



Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. Some of the

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	Coleridge Primary School
Number of pupils in school	833 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022, 2023, 2024
Statement authorised by	Leon Choueke (headteacher)
Pupil premium lead	Nina Grimes (deputy headteacher)
Governor / Trustee lead	Lorraine Gerrard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,460
Recovery premium funding allocation this academic year	£10,150
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	£109,610

Part A: Pupil premium strategy plan

Statement of intent

At Coleridge, we have high aspirations and ambitions for all our children, and believe that everyone, regardless of race, gender, disability or family circumstances, should have equal access to an outstanding education. Coleridge strives to inspire children to become creative problem solvers, ready to thrive and succeed in the 21st Century. We aim to give children a positive first experience of learning, and encourage them to be responsible citizens, who appreciate the value of community.

Pupil Premium Grant funding is carefully targeted to support children from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. At Coleridge, we ensure that spending is directly linked to narrowing the gaps in attainment between disadvantaged and non-disadvantaged children.

As a school, we have a good record of addressing the needs of our disadvantaged children. To ensure the best outcomes for our pupils, staff at the school have invested considerable time developing a bespoke system for tracking children's progress, and for identifying barriers to learning. We do not rely solely on raw data to understand how our children are progressing; observations, learning walks, pupil progress discussions and lesson studies also contribute to our understanding of how different children are performing across the school.

This year, after the impact of various lockdowns, when children returned to school in March 2021, we were able to assess the children, both academically and socially and emotionally. We did a parent survey to gather information about individual children and towards the end of the summer term, staff were able to provide detailed information about areas for development for our children. As part of our SDP we are focusing on Diversity, Equity and Inclusion and many of the areas for developments/actions, will impact on some of our disadvantaged children, aiming to support them to aspire and succeed.

We are providing intensive intervention programmes to focus on academic progress. We now have intervention TAs who have all received (also ongoing training) to be able to run specific interventions tailored to the children's needs. Data was gathered from previous year groups in July about what individual children would benefit from in the coming term.

All interventions delivered by intervention TAs are structured and resourced. Intervention TAs take children from across a year group each morning to support and deliver differentiated maths and English learning. They also run a variety of interventions in the afternoons, whatever is appropriate to the needs of the year group.

Year 1 Intervention TA will work slightly differently, for the first half term or term, working on SaLT interventions/vocabulary development/phonics around rhyme (EYFS/ Nursery phonics Phase 2 curriculum). They will then shift to a similar model of intervention support as other year groups.

This is a sustainable and robust model that has built in flexibility and adaptability to cater for the varying needs of our children. As the year progresses, we will continue to assess the children's progress and needs and adapt our programme of support accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments of nursery and Reception disadvantaged children has shown that there is a need for more emotional support - children are finding it difficult to express their needs, becoming dysregulated, having issues with toileting.
2	Observations and assessments of nursery and Reception age children has shown that there is a need for speech and language intervention as delay in communication, also some concerns about social and communication needs.
3	End of year data has highlighted that some previously low attaining PP children, are struggling to achieve EXP in curriculum areas, such as reading comprehension/reading fluency and decoding, phonics, working memory, spelling, arithmetic, fine motor skills, and social skills. This has led to some children falling behind age-related expectations, especially in phonics and reading. (specifically Year 3)
4	End of year data has shown that previously high attaining disadvantaged children who were achieving at GDS have slipped to EXP in writing.
5	As a result of the various school closures due to Covid-19, our assessments and observations (including parent survey post lockdown) indicate that many of our disadvantaged pupils' social and emotional well-being has been impacted. This has led to some of our disadvantaged pupils struggling to manage their emotions and behaviour.
6	Feedback from pupils and parents, observations from staff, has shown that some of our disadvantaged pupils have had less access to cultural capital/enrichment opportunities due to school closure and/or closure of external clubs providers.
7	Data over the last two years shows that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils (92.4% vs 96.9% from Sept 2020 – Jul 2021, and 90.8% vs 94.2% Sept 2021 – Dec 2021, respectively). It is assumed that this has negatively impacted the attainment, progress and well-being of these pupils.

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
a) Children's emotional well-being needs are supported.	Children throughout the school have a good awareness of their own and others well-being and are emotionally regulated.
b) Improved oral language skills and vocabulary among disadvantaged children.	Children are able to verbally communicate with confidence and accuracy. Children's speech and language is at age expected and children are able to enjoy expressing themselves, both verbally and through social and communication skills (such as understanding and using appropriate facial expressions, eye contact, and body language).
c) Improved attainment for disadvantaged children, achieving at least 'expected' in core curriculum areas	<p>End of year data from 2021 shows that disadvantaged children achieved as well as non-disadvantaged children at the EXP level in Key Stage 2. This parity should be maintained over the next 3 years and beyond.</p> <p>For disadvantaged children, attainment gap at KS1 is more marked vs attainment at KS2, with low numbers reaching EXS and no children reaching GDS in Writing and Maths. In line with national trend, younger, disadvantaged children were most affected by lockdown.</p> <p>In 2022, the school aims to have attainment gaps no greater than 10-15% between disad and non disad learners at EXP and GDS in KS1</p>
d) Improved attainment for disadvantaged children achieving GDS in writing	The school should work to increase the progress of disadvantaged learners so that more children move from EXP at KS1, to being GDS in KS2. The school has set an ambition target of 40% conversion rate in all 3-core subjects.
e) To achieve and sustain improved well-being and emotional regulation for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of mental and emotional well-being in 2022 Which is demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil survey (SHEU health related behaviour questionnaire) and parent surveys • a significant reduction in behaviour incidents

	<ul style="list-style-type: none"> • a significant decrease in children referred to the Well-being team needing support for mental and emotional needs • Children have good understanding of well-being and who to go to for support if they are struggling or feeling worried
f) Disadvantaged children will have high expectations and self-belief that they will be able to succeed just as much as non-disadvantaged children	<p>All disadvantaged children to have opportunity to develop cultural capital to further their cultural awareness and knowledge.</p> <p>Disadvantaged children will experience and have access to enrichment opportunities in and outside of school</p> <p>School's audit of participation in school extra-curricular activities will lead to greater participation and inclusion of disadvantaged children.</p> <p>Pupil voice – children will view themselves as successful, have good self-esteem and have high expectations for their future</p>
g) To achieve and sustain improved attendance and punctuality for all pupils particularly our disadvantaged pupils	<p>Sustained high attendance and improved punctuality from 2023 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 97% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced. • the percentage of pupils who are persistently late for school being reduced and aim for all children to arrive at school on time. The figure among disadvantaged pupils and their peers should not differ.

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: £96,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training from CLPE on the teaching of phonics	£4,000 CLPE Phonics training for 1 Nov 21 and 24 January 2022	3, 4
Whole staff training on the teaching reading in specific year groups training CLPE	Staff received training on the teaching of reading relevant to different stages of reading from EYFS to Year 6. £390 x 6 = 2,340 – CLPE training in Effective Spelling in Rich Reading Curriculum – 2 Nov 2021	3, 4
Whole staff training on emotional well-being of children and supporting them on return to school	School child psychotherapist and well-being lead delivered training to whole staff about managing anxiety in children and parents, recognising certain behaviours in children and what they are telling us. Staff have skills and confidence to support children’s emotional well-being and ensure children feel safe, secure and understood at school from EYFS to Year 6. £5,000	1, 5
Employed three part-time teaching assistants to support children in year groups with most need	Additional part-time teaching assistants are working to support disadvantaged children in EYFS and Year 3 both emotionally and academically. Approx. £60k	1, 2 , 3, 5
Funding for an additional school counsellor to work one day a week with the counselling and well-being team	More parents and children are able to be supported by the counselling/well-being team to further develop parents understanding of what is going on for their child. Group therapy with nursery parents and children to support children and parents becoming more attuned to their needs. Children’s expressive speech and language developing. Approx. £8.9k pa	1, 2 ,5,7

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

Budgeted cost: £14,194.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spelling interventions	Practical Solutions Plus – Spelling https://www.bdadyslexia.org.uk/services/training/practical-solutions-for-dyslexia-plus-spelling-vt this costs £120 pp for course on 13 Dec 21 CLPE https://clpe.org.uk/professional-development/courses/effective-spelling-rich-reading-curriculum-0 £390 – CLPE training in Effective Spelling in Rich Reading Curriculum – 2 Nov 2021 Work Shark	3, 4
Reading	Practical Solutions Plus – Reading https://www.bdadyslexia.org.uk/services/training/practical-solutions-for-dyslexia-plus-reading-vt - this costs £120 pp for course New reading programme for KS2 Harper Collins books: £6811.66; OUP £169.21 Phonics INSET - See above £4k Catch up Literacy	3, 4
EP training	Precision Teaching (reading and spelling) Reciprocal Teaching (reading comprehension)	3, 4
Mix of reading/spelling (dyslexia)	https://www.helenarkell.org.uk/courses/supporting-learners-with-dyslexia-specific-learning-difficulties-october-2021.php - £275 8 Oct – Overview of dyslexia and SpLDs 15 Oct - Intro to Phonics 22 Oct – Learning pefs and multi-sensory teaching 5 Nov – Reading accuracy and Comprehension 12 – Nov – spelling and writing 19 - Nov Numeracy	3, 4
Writing	https://www.blacksheepress.co.uk/product/oral-to-written-narrative-ages-7-11/ £93	3, 4
Maths	Becoming 1stclass@number (covers EYFS early learning goals) (Year 1 intervention TA) https://everychildcounts.edgehill.ac.uk/mathematics/becoming-1stclassnumber/ 1 st class@number (covers Year 1 maths curriculum) (Year 2 intervention TA)	3

	<p>1stclass@number2 (covers Year 2 maths curriculum) (Yr 3 intervention TAs) https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/ Success@arithmetic (covers fluency in written methods) (Yr 5&6 intervention TAs) https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/ Catch up Maths Education and Commercial Services Talk for Numbers £4,260</p>	
Speech and Language	<p>KS1 Talk Boost Language for Thinking https://bookwhen.com/thinkingtalking#focus=ev-so4q-20211005090000 - £280</p> <p>Language for Behaviour and Emotions (Years 4 5 6 and the base) Talk Boost KS1 intervention Pack - £510 Black Sheep (Sanaa's recommended book)</p>	2, 3, 4
Vocab	<p>Word Aware full day training https://bookwhen.com/thinkingtalking#focus=ev-sve0-20211012093000 full day training £100</p>	2, 3, 4
Memory	<p>Black Sheep Memory worksheet pack https://www.blacksheepress.co.uk/product/auditory-memory-2nd-edition/ £93</p>	2, 3, 4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting reading – additional parental support, in the form of an online video detailing the best ways to read with their child at home, and book recommendations so that they can choose appropriate texts for their children.	<p>Education Endowment Foundation (EEF) Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>By developing the skills and knowledge of parents, they can better support their child at home.</p> <p>Parents have better understanding of how children learn to read and to provide better support to children learn to read and children are making more progress in reading and writing. Becoming better readers will develop confidence as a reader and writer.</p> <p>£5,000</p>	3, 4

<p>Supporting children and families well-being – involvement of school counselling team and well-being team</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Emerging evidence – Coronavirus and children and young people’s mental health</p> <p>https://www.annafreud.org/coronavirus-support/our-research/</p>	<p>1, 5</p>
<p>Hold a workshop (run by Well-being team) for parents who may struggle with morning routine and helpful strategies to get children to school on time. Support with sleep patterns and sleep hygiene.</p> <p>Promote that it will be an informal setting, inclusive, inviting and relaxed environment, coffee/tea, etc. There will be an opportunity to network, share ideas, offer support.</p>	<p>Anna Freud National Centre for Children and Families research found that, during the pandemic children and young people will have experienced huge changes to their everyday routines, and evidence suggests that some are experiencing worries and anxiety as a result of the pandemic. These factors can all impact on sleep.</p> <p>https://www.annafreud.org/coronavirus-support/our-research/ (Coronavirus Research Bite #4)</p> <p>Hold a workshop for parents who may struggle with morning routine and helpful strategies to get children to school on time.</p> <p>Children and parents can experience the feeling of shame when arriving at school late, aim is to support families to be able to get children to school on time</p> <p>£5,000</p>	<p>1, 2 ,5,7</p>

Total budgeted cost: £ 120,434.87

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.

Though disadvantaged children at Coleridge make more progress than non-disadvantaged children nationally, the school should work to increase progress measures for PPG children so that they are more in line with other pupil groups at the school.

Historically, disadvantaged children at Coleridge have not attained as highly as their non-disadvantaged counterparts, contributing to lower progress measures for this group – KS2 data from 2020/21 shows that this is particularly in writing.

A high percentage of disadvantaged children that were previously low or middle attaining at KS1 go on to achieve EXP at KS2. However, very few middle attainers at KS1 (EXP level), go on to achieve GDS at KS2

The school should therefore work to improve outcome for:

- Previously low attaining PP children, who are struggling to achieve EXP
- Previously middle attaining PP children at KS1 who could go on to achieve GDS

The current pupil premium cohort (61 children) contains a disproportionately high number of boys, black children, children with SEN, and those with English as an additional language (EAL). Improving academic outcomes for disadvantaged children will therefore positively impact the performance data for these pupil groups too.

The various lockdowns and prevention of face-to-face/group meetings impacted on many of our planned strategies.

The PP funding, along with other funding for catch-up was used to support disadvantaged children, both academically and socially and emotionally. Some of our disadvantaged children were able to attend our key worker/vulnerable provision during lockdowns and we were pleased with their progress and we were able to offer intensive support in all areas.

Our internal assessments during 2020/21 showed that although, many children made good progress, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our remote learning offer provided opportunities for children to engage in creative lessons, but it was difficult for some children to have the support they needed. We quickly adapted to using Google Classroom and provided training for our staff and guidance for our families. We were able to provide Chromebooks for the disadvantaged children who were unable to attend provision. Some of our children were stuck in other countries for long periods of time and this impacted on our ability to support their learning. There has been a noticeable decline in some children's attainment and progress.

During lockdown TAs did some one-to-one support with disadvantaged children who did not come into the full-time offered provision, but parents were happy for them to come in for 1:1 support. For others we were able to set up online 1:1 support for maths intervention and reading and phonics.

Although overall attendance in 2020/21 was lower than in previous years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and we were unable to run our programme to support families with punctuality. There was also some persistent absence. These gaps are larger than in previous years, which is why attendance and punctuality and attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
National Tutoring Programme	Real Group Ranstad FFT Education Ltd
Number Champions	