

Pupil premium strategy statement 2024/25

COUPE GREEN PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Coupe Green Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jenna Littlewood
Pupil premium lead	Jowan Burns
Governor lead	Anthony Mycock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£26,640

Part A: Pupil premium strategy plan

Statement of intent

- When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the Education Endowment Foundation (EEF) has helped to identify common barriers to learning for disadvantaged children which can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and 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”.

Principles

- We ensure that teaching and learning meets the needs of all pupils, and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and that being socially disadvantaged does not automatically mean that pupils’ academic attainment will be impacted.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Demographics and Context

- Coupe Green Primary School is a smaller than average-sized community primary school and nursery located to the south-east of Preston. We have 6 classes with mixed-aged year groups across KS2.
- Both the school location and pupil base deprivation indicators are in quintile 1 (least deprived) of all schools.
- 6.5% of pupils have an EHCP. This is more than two times the national average for primary schools.

Ultimate Objectives

- To reduce the attainment gap between disadvantaged and non-disadvantaged pupils in both statutory national assessments and within internal school data.
- For all disadvantaged pupils to reach age-related expectations (ARE) in end of key stage 2 statutory assessments, providing them with the best start to their high-school education.

Achieving These Objectives

As a school, we implement a range of measures to help improve the academic and personal outcomes for this group of pupils. These include but are not limited to the following: -

- Providing 1:1 and small group support with experienced HLTAs and support staff
- Additional support from external specialist teachers
- Extra transition support during key points on children's educational journey (entry to EYFS, KS1 to KS2 and Year 6/7 transition).
- Support with payments towards activities, educational visits and residentials.
- Behaviour and nurture support at key points within the school day.
- Free places at breakfast and after-school clubs.
- To support the funding of specialist learning platforms.
- Provision of resources which enrich or enhance learning in the classroom.
- Attendance support.
- Extend PE provision and provide opportunities for pupils to engage with our enhanced curriculum offer.

This list is not exhaustive and will change and adapt depending on the needs of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in comparison to non-disadvantaged pupils
2	Social and emotional wellbeing
3	Attendance and punctuality
4	Access to opportunities which enrich experiences and enhance learning

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
Disadvantaged pupils will make expected or better progress from their Autumn 2024 starting points.	All disadvantaged pupils will have made at least 3 terms progress from their starting points during the academic year 2024/5.
Disadvantaged pupils will improve their early reading skills and reading fluency will increase.	Disadvantaged pupils will achieve the expected standard in phonics screening check (PSC).
Disadvantaged pupils will engage with the curriculum and have access to all curriculum enrichment opportunities.	Disadvantaged pupils have accessed a full range of curriculum enrichment activities including extra-curricular clubs, trips and residential visits.
Disadvantaged pupils will have improved attendance.	Attendance for disadvantaged pupils will be above 95%.

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: £4320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and resources to implement Red Rose Spelling Programme in KS1. £1750	EEF Guidance recommend the importance of 'explicitly teaching spelling' and 'that children must develop fluency in these skills to improve overall Literacy outcomes'. (See EEF Guidance report)	1,2,3
Support from REACH to help develop a culture of behaviour for learning across school. £570	EEF guidance recommends that teaching learning behaviours will help to reduce the need to manage misbehaviour and lead to increased quality learning time. Effective classroom management of behaviour can reduce challenging behaviour and pupil disengagement. (see EEF Guidance Report)	1,2,3
Staff CPD £2000	High quality staff CPD is essential to follow principles set out by the Education Endowment Foundation. We access course run by Lancashire Education Authority and courses are followed up during Staff meetings and INSET. All subject leaders are released at least once a term to enable effective subject development.	1,2,3

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

Budgeted cost: £17,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one reading intervention across all year groups. £7,058	Whilst most pupils can succeed with high-quality in-class reading support, evidence demonstrates that the use of one-to-one and small group reading interventions can support children who struggle with this area of literacy (see EEF Guidance report).	1,2,3
Regular, small group, structured	According to the EEF, some disadvantaged pupils may not develop phonological awareness at the	1

phonics intervention (Bounce-back / Fast-track Phonics) £4,938	same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure. (see EEF Guidance Report)	
Targeted one-to-one and small group intervention based on specific identified learning needs. £4,922	According to the Education Endowment Foundation (EEF), small group tuition has an average impact of four months' additional progress over the course of a year. This small group tuition is most likely to be effective if it is targeted at pupils' specific needs (see EEF Guidance Report).	1,2
Times Tables Rockstars / Spelling Shed / Numbots and daily arithmetic £560	Regular practice of basic skills is vital in maintaining standards in maths and spelling. These online platforms allow all children to practise independently.	1

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

Budgeted cost: £4,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision to improve social and emotional wellbeing. £3,342	The pandemic has impacted the social and emotional learning (SEL) of many children. Evidence shows that 'SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself' with this benefiting disadvantaged or low-attaining pupils more than other pupils.	1,2,3
Free places at breakfast and after-school club. £750	Evidence shows a clear link between attendance and attainment, particularly for disadvantaged pupils.	1,2,3
Support with payments towards activities, educational visits and residential. £750	Every child has the right to experience activities which enhance their education.	2,3,4,

Total budgeted cost: £26,640

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 2023 to 2024 academic year.

<p>Aim – Disadvantaged pupils will make expected or better progress from their Autumn 2023 starting points.</p> <p>Evaluation – At the end of the 2023/24 academic year, 94% of disadvantaged pupils had made expected or better progress from their starting points in reading, 81% in writing and 94% in maths. Of all pupils identified as disadvantaged, 38% are also on the SEND register.</p>
<p>Aim – Disadvantaged pupils will improve their early reading skills and reading fluency will increase.</p> <p>Evaluation – Three pupils identified as disadvantaged took the Phonics Screening Check (PSC) in June 2023. All three pupils failed to reach the expected standard. 66% of these children were also on the SEND register.</p> <p>No progress measures for pupils at the end of KS2 will be published for the academic year 2023/24.</p>
<p>Aim - Disadvantaged pupils will engage with the curriculum and have access to all curriculum enrichment opportunities.</p> <p>Evaluation - All disadvantaged pupils accessed at least one school trip or curriculum enrichment activity during the academic year 2022/23. 88% attended at least one extra-curricular club and opportunities were available to all disadvantaged pupils.</p>
<p>Aim - Disadvantaged pupils will have improved attendance.</p> <p>Evaluation - Overall attendance during the 2023/24 academic year for disadvantaged pupils was 90.4% (down 0.3% from 2022/23). This compares to 96.2% for non-disadvantaged pupils. 13% of disadvantaged pupils received fixed penalty notices for</p>

attendance, 25% were provided with in-school support to improve attendance and 13% received support from the Local Authority.

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
Fast Track / Bounce Back Phonics	Lancashire Professional Development Service (LPDS)
TT Rockstars	Maths Circle Ltd
White Rose Maths	White Rose Education
Spelling Shed	EdShed
Red Rose Phonics	Lancashire Professional Development Service (LPDS)
The Write Stuff	Jane Constantine
Letter Join Handwriting	Green and Tempest Ltd