



## Pupil Premium Spending Strategy – Coleridge Primary School

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	860
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was first published	December 2022
Date on which this statement was reviewed/revised	December 2023 Next review December 2024
Statement authorised by	Leon Choueke
Pupil premium lead	Ben Strange
Governor / Trustee lead	Debby Kuypers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,960
Recovery premium funding allocation this academic year	£27,930
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£129,890</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Coleridge Primary School, we believe that all children should make excellent academic progress, be happy in themselves and in their friendships with others, and participate in a range of extra-curricular activities that contribute to the development of their wider interests.

However, we recognise that some children, particularly those from disadvantaged backgrounds, may face significant barriers to learning, and may not have the same life experiences and opportunities as many of their peers. We therefore use the Pupil Premium Grant to provide targeted, effective support for disadvantaged children in order to raise their attainment, promote their wellbeing, and provide them with equal access to clubs and cultural enrichment activities.

In order for our Pupil Premium Spending Strategy to be effective, leaders at Coleridge have undertaken a robust, in-depth analysis of the specific challenges faced by disadvantaged children at our school. The results of this analysis are laid out in the *Challenges* section below, and form the principle objectives of our spending plan.

The strategies that we have chosen to use in order to address these objectives are highly practical ones that are rooted in evidence-based research on the subject, such as that provided by the *Education Endowment Foundation*, *The Sutton Trust* and the *menu of approaches* that is laid out in the DfE document *Using the Pupil Premium: guidance for school leaders*. These strategies are proven to be highly effective and to deliver the best outcomes for students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged children whilst at the same time benefitting non-disadvantaged pupils in our school.

## Challenges

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

Challenge number	Detail of challenge				
1. Phonics	Assessments and observations of children in EYFS and Key Stage 1 show that disadvantaged pupils generally have greater difficulties with phonics than their peers (in the academic year 2021-22, <b>43%</b> of disadvantaged children passed the Yr 1 phonics screening check, compared to <b>92%</b> of non-disadvantaged children). This lack of early phonics knowledge negatively impacts children's reading development thereafter.				
2. Reading	<p>Assessment data in reading shows that the attainment and progress of disadvantaged children was more significantly impacted by the pandemic than that of non-disadvantaged children.</p> <p>At the end of the academic year 21-22 (the children's first uninterrupted year of schooling following the pandemic) our Key Stage 2 SATs result for reading were as follows:</p> <table> <tr> <td>Non-disadvantaged EXP+ <b>90%</b></td> <td>Non-disadvantaged GDS <b>40%</b></td> </tr> <tr> <td>Disadvantaged EXP+ <b>62%</b></td> <td>Disadvantaged GDS <b>14%</b></td> </tr> </table>	Non-disadvantaged EXP+ <b>90%</b>	Non-disadvantaged GDS <b>40%</b>	Disadvantaged EXP+ <b>62%</b>	Disadvantaged GDS <b>14%</b>
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Disadvantaged EXP+ <b>62%</b>	Disadvantaged GDS <b>14%</b>				
3. Attendance	<p>Attendance data indicates that disadvantaged children have higher levels of absence than their non-disadvantaged counterparts (in the academic year 2021-2022, overall attendance for disadvantaged children at Coleridge was <b>91.3%</b>, compared to <b>95.5%</b> for non-disadvantaged children).</p> <p>Evidence shows that low levels of attendance have a greater negative impact on the attainment of disadvantaged pupils than it does on non-disadvantaged pupils <a href="#">Attainment and Achievement UCL</a>.</p>				
4. Emotional support	Teacher observations, and discussions with children and their families, have highlighted an increase in the number of children requiring social and emotional support. This is particularly true of children from disadvantaged backgrounds, whose education and emotional well-being were more significantly impacted by the pandemic than any other pupil group. Disadvantaged children at Coleridge are now statistically twice as likely to require intervention from the school's wellbeing services than non-disadvantaged pupils. These findings are consistent with national trends.				

5. Access to cultural enrichment	Analysis of the membership of extra-curricular clubs in July 2022 showed that children from disadvantaged backgrounds are less likely to participate in sporting activity or cultural enrichment experiences than their peers. Only <b>18%</b> of disadvantaged pupils participated in extra-curricular clubs in vs <b>53%</b> of non-disadvantaged pupils.
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## 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
1. Improved attainment in phonics	Year 1 phonics screening check in 2025 will show that <b>75%</b> of disadvantaged children achieved the Expected Standard
2. Improved attainment in reading	KS2 reading results in 2025 will show that <b>75%</b> of disadvantaged children met the Expected Standard and that <b>28%</b> met Greater Depth Standard.  Disadvantaged children at Coleridge Primary School will attain in line with non-disadvantaged children nationally.
3. Improved attendance	Attendance data for disadvantaged children in the academic year 2024/25 is within 1.5% of the figure for non-disadvantaged children at the school.
4. Improved well-being support for disadvantaged.	A continued expansion of the school's wellbeing provision over the period 2022-25, will allow us to meet the needs of more children from disadvantaged backgrounds.  Qualitative data from students, parents and teachers will show an improvement in the emotional wellbeing of disadvantaged children.
5. Improved levels of participation in sports clubs and cultural enrichment activities for disadvantaged children	The percentage of disadvantaged children accessing before and after school clubs, will be equal to the percentage of non-disadvantaged children using the same services.

## 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: £55,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a Little Wandle scheme, a DfE validated systematic synthetic phonics programme, to secure stronger phonics teaching for all pupils.</p> <p>All teaching and support staff will be trained in the delivery of the programme.</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Production of bespoke reading journals to promote Reading for Pleasure (RfP) at home and at school</p>	<p>Evidence suggests that there is a strong positive relationship between RfP and attainment <a href="#">Reading for pleasure DfE</a>. It is also evident that reading frequency and enjoyment is more important for children's educational success than their socioeconomic status. <a href="#">Clarke and Akerman</a></p>	2
<p>Purchase of Colin's Big Cat Guided reading scheme (with associated texts and staff training) in order to secure stronger reading comprehension skills for all pupils</p>	<p>There is strong evidence to show that the teaching of reading comprehension strategies (such as inferring meaning, summarising and using semantic or graphic organisers) has a high impact on children's understanding of the written word, and their overall levels of literacy</p> <p><a href="#">Reading Comprehensions Strategies Education Endowment Foundation</a></p>	2
<p>Use of instructional coaching to improve teaching strategies for all learners, particularly low attainers.</p>	<p><i>Walkthrus: a five-step guide to instructional coaching</i>, is based on <a href="#">Rosenshine's principles of instruction</a>, Ron Berger's, Ethic of excellence and <a href="#">Shimamura's Marge Model</a>. This research has been distilled into a series of five step teaching strategies such as</p>	1,2

	<i>Cold Calling, Think Pair Share</i> and <i>Say it again better</i> , which promote the engagement and attainment of children with low levels of literacy	
Implementation of Zones of Regulation (a metacognitive framework for self-regulation) in order to develop children's emotional literacy and support their wellbeing.	The Zones of Regulation is based on evidence that has shown positive, measurable outcomes for children and young adults across multiple studies in clinical practice and school-based settings <a href="#">Research and Scholarly articles</a>	4

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

Budgeted cost: £23,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Reading Partner Programme to provide disadvantaged children with regular 1:1 reading support, either from designated staff within the school, or from trained volunteers.	There is strong evidence to suggest that regular 1:1 tuition (3-5 times per week, over a period of ten weeks) can progress children's learning by up to 6 months. <a href="#">One-to-One tuition Education Endowment Foundation</a> High quality 1:1 reading support is also an essential component in developing children's reading fluency. <a href="#">Improving Literacy in Key Stage 1</a>	2

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

Budgeted cost: £50,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent training sessions on supporting early reading at home	Upskilling parents so that they can better support their children with their learning at home (particularly in reading) has been shown to significantly improve outcomes, and to diminish attainment gaps. Evidence suggests that parental engagement is most effective when working with parents of very young children <a href="#">Parental Engagement Education Endowment Foundation</a>	1,2
Expansion of the Emotional Literacy Support Assistant Programme to meet the needs of more disadvantaged children	Evidence suggest that interventions focussed on social and emotional learning, metacognition and self-regulation, have a positive impact on children's self-esteem and academic attainment across all areas of the curriculum <a href="#">Social and Emotional Learning</a>	3
A full-time counselling service provided by trained child psychotherapists	As above.	3,4
Designated staff member working with families to secure better attendance for persistent absentees.	There is a strong relationship between attendance and attainment at KS2 and KS4. Evidence shows that pupils with lower levels of attendance are less likely to achieve the Expected Standard at Key Stage 2. <a href="#">Attainment and Achievement DfE</a>	3
Subsidisation and/or free provision of, extracurricular clubs and cultural enrichment activities	Participation in cultural enrichment activities, such as dance, drama or music is shown to have a positive	5

<p>for disadvantaged children</p>	<p>impact on children's attainment in other areas of the curriculum</p> <p><a href="#">Arts Participation EFF toolkit</a></p> <p><a href="#">Ofsted - Learning outside the classroom</a></p> <p>has also shown how learning beyond the classroom has contributed significantly to raising standards and improving pupils' personal, social and emotional development.</p> <p>Extra-curricular sports clubs also help to promote good mental and physical health.</p>	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

It is clear from [national data](#) and from numerous [independent studies](#), that the pandemic was most detrimental to pupils from disadvantaged backgrounds. During the period of school closures, the attainment of disadvantaged pupils in schools across the country was more significantly impacted than non-disadvantaged pupils, and when schools reopened again, this group of children were also slower to catch up. This caused a widening of the attainment gap between the two groups at a national level, and also here at Coleridge.

In order to maximise the impact of our pupil premium spending, leaders at our school sought to focus on areas of schooling where the gaps were most pronounced, and which were most fundamental to the children's chances of future academic success (e.g. attendance, phonics and early reading). We also decided to take a longer-term approach to our spending and work in these areas, in order to achieve lasting improvements that will make a real difference to the outcomes of children. Our plan was therefore set over a three year period from December 2022 to July 2025, with the *Intended Outcomes* (pg.4), being the ultimate goals by the end of this plan.

Now in December 2023, we are one year into the plan, and are able to undertake some analysis of the efficacy and impact of our work to date, and to make revisions where necessary.

#### **1. There has been a significant improvement in the percentage of disadvantaged children achieving the Year 1 phonics pass mark.**

Implementation of the Little Wandle scheme and consistent, targeted phonics intervention sessions, led to a remarkable 80% of all disadvantaged children in Year 1 achieving the pass mark for the screening check. This figure indicates that disadvantaged children at Coleridge did similarly well to non-disadvantaged children in other schools nationally. We recognise that this outstanding result needs to be replicated year on year in order to make a meaningful judgement about the impact of our work in this area.

#### **2. There was a marginal improvement in reading results for disadvantaged children in the KS2 SATS**

Despite the work done in this area, there was only a very small increase in the percentage of disadvantaged children achieving the expected standard when compared to results from the previous year (64% in 2023 vs 61% in 2022). There was also a small increase in the percentage of disadvantaged children achieving the

Greater Depth Standard (18% in 2023 vs 14% in 2022). These figures are still some way off our target of 75% EXP and 28% GDS by June 2024, and are in part attributable to high levels of staff absence which impacted the running of some intervention programmes.

**3. There was an improvement in school attendance for disadvantaged children.**

Improved access to well-being services and outreach work from our attendance officer, resulted in a narrowing of the attendance gap between disadvantaged and non-disadvantaged children. Attendance for disadvantaged children in the academic year 2022/23 was 92.6% This was 2.2% lower than the rest of the cohort (94.8%). Though the gap is still bigger than the target figure of 1.5%, the gap between the two groups has halved since the academic year 21/22 (91.3% vs 95.5% = 4.2%)

**4. Continued expansion of the school's counselling and well-being services, led to an additional 6% increase in the number of disadvantaged children accessing these services.**

**5. There was a significant increase in the number of disadvantaged children accessing extracurricular clubs and cultural enrichment activities.**

The school ensured that 100% of disadvantaged children had the opportunity to participate in at least one extra-curricular activity in the academic year 22-23. Such activities included, sports tournaments, go-kart club, debate competitions, arts workshops, booster groups and rap sessions.

In addition, the school used pupil premium funding to pay for numerous disadvantaged children to participate in private before and after school clubs alongside their non-disadvantaged peers. In the academic year 2021-22, only 18% of disadvantaged children participated in these clubs, vs 53% of non-disadvantaged children (a gap of 35%). In the academic year 22/23, the school placed 14 disadvantaged children in private clubs matched to their personal interests so that these children had the opportunity to learn new skills and pursue new interests over a long term period.

The subsidisation of these placements reduced the gap between the two groups to 14% (38% of disadvantaged children accessed private clubs in 2022/23 vs 52% of non-disadvantaged children)

