



## 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  | 865                                  |
| 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                                 | Autumn term 2022                     |
| Date on which this statement was reviewed/revised                       | Autumn term 2023<br>Autumn term 2024 |
| Date of next (and final review)   | Autumn term 2025                     |
| 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                       | <p>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.</p>   |
| 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 2021-22 (the children’s first uninterrupted year of schooling following the pandemic) our Key Stage 2 SATs result for reading were as follows:</p> <p>Non-disadvantaged EXP+ <b>90%</b>      Non-disadvantaged GDS <b>40%</b><br/> Disadvantaged EXP+ <b>62%</b>                      Disadvantaged GDS <b>14%</b></p>   |
| 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             | <p>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.</p> |
| 5. Access to cultural enrichment | <p>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 vs <b>53%</b> of non-disadvantaged pupils.</p>   |

## 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   | Over the next three years, Year 1 phonics data will consistently improve, so that by July 2025 <b>75%</b> of disadvantaged children will achieve the Expected Standard   |
| 2. Improved attainment in reading   | Over the next three years, KS2 reading results will consistently improve so that by July 2025 will show that <b>72%</b> of disadvantaged children will meet the Expected Standard and that <b>25%</b> will meet Greater Depth Standard.  |
| 3. Improved attendance  | Over the next 3 years, attendance data will consistently improve so that by June 2025 attendance for disadvantaged children will be 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.<br>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, and wider enrichment activities, 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 Collins 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 Walkthrus to improve quality of teaching strategies to benefit 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 <i>Cold Calling</i>, <i>Think Pair Share</i> and <i>Say it again better</i>, which promote the engagement and attainment of children with low levels of literacy</p> | 1,2                           |

|  |  |   |
|--|--|---|
| 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:<br><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.<br>Year 6 children will also receive 12 weeks of 1:1 reading tuition 3 x times per week. | 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><br>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 impact on children’s attainment in other areas of the curriculum <a href="#">Arts Participation EFF toolkit</a>  | 5                             |

|                                   |   |  |
|-----------------------------------|---|--|
| <p>for disadvantaged children</p> | <p><a href="#"><u>Ofsted - Learning outside the classroom</u></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> |  |
|-----------------------------------|---|--|



## Part B: Review of the previous academic year (2023-24)

### Outcomes for disadvantaged pupils

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 September 2022 to July 2025, with the *Intended Outcomes* (pg.4), being the ultimate goals by the end of this plan.

Now in the Autumn term of 2024, we are two thirds of the way through the plan and are able to undertake detailed analysis of the efficacy and impact of our work to date, and to make revisions where necessary.

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

Implementation of the Little Wandle scheme, daily phonics teaching and targeted intervention sessions, led to a remarkable 80% of all disadvantaged children achieving the pass mark for the screening check in June 2023, and a further 75% in June 2024.

These figures indicate that disadvantaged children at Coleridge now achieve significantly better outcomes in phonics than the national average for this pupil group.

The school is extremely pleased with the impact of the actions undertaken in this area of the plan to date, and will continue to further embed this work in the academic year 2024/25.

#### **2. There has been no significant improvement in the percentage of children achieving EXP in the KS2 reading SATs, but an uplift in the percentage achieving GDS.**

Despite the hard work undertaken in this area of the plan, the percentage of disadvantaged children achieving the Expected Standard in the KS2 reading SATs remains largely unchanged and in line with the National Average for this pupil group. We have therefore sought to make alterations to this part of the plan in the Academic Year 2024/25, with the introduction of 1:1 reading tuition for disadvantaged children in Year 6. The sessions will take place 3 times per week before or after the school day

and each child will be assigned a trained member of the staff team to act as their personal tutor.

Though there was no appreciable increase in the percentage of children achieving EXP in the KS2 Reading SATs test in 2024, we have observed an increase in the percentage achieving the Greater Depth Standard (GDS) since implementing this spending plan: in June 2022, 14% of disadvantaged pupils achieved GDS in reading. This figure rose to 18% in June 2023, and 22% in June 2024 – a figure which is now well above the national average for this pupil group

**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. Before the implementation of this spending plan, attendance for disadvantaged children in the academic year 2021/22 was 91.3%, a figure that was 4.2% lower than the rest of the cohort (95.5%). Though the gap is still bigger than the target figure of 1.5%, the gap between the two groups in the academic year 2024/25 so far, has now reduced to 2.3%.

**4. Continued expansion of the school's well-being services, led to an additional 6% increase in the number of disadvantaged children accessing Counselling, ELSA support or therapeutic intervention groups.**

**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 2022-23, and 2023-24. Such activities included, sports tournaments, go-kart club, debate competitions, arts workshops, booster groups and rap sessions.

In addition, the school has used pupil premium funding to pay for numerous disadvantaged children to participate in private before and after school clubs.