



Pupil premium strategy statement

Coughton CE Primary School 2025/26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Coughton CofE primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	28 pupils (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	August 2027
Pupil premium lead	Alex Kolb
Governor / Trustee lead	Helen Reading
Authorised By	Adam Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39.801
Pupil premium funding carried forward from previous years	£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	£0

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium funding is used for academic interventions; supporting pupils with gaps in their learning. Quality first teaching is paramount to pupil success. The pupil premium grant enables us to utilise times beyond the school day to maximise opportunities for pupils to access learning. It also enables us to target needs of pupils from disadvantaged backgrounds, offering them opportunities and experiences without a financial barrier.

Coughton C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as emotional support. We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance. Forest school, Thrive and individual tailored support for pupils also makes up part of our pupil premium spend to help promote positive outcomes for pupils.

Mentoring continues to have a positive outcome for pupils and we have continued to work with our trained mentor to offer wider pastoral support for some of our disadvantaged pupils to give them tools to thrive in their future learning.

Common barriers to learning for disadvantaged children could be: limited support at home, poor language/communication skills, reduced confidence/self-esteem, behavioural outbursts and attendance/punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To support children's self-esteem and wellbeing.
- ✓ To develop gaps in pupil knowledge, looking closely at mathematics and resources and skill to further develop learners knowledge.
- ✓ To support middle leaders and subject leads on curriculum development.

We aim to do this by:

- Ensuring that children receive quality-first teaching and that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and their needs addressed

- Interviewing all pupil premium children to identify barriers and challenges at school and home. Support is established following these discussions and funding and resources are identified and personalised for individuals (e.g. Nessy/ Dyslexia Gold).

Achieving these objectives:

- Ensuring high quality teaching across the school is accessible for all children
- Moving to a single year group model thus enabling children to work directly alongside their peers with a clear progression of skills targeted for their direct year group
- Small year group interventions provided by Teachers or TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to close the gap between disadvantaged children and their peers.
- Additional learning support through targeted support tutoring of school staff.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

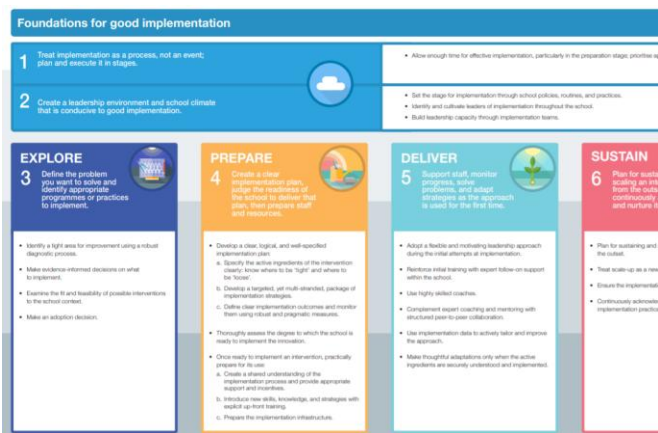
Challenge number	Detail of challenge
1	Access to appropriate learning materials to support learning in school and at home
2	Parental engagement in Reading and how to support effectively at home.
3	Understanding of Dyslexia and how to support struggling readers at home.
4	A rise in the number of mental health needs

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, writing and maths	<p>To make good progress against their start point.</p> <p>To identify and plug gaps in learning across the curriculum.</p> <p>To ensure children feel able to learn in their surroundings and differentiated support when required.</p>

Children have their SEMH needs met	THRIVE practitioner and baseline tool identifies pupils with further SEMH needs and targeted support is established. School appointed mentor works directly with pupils and families to support personalised SEMH needs
Children have access to learning beyond the school day and make progress against shared objectives	Children have additional support in school with gaps in knowledge identified and support targeted. Subscriptions and technology for opportunities to access learning at home provided.
Children receive high quality teaching throughout the curriculum	Long Term plans have been created by subject specialists to enhance and develop our curriculum offering. Specialist courses and CPD provided which has been requested by teachers following an audit (e.g. White Rose Maths, TT Rockstars)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><i>Thrive-whole school support, TA, family and Thrive mentor</i></p> <p><i>3 terms, 2 adults plus training, CPD, group sessions, 1:1 sessions and whole class</i></p>	<p>EEF SEMH- document and research 2021</p>  <p>EEF guide to SEMH- planning a whole school approach. Embedding Thrive and supporting through whole school action plans.</p>	4	<p>Thrive progress last academic year showed 74% of disadvantaged pupils progress into the next band of the programme.</p> <p>443 sessions were delivered last year.</p> <p>Pupil premium pupils reported an increase in 12% happiness from previous year.</p>

£10,506			
Thrive training for staff and Thrive online £1300	Training for staff to provide individual, group and whole class support for Thrive. Impact of Thrive approach: https://www.thriveapproach.com/about-thrive/impact-of-thrive/ A further Thrive practitioner has been added to the team and her training costs included in order to have a wider impact on pupils and families.	4	Impact of Thrive approach: https://www.thriveapproach.com/about-thrive/impact-of-thrive/
Staff CPD £567	Training on Thrive and impact of forest school.		

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: £5849

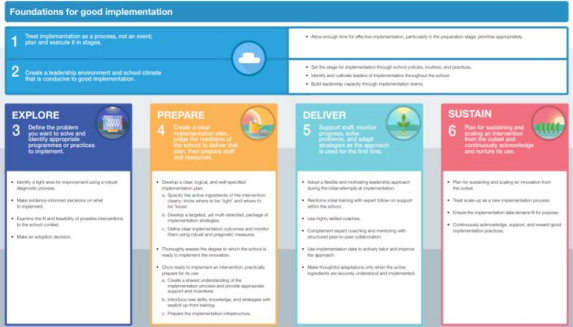
Targeted academic support

Budgeted cost: £ 11095.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
£ Further costs of PP to ensure all PP pupils can achieve weekly tutoring sessions for year.	EEF report detailing strength of 1:1 tuition and possible impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition <i>It may happen outside of normal lessons as additional teaching – for example as part of <u>extending school time</u> or a <u>summer school</u> – or as a replacement for other lessons.</i> Targeted support for individual pupils across the year.	1	

<p>Adult support across the year each week £2,285</p> <p>Forest school £8657</p>	<p>https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>		
<p>Nessy and Dyslexia gold subscriptions</p> <p>Nessy Dyslexia Gold</p> <p>= £186</p>	<p>https://www.nessy.com/en-gb/dyslexia-explained</p> <p>Impact of targeted academic support from EEF study.</p> <div style="background-color: #008080; color: white; padding: 5px;"> <p>2. Targeted academic support</p> <p>Evidence consistently shows the positive impact that targeted academic support can including for those pupils who are not making good progress across the spectrum of achievement.</p> </div> <p>Session from Warwickshire specialist teacher service to share dyslexia materials with staff to support in understanding and providing quality first teaching.</p>	3	
<p>Subscriptions for Little Wandle to support pupils to read following a strong, government backed programme. £772.50</p>	<p>As of 10th July 2021 Little Wandle Letters and Sounds Revised is a phonics programme validated by the Department for Education.</p> <p>Government publication of reading and phonics programme guidance. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	2	
<p>Subscriptions to support learning at home White Rose Maths Textbooks and online training hub Jane Considine online training. £4149.20</p>	<p>EEF Homework Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Showing positive impact of learning at home. Recommendations identify access and space for quiet time. Logins to education city and support in school with technology enable access for pupils to extend learning opportunities.</p>	1	

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

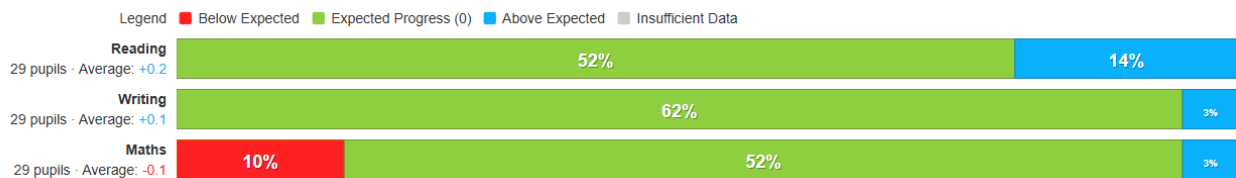
Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><i>Qualified mentor appointed at scale point 16 to support pupils, families and staff with SEMH needs</i></p> <p>£ 3,850</p>	 <p>EEF toolkit for emotional support.</p> <p>Research base to support pupils with SEMH need to include a mentor and impact shown here</p>	4	

Total budgeted cost: £ 32,272.70

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 2024-25 academic year.



Impact on Little Wandle reading and home learning programmes for reading had a great impact.

Work to support maths progress and tuition is targeted for 2025/26

100% of disadvantaged pupils in Year 1 achieved phonics pass mark

Pupil premium interviews

96% of pupils said that they had felt supported and feel better about their learning following 1:1 pupil interviews.

‘The resources have helped me more’

“I have really benefitted from working with Lesley Anne’

“I love Little Wandle phonics”

All disadvantaged children have attended at least one school trip

All disadvantaged children have been offered the opportunity to attend at least three extra curricular clubs (78% take up on at least two clubs)

Access

Access to technology from Government access scheme and Ipads purchased by school have enabled before school support interventions in TT Rockstars. Pupils in KS2 in this time period had a progress score on average of 17 points and completed an additional 36 hours of learning that they would previously not have had access to.

SEMH

Thrive- whole school approach

Funding to support 1:1 sessions, whole group sessions and Thrive online profiling has had a positive impact on PP pupils. A further practitioner has supported the embedding of this programme.

Thrive baseline scores show a positive improvement of all pupil premium pupils. Further training and an additional adult practitioner has enabled further CPD of all staff which has increased the effectiveness of Thrive for the whole school. Also it has enabled additional 1:1 and group sessions (24% more) his has had a positive impact as pupils as more pupils have had a targeted approach and small group support.

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
Dyslexia Gold	Engaging eyes http://dyslexiagold.co.uk/
Nessy	https://www.nessy.com/en-gb https://www.nessy.com/en-us/about-us/about-nessy
Little Wandle	https://www.littlewandlelettersandsounds.org.uk/