

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	96
Proportion (%) of pupil premium eligible pupils	10% (10 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 2025-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Hayley Alliston Headteacher
Pupil premium lead	Hayley Alliston Headteacher
Governor	James Savage Chair of Governors PP Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38 820
Recovery premium funding allocation this academic year	£1378 £6262 <b>Total £7640</b>
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>	£5639
<b>Total budget for this academic year</b>	£52,099

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

Improving the outcomes of disadvantaged children in school is consistently an area of school priority. As such we have looked at strategies tried in other schools, those identified by the Education Endowment Foundation as being successful and others developed ourselves to meet the needs of our children. The impact of these is reviewed, and those which are successful, continued.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. (The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment (EEF, High quality Teaching, Maximising Learning)). We recognise that quality first teaching is the most important factor in all children making progress. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- *What are the key principles of your strategy plan?*

Our approach will be responsive to common challenges faced by disadvantaged children and to 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 their learning
- Act early to intervene at the point where 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 2 years, between 50- 63% of our disadvantaged pupils arrive below age-related expectations compared to 34 - 63% of other pupils. This gap narrows but remains significant to the end of KS1.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 50 - 57% of our disadvantaged pupils arrive below age-related expectations compared to 38 - 58% of other pupils. This gap remains steady to the end of KS1.</p>
4	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils (many linked to resilience and friendships) and lack of social opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals to our Pastoral Support have markedly increased, with pupils requiring additional support with social and emotional needs and a number receiving small group interventions.

## 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
Improved oral language skills and vocabulary among disadvantaged children	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>Disadvantaged children in Reception will show increasing attainment in the area of Communication and Language over the next three years to be more broadly in line with their peers.</li> </ul>
Reading: Improve phonic attainment at Year 1 and the end of Key Stage 1	<ul style="list-style-type: none"> <li>The gap in phonics attainment between disadvantaged pupils and other pupils is diminishing and is below the national gap.</li> <li>Phonics attainment increases and is inline or above national average.</li> </ul>
Maths: Improve maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>KS1 maths outcomes show that the difference is diminishing between the attainment and progress of disadvantaged pupils.</li> <li>KS1 maths attainment shows that more disadvantaged pupils meet the expected standard and are in line with or above national average.</li> </ul>
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children	<p>Sustained high levels of wellbeing is demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, ELSA, parent surveys and teacher observations/feedback.</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>Pupils are able to self-regulate and low level behaviour is rare and managed consistently and fairly.</li> </ul>
Parents develop skills and confidence to support their children at home.	<ul style="list-style-type: none"> <li>Parents attend workshops, parent's evenings and increase engagement with school</li> <li>A significant increase in participation in home learning activities, particularly in reading.</li> </ul>

## Activity in this academic year (Sept 2024 – July 2025)

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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1,2,3
To ensure all pupils receive high quality teaching of phonics and reading, continuing to work with the DfE Mangotsfield English Hub Upskill Teachers and TA's to deliver high quality teaching, intervention and support in phonics and reading. Continue to purchase age appropriate phonetically decodable books for our children across EYFS and KS1. Training and release time for staff.	Research which focusses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Staff who feel skilled and confident leading an intervention will see better progress from the children. Where teaching assistants are trained to deliver an intervention to small groups or individuals, supplementing teaching, has a higher impact. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2,3
Skilled TA's to continue to deliver high quality reading interventions to meet individual need and plug gaps.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Staff who feel skilled and confident leading an intervention will see better progress from the children.	2

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<p>Enhancement of our reading, teaching and curriculum in line with DfE and EEF guidance. We will fund subject leader release time to monitor and plan staff need, met through CPD and purchasing appropriate resources.</p> <p>Purchase books that will engage pupils to read for pleasure.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">EEF literacy-ks-1</a></p>	<p>1</p>
<p>Continue to purchase resources from a <a href="#">DfE validated Systematic synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Little Wandle Letters and Sounds.</p> <p>Continue to purchase resources for the interventions from the same scheme to ensure consistency in teaching approach</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><a href="#">Phonics / Toolkit Strand / Education Endowment Foundation / EEF.</a></p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will work with GLOW Maths Hub by attending Developing Mastery CPD. We will fund subject leader release time to monitor and enhance our maths curriculum We will fund teacher release time to embed key elements of guidance in school and to access external consultant recommended resources and CPD (including Teaching for Mastery training and GLOW Maths Mastering Number Programme).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">EEF KS1 Maths</a></p>	<p>1</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Social and emotional (SEL) learning approaches will be further embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> <li>- Staffing (Pastoral support)</li> <li>- ELSA CPD</li> <li>- Enrichment activities</li> </ul>	<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):</p> <p><a href="#">EEF social and emotional Learning .pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: £6,099 to be allocated...

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of high quality, structured 1:1 and small group interventions in Reading and Phonics to address gaps in pupil knowledge and accelerate progress; EYFS and KS1.</p> <p>Additional phonics and Reading sessions targeted at disadvantaged pupils, who require further phonics support.</p> <ul style="list-style-type: none"> <li>- SSP Little Wandle targeted interventions Catch Up and Keep Up. Additional phonics sessions for targeted phonic work.</li> <li>- Whole school CPD</li> </ul>	<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><a href="#">Phonics / Toolkit Strand / Education Endowment Foundation / EEF</a></p>	1,2,3
<p>Nuffield Early Language Intervention (NELI) delivered to priority Pupil Premium children in Reception.</p> <p>Ensure staff are trained in EYFS to deliver NELI (Nuffield Early Language Intervention) to improve oral language, listening skills, narrative and vocabulary.</p> <p>Implementation of the programme for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that can focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions/ EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our data on entry typically shows that our children are significantly behind in the areas of understanding, speaking and listening and attention. Lockdown has exacerbated this and we are identifying an even greater need in our youngest children.</p>	4
<p>Reading: teachers targeting reading in KS1 to raise attainment and confidence.</p>	<p>Trained TA's provide intensive phonics and reading support 1:1 or in small groups to enable children to progress.</p>	1

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

Budgeted cost: £2,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of improving behaviour, particularly for pupils with additional needs.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</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>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</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>
Actively provide ongoing and targeted support to parents and carers (all staff and Pastoral Support).	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1,2,5
<p>Pastoral support to meet children's individual well-being and health needs.</p> <ul style="list-style-type: none"> <li>- Child and Pastoral Support Worker and ELSA's to provide targeted support for pupils</li> </ul>	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.	5



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<ul style="list-style-type: none"> <li>- 1:1 and small group interventions</li> <li>- ELSA 1:1 small group interventions</li> </ul>		
<p>ELSA's (Emotional Literacy Support Assistants)</p> <p>More TA's to complete the training. Staff to be supported to understand and meet children's needs.</p>	<p>Research based evidence suggests that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in the school and attendance, further training and employment and general life chances.</p> <p>Research has found that ELSA intervention has a positive impact on the support provided for emotional wellbeing throughout the whole school. Research suggests that ELSA has a positive impact on attendance, academic attainment and concentration. It also supports children and young people to be resilient and to manage transition. Some studies have shown a reduction in bullying.</p> <p><a href="https://www.babcockldp.co.uk">https://www.babcockldp.co.uk</a></p>	<p>5</p>
<p>Contingency fund for pupil premium pupils</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside for:</p> <p>School milk</p>	

**Total budgeted cost:** £52,099

## Part B: Review of outcomes in the previous academic year 2023-24

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Improved attainment for disadvantaged children

Improve phonic attainment at Year 1 and the end of Key Stage 1: Phonic teaching is consistent across the school and pupils' phonics knowledge continues to improve.

Phonics Y1	cohort	Reached expected standard School	Reached expected standard National
All pupils	34	74%	80%
disadvantaged	8	62.5%	67%

Phonics Y2	cohort	Reached expected standard School	Reached expected standard National
All pupils	47	96%	91%
disadvantaged	14	86%	67%

Improve reading attainment among disadvantaged pupils

Reading Y2	cohort	Reached expected standard School	Reached expected standard National	Achieved greater depth School	Achieved greater depth National
All pupils	47	68%	71%	23%	19%
disadvantaged	14	57%	73%	14%	22%

Little Wandle Rapid Catch Up and Keep Up interventions are supporting pupils to close gaps and improve reading fluency.

Guided reading quality texts, are improving pupils comprehension and engagement in reading. The school will continue to promote the love of reading and provide opportunities to read for pleasure.

Improved oral language skills and vocabulary among disadvantaged children

- The NELI intervention programme had significant impact for the targeted pupil in the programme

To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children

- Pastoral Support and SENDCo have built effective relationship with the parents. Issues are dealt with effectively and efficiently in partnership with parents.

Parents develop skills and confidence to support their children at home.

- YR phonics parent sessions have supported parents to encourage their children to read regularly at home

## 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
N/A	