

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	143
Proportion (%) of pupil premium eligible pupils	27% (39 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Hayley Alliston Headteacher
Pupil premium lead	Hayley Alliston Headteacher
Governor	Kim Toombs PP Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 745
Recovery premium funding allocation this academic year	£2900 £2610 <b>Total £5510</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>	£0
<b>Total budget for this academic year</b>	£62 255

## 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 Attainment	Assessments and monitoring indicate that reading, writing and maths among disadvantaged pupils is below that of non-disadvantaged pupils.
2 Gaps in knowledge	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and mathematics.
3 Phonics	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4 Oral language skills	Assessments and observations of children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are seen across the school but typically evident in our Early Years and in general, are more prevalent among our disadvantaged children than their peers.
5 SEMH	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 enrichment opportunities during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals to our Family Support Worker have markedly increased following the pandemic, 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
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Improved attainment for disadvantaged children	<ul style="list-style-type: none"> <li>Internal and National data shows the difference between PP and non PP pupils has been reduced</li> <li>KS1 outcomes show that more disadvantaged children meet the nationally expected standards across reading, writing and maths.</li> </ul>
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>
Improve reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>The % of disadvantaged pupils achieving GLD in literacy is at least in line with all other areas.</li> <li>KS1 reading outcomes show that the difference is diminishing between the attainment and progress of disadvantaged pupils.</li> <li>KS1 reading attainment shows that more disadvantaged pupils meet the expected standard and are in line with or above national average.</li> </ul>
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>
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> <li>School is awarded GHLL Healthy Schools and GHLL Wellbeing Champion Award.</li> </ul>
Parents develop skills and confidence to support their children at home.	<ul style="list-style-type: none"> <li>Parent attend workshops, parent's evenings and increase engage with school</li> <li>A significant increase in participation in home learning activities.</li> </ul>

## Activity in this academic year (Sept 2022 – July 2023)

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: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching approaches, assessment and feedback to be used so that pupils make increased progress and close the gaps created by the pandemic.</p> <p>Quality first teaching for all pupils achieved through targeted CPD informed by monitoring.</p> <p>The purchase of resources to support teaching and learning and training and release time for staff.</p>	<p>EEF – Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils.</p>	1,2,3
<p>To ensure all pupils receive high quality teaching of Phonics and reading, continuing work with the DfE English Hub. Upskill Teachers and TA's to deliver high quality teaching, intervention and support in phonics and reading.</p> <p>We will purchase age appropriate phonetically decodable books for our children across EYFS and KS1, and training and release time for staff.</p>	<p>EEF (+4)</p> <p>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.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>Where teaching assistants are trained to deliver an intervention to small groups or individuals, supplementing teaching, has a higher impact.</p>	1,2,3
<p>Skilled TA's to continue to deliver high quality interventions to meet individual need and plug gaps.</p>	<p>EEF (+4)</p> <p>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.</p>	2
<p>Enhancement of our reading, teaching and curriculum in line with</p>	<p>EEF (+6)</p>	1

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DfE and EEF guidance. We will fund subject leader release time to monitor and plan staff need, met through CPD and purchasing appropriate resources.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	
Purchase of a <a href="#">DfE validated Systematic synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Little Wandle Letters and Sounds.	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: <a href="#">Phonics / Toolkit Strand / Education Endowment Foundation / EEF.</a>	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund subject leader release time to monitor and enhance our maths curriculum and provide CPD to develop a Mastery approach. 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).	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1
Improve the quality of social and emotional (SEL) learning. Social and emotional (SEL) learning approaches will be further embedded into routine educational practices and supported by professional development and training for staff. - Staffing (FSW) - ELSA CPD - Enrichment activities	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):  <a href="#">EEF social and emotional Learning .pdf(educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £11755

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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. This will be delivered in collaboration with our local English hub. Supported by planning and monitoring from our local English Hub.</p> <ul style="list-style-type: none"> <li>- SSP Little Wandle targeted interventions. 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>	<p>1,2,3</p>
<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>	<p>4</p>
<p>Reading teachers targeting reading in KS1 to raise attainment and confidence.</p>	<p>EEF (+5)</p> <p>Trained academic mentors provide intensive phonics and reading support 1:1 or in small groups to enable children to progress.</p>	<p>1</p>
<p>Provision of a blend of school-based tuition and mentoring 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.</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics</p>	<p>1,2</p>

	or skills. Analysis of our data will identify children targeted for support.	
Pupil Progress meetings, lesson observations, book looks, informal feedback	Pupil Progress meetings cover many of the teaching standards, including that teachers must 'be accountable for pupils' attainment, progress and outcomes'. The meetings allow an opportunity for the leaders of Maths and English, along with other SLT members as appropriate, to hold supportive conversations to explore individual children's performance in English and Maths. Challenge can be made and suggestions of ways to support progress further. This collaborative way of working ensures no child is left behind due to structured meetings, where professional challenge can be discussed and also ensure rigour throughout Maths and English.	

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

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff and the Family Support Worker to work with families to actively promote engagement in the school and their child's learning.</p> <p>Actively provide ongoing and targeted support to parents and carers (all staff and Family Support Worker).</p>	<p>EEF (+4)</p> <p>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.</p> <p>A high proportion of our identified barriers to learning are linked to home support and we understand that building effective relationships between school and parents requires a sustained effort over an extended period of time, it is important it remains our priority.</p>	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 Family Support Worker and ELSA's to provide targeted support for pupils</li> </ul>	<p>EEF (+4)</p> <p>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</p>	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>	on the academic or cognitive elements of learning.	
<p>Whole staff involvement: embed school values and a new school vision.</p> <p>Further development of the school ethos, improving pastoral support, wellbeing, learning behaviours approaches across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions / EEF (educationendowmentfoundation.org.uk)</a></p>	5,2
<p>ELSA's (Emotional Literacy Support Assistants)</p> <p>More TA's to complete the training.</p> <p>Staff to be supported to understand and meet children's needs.</p>	<p>Social and emotional skills' are essential for children's development – they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways,) EEF, SEL Wellbeing and mental health).</p> <p>There is a substantial body of research evidence to suggest 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>	5
Contingency fund for pupil premium pupils	<p>Based on our experiences, we have identified a need to set a small amount of funding aside for:</p> <p>School milk</p> <p>School uniform</p>	

**Total budgeted cost: £62 255**

## 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 2020 to 2021 academic year.

As evidenced by EEF Professor Becky Francis “Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery”.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in the key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully met.

Our analysis of the reasons for these outcomes points primarily to the impact of the pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils as these children were unable to access quality first teaching or targeted interventions to the degree we had intended.

We continued teaching and learning through our remote learning provision. The main focus was the continuation of the learning of phonics, reading, writing and maths. The online provision included lesson links, videos and resources. We also used our key curriculum resources, such as ‘DfE Letters and Sounds, White Rose Maths, Bug Club, Purple Mash and SCARF’.

Additional support was provided in accessing learning, food provision and well-being check-ins with our families.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted by the pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils. We will continue with that approach as and when needed.

### 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	

