

Coteford Junior School Pupil premium strategy statement

This statement details our school's use of pupil 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	Coteford Junior School
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	2023/2024 to 2025/2026
Date on which it will be reviewed	September 2025
Statement authorised by	Joanna Martin (headteacher)
Pupil premium lead	Joanna Martin (headteacher)
Governor / Trustee lead	Janet Herson (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 113,110

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our students face. We do not see a variance in behaviour for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points). The areas where a variation has been identified are:

- Outcomes
- Attendance and Persistent Absence
- SEND support

Our school is a moderately sized primary school, serving 255 students and is a school specifically designed to be inclusive, with a purpose-built facility on one level, ensuring accessibility for students with physical disabilities. The campus includes an extensive field, playground, and nature areas and is situated on the edge of Ruislip Woods, providing an enriching natural environment. Our school has a specialist resource provision (SRP) to support up to seven students with physical disabilities, with six students currently utilising these resources. Additionally, 24% of students at our school are identified with Special Educational Needs and Disabilities (SEND), with 12.2% of the entire student population having an Education, Health, and Care Plan (EHCP). This is significantly above the national average for primary schools, and the school has the highest EHCP percentage among mainstream schools in Hillingdon. In response to growing needs, Coteford has also implemented a class specifically designed to support pupils with communication and interaction challenges.

Our school has a student population that is diverse in terms of gender, socio-economic background, and language. Boys constitute 55% of the total student body, creating a gender imbalance that the school considers in its planning and support strategies. Approximately 25% of students are eligible for pupil premium funding, aligning with the national average. The location deprivation indicator places the school in quintile 2 (less deprived) compared to other schools nationally, but students come from a broad range of socio-economic backgrounds, and some experience significant deprivation. Moreover, 21.6% of students speak English as an additional language (EAL), which mirrors the national average. The school is also currently home to three Looked After Children (LAC), whose specific needs are supported by targeted interventions.

Our attendance rate stands at 94% for the 2023/24 academic year, slightly below the national average by 0.3%. Persistent absenteeism is at 17%, which is 1% above the national average. The school recognizes the need to address attendance and reduce persistent absences to support better outcomes for all students, particularly those who may be vulnerable or disadvantaged.

Central to our strategy for supporting disadvantaged pupils is a commitment to high-quality teaching and learning. This initiative is a core element of our school development plan, which aims to:

- Close the achievement gap between disadvantaged and non-disadvantaged pupils.
- Enable disadvantaged pupils to make progress aligned with national standards.
- Promote the health and well-being of pupils to ensure they can fully access learning opportunities.

To accomplish these objectives, we will:

- Ensure that teaching practices are inclusive and meet the needs of all pupils.
- Provide appropriate resources and support for all vulnerable groups.

- Acknowledge that some pupils may qualify for free school meals without being socially disadvantaged, while others who do not qualify may still face social disadvantage. Therefore, the school reserves the right to allocate Pupil Premium funding to pupils it deems genuinely in need of additional support due to social disadvantage.
- Ensuring all teaching is good or better
- Providing additional teaching support for focused pupils
- Providing in school and after school interventions, led by teachers and learning support assistants
- Provide support for social and emotional mental health needs
- Provide opportunities for curriculum enrichment

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches.

Challenges

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

Challenge number	Detail of challenge
1	Weaker oral skills impacting reading, writing, maths and problem solving
2	Social and emotional needs impacting learning
3	Home/family circumstances leading to low attendance and support with homework/home learning
4	Limited opportunities for extra-curricular and experiential activities
5	Impact of Covid on reduced EYFS experience for children in year 4 and year 3

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
Progress in reading	Achieve at least national average progress scores in KS2
Progress in writing	Achieve at least national average progress scores in KS2
Progress in mathematics	Achieve at least national average progress scores in KS2

Attendance	Attendance of disadvantaged pupils to be at least 95%.
Declined % of pupils needing SEND support	Greater % of pupils working more independently

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve our quality first teaching to ensure all groups needs are met and feedback has impact on accelerating progress</p> <p>Continued Professional development.</p>	<p>Meeting the needs of all learners is essential to all learners to progress and reach their potential. The evidence is differentiation is varied and therefore we will be working in teams to develop the best way to meet the needs of all learners.</p> <p>https://www.tes.com/magazine/archived/we-need-talk-about-differentiation-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils in a group. This enables the teacher to focus exclusively on a small group of learners. This can be for those falling behind but also to teach children more challenging concepts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>School closures in 2020 and 2021 have impacted the deprived pupils more adversely.</p>	1

Group interventions to support English and Maths	<p>Small groups defined as up to five children enable focused learning in a supportive group, with a teacher/LSA</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>This includes LSA led groups in reading, writing and maths. Resources include Accelerated Reader and TTRS</p>	1
Speech and language and occupational therapy teaching assistant time	<p>The school employs LSAs who have key focus on speech and language, occupational therapy and physiotherapy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2

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

Budgeted cost: £ 30, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zone of Regulations used a whole school strategy for emotional regulation	<p>https://www.zonesofregulation.com/learn-more-about-the-zones.html</p> <p>Self-regulation relates to the ability to control one's emotions and behaviour, get along with others and engage in learning.</p> <p>Zones of Regulation lessons are taught throughout the school, to improve the children's understanding of their emotional well-being and to develop strategies so it reduces impact on learning.</p> <p>Behaviour Policy and Procedure revised to have overall focus on emotional regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2, 5
<p>Sensory Circuits used daily for pupils with sensory processing disorder and emotional regulation difficulties</p> <p>Focus on Play based learning for year 3 and 4 pupils.</p>	<p>Sensory Circuits are a short daily sensory motor skills programme that can enable children to reach the level of alertness needed to concentrate during lessons at school and to focus during a day.</p> <p>Sensory circuits take place at the start of each morning/ afternoon for identified pupils.</p> <p>Sensory room developed.</p> <p>Children in year 3 and 4 had their EYFS impacted by the school closures due to Covid 19. For some pupils this has led to a range of difficulties. We have set up a range of play-based learning activities for these children. Their learning is also</p>	1, 2,5

	<p>rich in language development, led by focused LSAs and overseen by SLT.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
SEMH sessions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional interventions can add up to 4 months accelerated progress.</p>	2, 3, 4, 5
Support for trip, extra-curricular activities, breakfast and after school clubs; residential trip	<p>LSA and DHT providing focused SEMH</p> <p>Giving children opportunity for a healthy breakfast enables them to concentrate better in the morning.</p> <p>A range of positive outcomes were identified from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. (The value of after school clubs for disadvantaged children- Newcastle University 2017</p> <p>https://eprints.ncl.ac.uk/file_store/production/232456/3BDEF6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</p>	
Improving attendance	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>Poor attendance impacts on progress and attainment. Good attendance has a positive impact not only on progress and attainment, but also on social and emotional well-being, friendships and social skills and future career paths and success. DfE guidance contains strategies and advice shown to have significantly reduced absence, including persistent absenteeism</p> <p>Parents group and support to be run</p>	2, 3, 5

Total budgeted cost: £ £113,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Strategy	Overview	Aim	Review	Cost
Reading Support and intervention	<p>LSA time to support with reading, monitoring of reading by Accelerated Reader, library provision and time to deliver reading intervention programmes.</p> <p>Y6 focused Fridays to accelerate attainment and progress.</p>	to accelerate progress in reading and improve access to all subjects.	<p>Myon online reading has had positive impact on motivation of pupils.</p> <p>Individuals supported individually have increased reading and fluency.</p> <p>Focused Fridays enabled children to be grouped in a way to enable maximum focused support. Focused Fridays for year 6 enabled pupils to be taught in groups of 12 maximum</p> <p>83% of PP pupils of year 6 made at least expected progress, with 17% making accelerated progress.</p>	£27,300
Maths Support	LSA time to deliver intervention programmes; higher level teaching assistant time for focused daily support; after school	to accelerate progress in maths, improve attainment and develop confidence/self-esteem.	After school tutoring took place throughout the year with LSAs leading key intervention.	£25,000

Writing and Spelling Support	LSA and teacher time to deliver interventions to improve spelling, grammar and punctuation; to provide support to children to improve writing and develop vocabulary. Pupils with a particular talent for writing are identified and attend an intervention to reach their potential.	to accelerate the progress in all aspects of writing; for children to be accurate in use of spelling, punctuation and grammar; to become confident, creative writers	<p>This support remains a well-established programme and was adapted to online and in-person one to one support. The focus this year was primarily in year 6 from teacher support, but LSA support with key pupils in year 3 to 5 was also carried out.</p> <p>Focused Fridays for year 6 enabled pupils to be taught in groups of 12 maximum.</p> <p>100% of PP pupils of year 6 made at least expected progress, with 17% making accelerated progress.</p>	£27,300
Pastoral, SEMHS care and support	<p>Includes improving attendance in conjunction with the supporting children to attend breakfast club; LSA providing social/emotional support through a range of therapies; providing uniform and equipment for families; DHT working with identified pupils and families.</p> <p>Zones of Regulation embedded</p>	: to remove barriers that inhibit good attendance at school and the ability to learn effectively; improve confidence and emotional health	<p>This has been a key part of our work with children throughout this year. It has enabled more positive engagement with learning., practical and emotional support. This has been on going.</p> <p>Funding for breakfast club has broken down barriers in terms of confidence,</p>	£32,400

	<p>Breakfast Club, School Clubs and school visits/visitors</p> <p>Sensory circuits in place</p> <p>Sensory Room developed</p>		<p>parental engagement. All children have had the opportunity to take part in a full educational visits programme.</p>	
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