

Coulsdon Church of England Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	14% Free School Meals
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three years
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paul Garratty - Headteacher
Pupil premium lead	Rebecca Lambe - Deputy Headteacher Kirsty Wyatt - SENCO
Governor / Trustee lead	Anne Gledhill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£4,423
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	£42,253

Part A: Pupil premium strategy plan

Statement of intent

At Coulsdon CofE 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	<i>Due to lower standards on entry to school, disadvantaged pupils need to make accelerated progress in order to narrow the attainment gap.</i>
2	<i>Higher percentage of pupils who are on the PPG register are on the SEND register due to specific SEND needs</i>
3	<i>Pupils have lower levels of confidence and resilience which hinders accelerated progress</i>
4	<i>Pupils struggle to make more than expected progress which would enable them to reach the same standard as their peers</i>
5	<i>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.</i>
6	<i>Pupils attendance is lower than the non-pupil premium group</i>
7	<i>Pupils are not always able to access extra-curricular activities which would support social and emotional requirements.</i>

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
<i>To ensure that pupils whose baseline at EYFS is low, are well supported</i>	Data shows that progress on EYFS pupils is accelerated and that the gap with non-disadvantaged pupils is closing
<i>To ensure that the SEND needs of PPG pupils have been fully investigated and provision is in place to support them.</i>	PPG pupils on the SEND register have external involvement when required and the recommendations of these professionals have been implemented.

<p><i>Disadvantaged pupils make accelerated progress in order to narrow the attainment gap.</i></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><i>A high level of disadvantaged children are achieving above expected progress in reading, writing and maths.</i></p>	<p>The number of disadvantaged children achieving expected standard in reading, writing and maths has increased.</p>
<p><i>Enable disadvantaged pupils to access additional SALT support, closing the gap with their peers.</i></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><i>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.</i></p>	<p>Academic outcomes between disadvantaged children and their peers narrow.</p>
<p><i>Provision of additional resources, experiences and opportunities to support and enrich disadvantaged children's learning and provision.</i></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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics: Continued implementation of RWI phonics programme alongside effective monitoring and ongoing training.</i>	<p>https://educationendowmentfoundation.org.uk/new/s/eeef-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: - The National College</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>	A data tracking program, such as Insight, will enable close monitoring of disadvantaged children allowing interventions to be put in place more rapidly with impact being measured.	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: £ 22,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA and Teacher delivered targeted support interventions for English and Maths including specific targets. Tracked for impact using PIRA and PUMA and Insight.</i>	<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>	1,2,3,4
<i>Additional in class support from TA's and Teachers</i>	Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at age expected	1,2,3,4
<i>Additional EP sessions purchased for PPG children with additional SEND needs</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO Pastoral support to families to ensure</i>	http://www.gov.uk/government/publications/improving-attendance-at-school	6

<i>high levels of attendance and punctuality</i>		
<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>Children have access to high quality school trips</i>	Whole school focus Children's cultural capital develops http://www.teachwire.net/news/the-benefit-of-inclusive-schools-trips	5
<i>Counselling for identified children</i>	Pupils develop age appropriate social and emotional skills http://elsanetwork.org	3
<i>ELSA</i>		

Total budgeted cost: £42,253

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 2022 to 2023 academic year.

Whole School PP = 22 Children (4.5% each)

Whilst the pupil premium group includes children who have specific SEN needs, these pupils have been removed from the data.

SEN removed = 9 Children (11%)

Reading - Currently, 44% (4 out of 9 pupils) are working in line with national expectations. 11% are working slightly below which will total 55% by the end of the year. A large number of pupils are in receipt of additional 1:1 reading support.

Writing - Currently, 33% (3 out of 9 children) of this group are working in line with national expectations. Whilst this figure is low, 44% have been identified as only working slightly below expectations and are predicted to be working in line by the end of the year which would take this to 77%.

Maths - Currently, 56% (5 out of 9 pupils) are working in line with national expectations. 33% (3 out of 9 pupils) are working slightly below which will total 89% by the end of the year.

In addition to academic outcomes, the funding has also been used to support pupil wellbeing, including ELSA and counselling sessions. The funding also helped to pay for school uniforms and equipment, after school clubs and trips.

Absence School FSM 8.7 National FSM 8.4 Non FSM school 4.1 National 5.0

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
Times Table Rockstars	Maths Circle
My Maths	Oxford University Press

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.

Data analysis