

Pupil premium strategy statement – Coughton CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	175
Proportion (%) of pupil premium eligible pupils	22
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)	2024-2027
Date this statement was published	10.10.24
Date on which it will be reviewed	10.6.27
Statement authorised by	Alex Kolb
Pupil premium lead	Alex Kolb
Governor / Trustee lead	Katie Hague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,710
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£1,600
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>	£32,310

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.

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.

Tutoring is considered an effective way to provide support to pupils in closing attainment gaps so this has been built in to our pupil premium spend to provide targeted support for pupil premium pupils.

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 ensure pupils have access to high quality resources that are supported by current educational research.
- ✓ To support middle leaders and subject leads on curriculum development.
- ✓ To provide effective forest school sessions for pupil premium pupils that provide opportunities for pupils that they may not have the opportunity to experience.

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
- 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	To support pupils self esteem and wellbeing
2	To embed spelling programme for vulnerable pupils across school
3	To ensure gaps in knowledge have been appropriately and rigorously addressed
4	To provide opportunities for pupils, particularly those most vulnerable

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
<i>Pupils feel safe at school, happy and enjoy attending</i>	-Attendance rate of pupils is in line with target of 97% -EduRio survey data shows pupils are happy and safe in school

	-My Happy Mind is followed in every class and pupil discussions show that pupils have a clear understanding of
Pupils have a clear understanding of how they can build their own self-esteem and wellbeing	-My Happy Mind sessions attended -Thrive sessions used in class, pupils profiled and individuals/groups sessions mapped out -Mentor and play therapist -A broad offer of outdoor curricula is utilised effectively by the school
Pupils spelling accuracy increases	-Ready, steady, go spelling programme enables all pupils to increase accuracy of spelling and grammatical patterns.
Pupils have opportunity to access high level resources in person and online to enable progress of all learners	-Nessy and Dyslexia Gold is having an impact on pupil outcomes -Pupils engage in high quality, meaningful Forest School experiences
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


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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive training for staff and Thrive online</i> £830	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/ Whole school Thrive action plan here .	

<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>£5915</p>	 <p>EEF guide to SEMH- planning a whole school approach. Embedding Thrive and supporting through whole school action plans.</p>	<p>1,2,4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

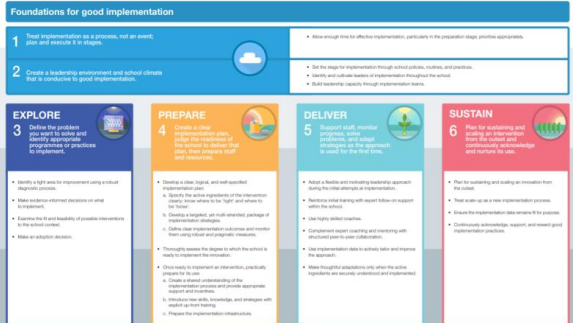
Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£</p> <p>Further costs of PP to ensure all PP pupils can achieve weekly tutoring sessions for year.</p> <p><i>Adult support across the year each week</i></p> <p>£14,312</p>	<p>EEF report detailing strength of 1:1 tuition and possible impact on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Targeted support for individual pupils across the year.</p>	<p>1</p>
<p>Nessy and Dyslexia gold subscriptions</p> <p>£36 Nessy £75 Dyslexia Gold</p>	<p>https://www.nessy.com/en-gb/dyslexia-explained</p> <p>Impact of targeted academic support from EEF study.</p>	<p>3</p>

<p>= £111</p>	<p>2. Targeted academic support</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>Session from Warwickshire specialist teacher service to share dyslexia materials with staff to support in understanding and providing quality first teaching.</p>	
<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>	<p>2</p>
<p>Subscriptions to support learning at home Education City White Rose Maths £2609.50</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>	<p>1</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Qualified mentor appointed at scale point 16 to support pupils, families and staff with SEMH needs</i> £ 3,021</p>	 <p>EEF toolkit for emotional support.</p>	<p>4</p>

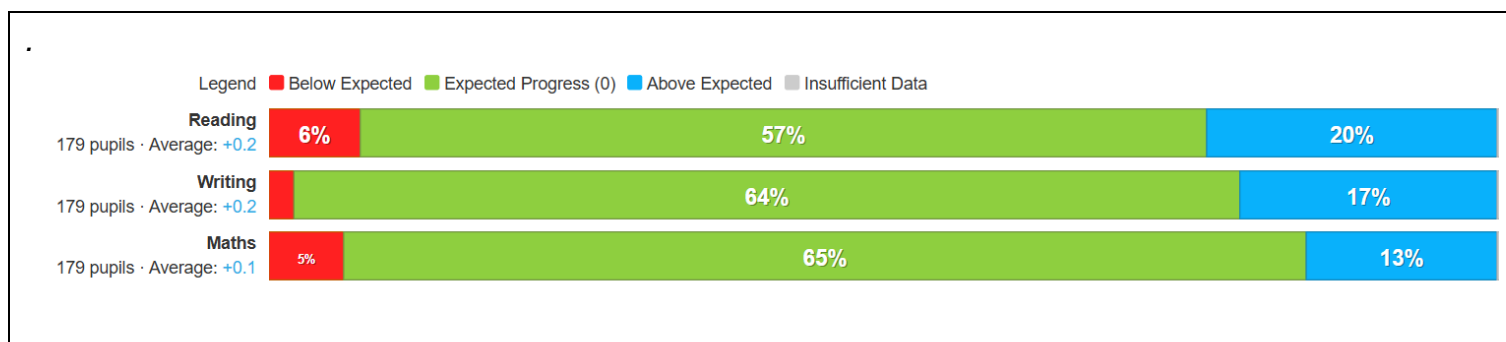
	Research base to support pupils with SEMH need to include a mentor and impact shown here	

Total budgeted cost: £ 28,215.60

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



- All pupil premium pupils were offered 7 extra curricula clubs free of charge.
- Home learning support group for pupil premium pupils had 9 pupils attend with a combined 12 hours of additional learning.

Impact of Little Wandle



- 100% of pupils reported that they feel happier, calmer and more in control of their emotions after working with school mentor (12 pupils)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.