportunities to support and enrich disadvantaged children's learning and provision.

We have provided support so all pupils can access any internal extra curricular clubs. When requested we have also funded external clubs run on site. Update of extra curricular clubs has been monitored termly. As a result children have had access to a wide range of sporting, music and drama clubs. 70% of PPG children attended at least one club at school last year. We now need to consider how we provide extra curricular clubs for those PPG children with long bus journeys home or taxi's being provided by the local authority.

Attendance and Punctuality continued to be a focus for 2021 – 2022, and ongoing into 2022 – 2023. Our gap in attendance between Pupil Premium (91.6% 2021-2022) and Non Pupil Premium (94.23% 2021-2022), was 3%, and we continue to work to reduce this further.

Review of intentions for 2021-2022

Teaching:

- 1) All staff are trained in RWI phonics and resources are purchased.

- 2) Reading lead is carrying out assessments half termly so progress is carefully tracked. Phonics lessons have been observed regularly by Reading lead, Headteacher and by the local authority.
- 3) Additional RWI groups occur daily and one to one tutoring has been used to support PPG children.
- 4) Wide range of training for staff provided through INSET training and staff meetings. For example:
 - RWI Training
 - REAL PE training
 - Dyslexia training
 All members of staff have access to the National College. Where they can access any additional training programmes.
- 5) Rising Stars Mark and Cornerstones have been used to track progress. Staff have become more confident at using this system. RWI assessments and Salford Reading have also been used in KS1.
- 6) Rising Stars Mark and Cornerstones are used to track progress. RWI assessments and Salford Reading is also used in KS1.
- 7) 70% of pupils in EYFS met the Maths Early Learning goal. This is a higher than expected from baseline which the class teacher strongly believes is due to Mastering Number. Mastering Number has allowed for an improved fluency of number facts and improved subitising ability.

Targeted Academic Support:

- 1) Wide range of interventions have taken place in all classes across the school. In Year 6 booster sessions take place in the morning before school. PPG children have participated in these. These interventions are targeted towards filling gaps in pupils' learning.
- 2) All staff are trained in RWI phonics and resources are purchased. Reading lead is carrying out assessments half termly so progress is carefully tracked. Phonics lessons have been observed regularly by Reading lead, Headteacher and by the local authority. RWI has also been shared with parents.
- 3) Class TA's in all classes. TA and Class Teacher provide targeted support for all PPG pupils. PPG pupils with EHCP's and Locality Funding have 1:1 support provided for them.
- 4) Use of 'Power of 2' and 'Plus 1' used throughout the school for daily maths intervention. The short and regular intervention has been effective.
- 5) Lexia Core 5 is used from Year 2 to Year 6 as a daily reading intervention. This can be accessed at home and at school and reports can be generated to show areas of difficulty and progress.
- 6) We are aware that a higher percentage of our SEND pupils are also PPG. We were only given three EP sessions from the local authority and were unable to purchase any additional sessions. We did use these three sessions to support PPG children. We also used external SALT assessments to provide another form of assessment.

Three of our PPG children were able to receive 'locality funding', although two of these will not be continued as they are Surrey children. However we have applied for EHCPs for these children as support is crucial for them.

Wider Strategies:

- 1) As a school we pay for support from the EWO. Where necessary the EWO along with the school have supported families. The attendance for PPG children for 2021-2022 was 92.1%. The school attendance for last year was 94.23%. This needs further focus during 2022-2023.
- 2) Children are given school uniform and resources as required. We closely monitor the cost

of our school uniform. The school uniform policy was reviewed in Autumn 2022 and will continue to be updated following government guidelines.

3) We have provided support so all pupils can access any internal extra curricular clubs. When requested we have also funded external clubs. Update of extra curricular clubs have been monitored termly. As a result children have had access to a wide range of sporting, music and drama clubs.

4) The wide range of school trips which usually run did not occur due to Covid-19. PPG children were supported so they all could attend the PGL trip. This has a great impact in supporting pupils' emotional wellbeing, developing self-esteem and working closely as part of a group.

5) Professional counselling has been provided for PPG pupils who would benefit from this. Pupils have appreciated the 1:1 support and have built strong relationships with the counsellor. We have also provided 'Drawing and Talking' as an additional provision. Again this has had the same impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Writing Inc Phonics	Ruth Miskin / Oxford Owl
Times Table Rockstars	Maths Circle
My Maths	Oxford University Press
Literacy Planet	Literacy Planet
Mark	Rising Stars
One Minute Maths White Rose Maths	White Rose
Plus 1 Power of 2	1 2 3 Learning
Hit the button (Online)	Top Mark
Phonics Play	Phonics Play
Lexia Core5	Lexia Learning Systems LLS

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.