

# Pupil premium strategy statement

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	Coten End Primary School
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 to 2026-2027
Date this statement was published	November 7 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Sheepy
Pupil premium lead	Nick Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,880

# Part A: Pupil premium strategy plan

## Statement of intent

We support the progress of disadvantaged pupils with a multi-faceted approach. First and foremost, the attainment and progress of PPG is prioritised in the classroom. All teachers are fully aware of those disadvantaged pupils within their cohort and academic/personal targets are set and progress is monitored rigorously through a combination of Wave 1 intervention and regular pupil mentoring. Senior leaders monitor the progress of disadvantaged children through careful scrutiny within termly Pupil Progress Meetings and the member of leadership team responsible for monitoring disadvantaged pupils continuously updates a register to track attainment, progress, attendance as well as any curriculum enrichment opportunities. As an organisation, we recognise that to truly close the gap between those who are and who are not disadvantaged, quality first teaching is the absolute priority, and whilst the disadvantage gap remains significant, for three consecutive years disadvantaged pupils have made slightly more progress on average than their peers (when compared against starting points) by the end of KS2.

A number of evidence-based interventions in addition to Wave 1 support within the classroom are also offered with disadvantaged pupils prioritised. Programmes such as FlashAcademy, Accelerated Reader and ReadingEggs enable us to target key skills such as reading fluency, proficiency in English and reading comprehension, and all children working below the expected standard in either reading or maths have received 1:1 or 1:2 tuition from a qualified teacher by the time they reach the end of Year 6.

In addition to academic support, we also strive to address any potential imbalance in curriculum enrichment opportunities. In the past 3 years, over 80% of disadvantaged pupils have taken part in a fully funded extra-curricular activity or peripatetic music lesson, have represented their school in a sporting event and have made regular visits to the local library. Proportionately, there has been greater representation from our disadvantaged cohort across the many roles and responsibilities available to pupils than those who are not disadvantaged.

Finally, we recognise that for a number of reasons, disadvantaged children are more likely to struggle with social, emotional and mental health needs, and therefore disadvantaged children are prioritised for SEMH interventions, in particular 'Drawing and Talking' and counselling.

### **Key Principles:**

- Quality first teaching led by class teachers is at the core of all provision.
- Careful deployment of TAs within the classroom to effectively enable class teachers to provide support for those children who need it most.
- All teaching staff will have a thorough understanding of their pupils and will dedicate time with them on a one-to-one basis
- We will address any barriers to learning faced by disadvantaged pupils.
- All disadvantaged pupils will regularly be offered access to a range of extra curricular activities

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## Challenges

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

Challenge number	Detail of challenge
1	<i>Whilst PP pupils are making the same rate of progress as their peers, the disadvantage gap remains.</i>
2	<i>Inconsistent and imbalanced number of PP pupils in each cohort makes it more difficult to target support.</i>
3	<i>An increasing number of pupils entitled to PPG have been assessed, or are being monitored for, a Special Educational Need</i>
4	<i>The cost of living impacts children’s engagement with curriculum enrichment activities and school visits</i>

## 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
<p>Increase the number of PP children meeting age-related expectations in reading, writing and maths</p> <p><i>Over the last 3 years, 37% of 38 PP pupils have achieved EXS in Reading, Writing and Maths at the end of KS2.</i></p>	<ul style="list-style-type: none"> <li>• <i>&gt;50% PP pupils to achieve the expected standard in Reading, Writing and Maths at the end of KS2 – the national average for all pupils is 61% (2023-24)</i></li> <li>• <i>PP children prioritised for intervention programmes, such as small group tuition, Tutoring with the Lightning Squad, FlashAcademy, ReadingEggs and Accelerated Reader.</i></li> <li>• <i>PP children to receive targeted Wave 1 support from class teacher and TA</i></li> </ul>
<p>Personal Learning Plans for Pupil Premium children to be rigorously implemented, monitored and measured.</p> <p><i>37% of PP children are on the SEN register either with an assessed need or for monitoring.</i></p>	<ul style="list-style-type: none"> <li>• <i>Termly Personal Learning Plan review meetings with parents, teacher, SENCO and any other relevant adults.</i></li> <li>• <i>Use of Provision Map to monitor and assess progress of intervention</i></li> <li>• <i>Phase Leaders to review progress of PP PLPs fortnightly</i></li> <li>• <i>Class teachers to review progress of PP PLPs weekly</i></li> </ul>

<p>Enhance the academic, emotional and social skills of Pupil Premium pupils through targeted interventions, such as mentoring programs</p>	<ul style="list-style-type: none"> <li>• <i>PP pupils to be prioritised for counselling from Snowford Grange</i></li> <li>• <i>Implementation of Outdoor Play and Learning Programme (OPAL)</i></li> <li>• <i>PP pupils to receive 1:1 mentoring from their class teacher, as well as increased support from teaching assistants.</i></li> </ul>
<p>Pupil Premium pupils to access and engage with a range of curriculum enrichment activities, including opportunities to represent the school.</p>	<ul style="list-style-type: none"> <li>• <i>Pupils eligible for PP receive the full entitlement of opportunities so that they have the opportunity to excel in the wider curriculum.</i></li> <li>• <i>PP pupils and their parents to be supported with accessing appropriate extra-curricular opportunities</i></li> <li>• <i>PP pupils to be selected for representation in competitive and inclusive CWSSP events</i></li> <li>• <i>An increased proportion of PP representation across school roles and responsibilities, such as Smart School Council and House Captains.</i></li> </ul>

## 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: £32,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole Staff Training</b> – Further development of staff knowledge and understanding of PP, including CPD 'Raising Attainment in Disadvantaged Youngsters'.	Targeted interventions and universal approaches have positive overall effects (+ 4 months) Effective feedback has a positive impact on progress (+ 6 months) The impact of mastery learning is significant (+ 5 months)	1,2
<b>Pupil Progress Meetings</b> – once termly meeting to discuss progress and to identify underachievers and class barriers.	Accountability encourages open debate and discussion amongst professionals and enables transparency within the decision making process when targeting pupils and barriers.	1,2,3
<b>Monitoring</b> – Effective monitoring of staff deployment and quality of education, particularly around the active learning of disadvantaged children	Individualised instruction can be an effective approach to increasing pupil attainment. (+ 4 months)	1,3

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

Budgeted cost: £ 29,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Use specialist or specific support to improve overall provision.</b>	Effective deployment of TAs and teachers enables high quality, inclusive teaching.	1
<b>Phonics Intervention</b> – Targeted intervention groups	Phonics has a positive impact overall (+5 months) with very extensive evidence.	1,2
<b>Reading Eggs</b> - literacy-based software that supports children who are falling behind in reading	The Reading Eggs Scientific Research Base includes an in-depth review of the research literature that supports the wide variety of	1,2

	elements that make up the Reading Eggs program.	
<b>Speech and Language Intervention</b> – provided by trained specialist.	Developing the correct speech structure can increase children’s ability to problem-solve. The new level of growth in language prepares them with the vital skills that will aid them in their academic career. Practical social skills help children build stronger bonds with future peers and friends.	1,3
<b>SEND supported</b> - Accelerate progress of vulnerable pupils to ensure they meet age related expectations.	SEND supported provides a complete strategic and responsive approach to meet the needs of all children particularly those with additional needs.	1,3
<b>Educational Psychologist</b> - The Educational Psychologist will work alongside the Inclusion Manager to offer advice and guidance for children with high levels of need.	Effective and robust at identifying and addressing needs.	1,3
<b>Homework club</b> – Pupils to be supported in completing weekly homework tasks.	Homework has a positive impact on average (+ 5 months).	1
<b>Library Visits</b> – All PP children visit the library regularly	Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status.	1,2,4
<b>Targeted Maths Support</b> – Small group support for those lowest attainers (1:6)	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1,2
<b>School-Led Tutoring</b> - Targeted small group tuition in person with a qualified teacher	Small group tuition has an average impact of four months’ additional progress over the course of a year.  Nationally, 25% of pupils receive outside of school tuition – disadvantaged families cannot afford this.	1,2, 4
<b>FlashAcademy</b> – Introduced in AY 23/24 to target our increasing number of EAL children who often fall into our most disadvantaged cohort.	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1,3
<b>Tutoring with the Lightning Squad (TWLS)</b> – Effectively targets pupils who are working below age-related expectations in reading	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1,3

<b>PPG Mentoring</b> – Class teacher mentoring of all PP pupils half-termly and followed up in class	Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Weekly 1: 1 Counselling</b> from Snowford Grange. <i>40% of counselling caseload are PPG children.</i>	Counselling is an effective treatment for behavioural and conduct problems, anxiety, depression, medical illness, school-related issues, self-harm, and sexual abuse.	3
<b>Enrichment Activities</b> Music Tuition Extra-Curricular Clubs Subsidised (50%) curriculum enrichment activities. (School trips/ Y6 Residential)	Pupils who participate in extracurricular activities experience higher levels of academic achievement. Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.	4
<b>Nurture Group</b> - Provide emotional support and guidance to pupils with emotional difficulties and poor social skills	The average impact of behaviour interventions is four additional months' progress over the course of a year.	1,3
<b>OPAL</b> – implementation of outdoor play and learning programme to support SEMH	Evidence for outdoor play and learning programs highlights several benefits for children's development, particularly in areas such as physical, social, emotional, and cognitive growth.	3,4
<b>Football Clubs</b> – Two fully funded football clubs to ensure that all those who want to take part in extra-curricular football can do.	Pupils who participate in extracurricular activities experience higher levels of academic achievement. Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.	4
<b>School Visits</b> – The cost of all school visits is 50% subsidised by PPG for PP pupils	Evidence suggests that increased cultural capital helps children do better in school.	1,4
<b>Transition Group</b> - Parent support advisor to provide targeted support for	Transition groups can have a positive impact on children's ability to socialise	1,3

disadvantaged pupils in Year 6 in preparation for transition to secondary settings.	and feel content in their new school. Feeling happy, comfortable and safe is fundamental to learning.	
<b>Parent Support Advisor</b> - Targeted support to disadvantaged pupils and families.	Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4
<b>Provide further Chromebooks/Ipads for KS1 PP pupils to support home learning</b> – In 2021/22 100% of Pupil Premium pupils had been offered an appropriate device	700,000 disadvantaged children have missed out due to a lack of computer or internet access.	1,4

**Total budgeted cost: £ 111,880**

# 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 2022 to 2023 academic year.

**This review has been split into two sections. The first is a review of the 3 year strategy statement. The second is a review of 2023-24 alone.**

### **3-Year Review of Intended Outcomes 2021-2024**

***Pupil premium children to make the same or better rate of progress as their peers in writing and maths.***

As can be seen in the review of each of the last 3 academic years, there has been a gradual increase in the rate of progress of PP children. In reading (an indicator for progress in writing), PP children are now making more progress than their peers and have been for the last 2 years. In maths, PP children are making more progress than they were, but their peers are still outperforming them.

The number of PP children meeting age-related expectations in reading, writing and maths is now broadly in-line with their peers (nationally), but there remains a significant gap when comparing against their peers at Coten End.

***To identify those pupils whose social, emotional and mental health difficulties have been exacerbated by the impact of COVID-19 and lockdowns and to provide appropriate levels of support.***

We have been extremely successful in identifying SEMH and C&I needs quickly and offering effective, targeted support. Provision such as counselling, Nurture Groups and transition groups ensure that all PP children are effectively supported throughout their time at Coten End. There are a number of case studies of PP pupils who have received this support at an early age who have then gone on to be extremely successful towards the end of KS2.

***To return targeted extended school opportunities for Pupil Premium pupils, particularly those who are post looked after, back to their pre-COVID levels and to ensure that as many as possible access these opportunities.***

Not only have these opportunities returned to pre-COVID levels, they have gone beyond this. Almost all PP pupils at Coten End access a range of curriculum enrichment/culture capital activities. Each year, we maintain over 80% of pupils being involved in music lessons or after-school clubs and a similar level is reached in-terms of representation at CWSSP events in KS2.

***Further enhance our provision for the cultural development of PP pupils.***

PP pupils have been prioritised for a number of activities that enhance cultural development over the last 3 years:

- Roles and responsibilities that involve a number of activities that increase cultural capital, such as school council, science fairs, gardening
- Representation at sporting events
- Young Voices
- Visits to the local library
- 50% subsidy on school visits to ensure children are able to access trips such as Tower of London, Arete and Blackwell Residential, plays at the RSC (and many more).

***To promote a love of reading a wide variety of topics and genres.***

Over the last 3 years, PP pupils have received and discussed 12 books (combination of fiction and non-fiction) as part of a temporary book club.

This book club then developed into regular visits to the local library which has aided children's love of reading, as has our extremely successful implementation of Accelerated Reader, within which PP children are prioritised.

***To ensure that the most vulnerable pupils have priority access to online teaching materials and use them effectively.***

***To ensure that the most vulnerable pupils complete homework and any necessary home-learning.***

A careful combination of homework club and device loans (or both) ensures that PP pupils are able to access homework and complete it successfully. The loan of devices also ensures children can take part in additional projects, such as those set out on Knowledge Organisers.

## **2023-24 Review of Intended Outcomes:**

***Pupil premium children to make the same or better rate of progress as their peers in writing and maths.***

End of KS2 results for 2023-24 cohort:

50% of PP children achieved EXS in reading, writing and maths at the end of KS2

71% of PP children achieved EXS in writing

78% of PP children achieved EXS in reading

64% of PP children achieved EXS in maths

KS2 Progress:

65% of PP children made good or better progress in maths compared to 73% of their peers (using NFER standardised data)

79% of PP children made good or better progress in Reading compared to 71% of their peers (using NFER standardised data)

**Tuition:**

Due to changes in National Tutoring Programme funding, tuition was reduced but remained effective. All PPG children achieving below their age-related expectations received either maths or reading tuition.

Effective approach to attendance issues continues to be implemented. Overall attendance of PPG cohort is 93% which is higher than the national average and 15% of PPG children were persistently absent which is also below the national average.

***To identify those pupils whose social, emotional and mental health difficulties have been exacerbated by the impact of COVID-19 and lockdowns and to provide appropriate levels of support.***

A significant proportion of pupils have received counselling support

Children with SEMH or C&I difficulties are being identified, monitored and assessed for SEND at an increased rate meaning that support can be put in place sooner, particularly Nurture Provision, which has been extremely successful for a number of our PP children.

Regular transition sessions were run between school and our main secondary school (Myton). All PPG children had multiple opportunities to meet key staff they would need to know in Year 7.

Transition groups were effectively run by our Family Support Advisor and high levels of engagement were reported.

***To return targeted extended school opportunities for Pupil Premium pupils, particularly those who are post looked after, back to their pre-COVID levels and to ensure that as many as possible access these opportunities.***

Participation in extra curricular activities was maintained at approximately 80% (fluctuating slightly across the year due to changes in clubs and music lessons). Parents and children were engaged with by class teachers over the course of the year to promote extra-curricular involvement where possible.

***Further enhance our provision for the cultural development of PP pupils.***

Half-termly visits to the library

Funding and support to access school trips and residential visits

***To promote a love of reading a wide variety of topics and genres.***

In place of book club, children are now visiting the local library on a half-termly basis. These visits help Coten End instil a love for reading across our PPG cohort and have a further impact beyond school as children are talking about visiting the library with their families.

Children are supported to access the Accelerated Reader program and MyOn. They are listened to read on a daily basis and have access to physical books as well as an online catalogue of e-books at school and at home.

***To ensure that the most vulnerable pupils have priority access to online teaching materials and use them effectively.***

***To ensure that the most vulnerable pupils complete homework and any necessary home-learning.***

Developing on the review from last year, children continue to have access to homework club and devices at home. They also have more access to key learning apps MYOn, Tutoring with the Lightning Squad and FlashAcademy.

**2024–25 Review of Intended Outcomes – Pupil Premium**

**Attendance (2024–25)**

- Overall PP attendance: **94%**
- Above the national PP average
- Improved from 93% in the previous year
- Below whole-school attendance (96%)
- Persistent absence (PP): **5%**
- Lower than whole-school figure of 7.2%

Further narrow the gap between PP attendance and whole-school attendance through targeted attendance monitoring and family engagement.

**Academic Achievement**

***Pupil premium children to make the same or better rate of progress as their peers in writing and maths.***

Whole School	Reading	Writing	Maths
EXS+	39.72%	30.1%	54.7%
GDS	8.2%	1.3%	8.2%

KS1	Reading	Writing	Maths
EXS+	30.4%	21.7%	47.8%
GDS	8.6%	0%	4.3%

KS2	Reading	Writing	Maths
EXS+	44%	34%	56%
GDS	10%	2%	10%

## Year 6 Data

	Reading		Writing		Maths		RWM		SPaG	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Cohort (96)	83%	43%	80%	16%	83%	29%	72%	10%	83%	34%
PP (8)	50%	25%	50%	13%	50%	13%	38%	13%	50%	13%

Disadvantaged pupils' attainment remains below national averages, with gaps widening over recent years. While progress was made in individual cases, overall attainment outcomes indicate that current strategies require refinement and intensification.

### Tuition and Academic Support

- All PP pupils working below age-related expectations received maths or reading tuition.
- Homework club and access to devices supported home learning.
- Pupils accessed online platforms including Tutoring with the Lightning Squad.

### Social, Emotional and Mental Health (SEMH)

*To identify those pupils whose social, emotional and mental health difficulties have been exacerbated by the impact of COVID-19 and lockdowns and to provide appropriate levels of support.*

- Pupils identified with SEMH needs received counselling and therapeutic interventions (e.g. Drawing and Talking).
- A small number of referred to MHiST.
- Enhanced Year 7 transition arrangements for vulnerable pupils
- Provision effectively supported emotional wellbeing and transition readiness. Pupils demonstrated improved engagement and readiness for secondary school.

*To return targeted extended school opportunities for Pupil Premium pupils, particularly those who are post looked after, back to their pre-COVID levels and to ensure that as many as possible access these opportunities.*

### Extra-curricular & Enrichment

- Positive participation in extracurricular activities and music tuition
- Funding provided for trips, residential with positive engagement of PP pupils
- Participation in Warwick School Easter and Summer Action programmes ( 12 pupils).
- Encouragement by class teachers through PP mentoring to engage in extracurricular activities or music tuition

**Further enhance our provision for the cultural development of PP pupils.**

- Half-termly visits to Warwick Library.
- Daily reading practice and Accelerated Reader programme.
- Ongoing promotion of reading for pleasure across genres.

Reading engagement remains strong; however, attainment data suggests that further work is required to translate engagement into higher attainment outcomes.

**Teacher Mentoring**

Teachers met with targeted PP pupils on a termly basis provided structured time to discuss progress, identify barriers, and put supportive strategies in place.

*To ensure that the most vulnerable pupils have priority access to online teaching materials and use them effectively.*

*To ensure that the most vulnerable pupils complete homework and any necessary home-learning.*

PP pupils continue to access homework club and have access to devices at home. This enables them to access learning app such as Accelerated Reader, MyOn and Flash Academy

**Overall Evaluation**

Strengths in 2024–25 include improved attendance, reduced persistent absence, strong enrichment participation and robust SEMH provision. However, attainment outcomes in RWM and EGPS remain below national averages, and the attainment gap for disadvantaged pupils has widened.

## Externally provided programmes

Programme	Provider
Jigsaw PSHE	Jigsaw PSHE LTD
Reading Eggs Reading Programme	Reading Eggs
Tutoring with the Lightning Squad	FFT
Outdoor Play and Learning	OPAL
Accelerated Reader	Renaissance
Mastering Number	NCETM
Fluency Bee	WhiteRose Hub

## Further information (optional)

*Over the previous 3 years, there was an understandable focus on the impact of COVID-19 on the progress of children, particularly those eligible for Pupil Premium support.*

*We have addressed general trends to ensure that this group of children have access to technology at home, are attending school at the same rate as their peers and are making the same rate of progress as their peers.*

*What is evident is that the disadvantage gap remains and as we move into a new 3-year cycle, we focus on how we can improve day-to-day provision for these pupils in an attempt to reduce Coten End's own attainment gap.*