

Pupil premium strategy statement – Coldfall Primary School

This statement details our school's use of pupil premium (and recovery 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	668
Proportion (%) of pupil premium eligible pupils	9.4% (63)
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)	2023/24- 2025/26
Date this statement was published	15.12.23
Date on which it will be reviewed	15.12.24
Statement authorised by	Ewan Marshall (HT)
Pupil premium lead	Sebastien Descrettes (AHT)
Governor / Trustee lead	Ted Lowery (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,870
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,452
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 89,322

Part A: Pupil premium strategy plan

Statement of intent

Coldfall Primary School are committed to improving outcomes for our most disadvantaged children. We have a growth mindset; we believe that all pupils can achieve well and prosper, no matter their background or context. The most significant element in improving children's outcomes is the quality of teaching. That is why we invest significant time and resources in ensuring high-quality teaching and in ensuring continuous professional development that prioritises pedagogy, subject knowledge and suitable adaptations for children with SEND.

When determining the best use of PP funding the school utilises research-based interventions that are proven to have a positive impact. Our key and long-term objectives for our PP children are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils, ensuring all PP children achieve or exceed Age-related Expectations (A.R.E.)
- To provide opportunities for PP children to participate in and are exposed to a wide range of experiences within and outside of the curriculum, building their cultural capital
- To ensure that attendance of PP children is in-line with that of non PP children

Key principles of our pupil premium strategy plan

Our core offer available to all pupils in receipt of PP funding consists of:

- A range of specific, time-limited academic interventions in English, Maths to improve attainment outcomes
- A full-time learning mentor to support children and families and their and social emotional well-being
- Discounted prices on: uniform, school trips and visitors, book fairs etc.
- At least one after school activity school place of their choice

Challenges

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

Challenge number	Detail of challenge
1	30% of our PP cohort are also on the SEND register. This is disproportionate when compared to the rest of the school (16%). This presents a significant impact to PP progress data and attainment.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers.

<u>Children meeting or exceeding expectations: Nov '23</u>	
	Reading PP: 73.2% Non-PP: 83.5% Writing PP: 55.4% Non-PP: 77.7% Maths PP: 66.1% Non-PP: 83.3% RWM combined PP:53.6% Non-PP: 69.9%
3	Analysis of attendance data shows that PP children have poorer attendance than their peers. Data from this term shows a gap of 2.3%. Data from the 22/23 academic year shows a gap of 1%. PP children are also more likely to be persistently absent than their peers, with 23% of PA children being from the PP cohort. Not having excellent attendance creates a significant barrier to learning.
4	A disproportionate number of concerns raised about pupils' emotional wellbeing relate to PP children. 35% of emotional wellbeing concerns were raised about PP children (in 2022-23 academic year). Low self-esteem, poor emotional regulation and anxiety all create barriers to learning.
5	SLT led 'book looks' and observations show that most PP children in KS1, and many PP children in KS2 have very poor fine motor skills, struggle to sit and hold a pencil correctly and that this has a direct impact on writing stamina and the ability to make progress in writing. Pupil and parent voice shows that most pupils are exceeding the recommended 1 hour of sedentary screen time a day and are not taking part in activities that will promote the development of fine and gross motor.

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>PP pupils to make at least expected or better progress (6 steps across the year)</i>	Gap to close between PP and non-PP children in reading, writing and maths assessment data, including KS2 SATs
<i>PP pupils with SEND make good or better progress (4 steps for pupils with SEND)</i>	Gap to close between PP SEND and Non-PP SEND in reading, writing and maths assessment data, including KS2 SATS
<i>Emotional well-being of PP pupils is supported across the school.</i>	PP children have emotional resilience and high self-esteem. PP children are able to access learning alongside their peers. Concern data from MyConcern is proportionate.
Attendance for all pupils, especially PP children, is excellent, with lower levels	Attendance of PP children is in line with wider school. Target of 97% Attendance for whole school and PP children is met. Percentage of PA children that are PP is proportionate to the cohort.

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: £ 44,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in the Haringey SEND CPD offer, the Haringey Curriculum offer and in the National College online CPD programme.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development Guidance Report EEF	1, 2, 5
<i>Development of a coaching approach to Professional Development meetings ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development Guidance Report EEF Ensuring ECTs are well supported help remove the burdens that might be associated with the first five years of a teacher's career DFE: Reducing Workload: Supporting teachers in the early stages of their career	1, 2, 5
<i>Improve the quality of social and emotional (SEL) learning. (Zones of Regulation)</i> <i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 3, 4
<i>Continued investment in our Phonics Programme, ensuring that teachers have full access to all of the resources they need to teach effectively</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1, 2

	Phonics Teaching and Learning Toolkit EEF	
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2
<p><i>Allocated time for SLT to further development and embedding of school staff wellbeing policy and in ensuring acceptable levels of teacher workload.</i></p>	<p>The most important influences on a teacher's working life are found in their own school. Where a school's culture is right, teaching is an inspiring and rewarding job. Where teachers feel that a school is a great place to work, it will also feel like a great place to learn</p> <p>DFE: Teacher Recruitment and Retention Strategy</p>	2, 4
<p><i>PP Champions (DHT and AHT) to encourage parental engagement and to better understand changing barriers to learning at home that PP children may have.</i></p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>EEF: Parental Engagement</p>	2, 3, 4

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

Budgeted cost: £ 22,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Delivery of high quality interventions. Including: TRUGS,</i></p>	<p>Some pupils will require additional support in the form of high quality, structured interventions to make</p>	1, 2, 4, 5

<p><i>Talk Boost, Inference Training, Precision Teaching, Lego Therapy, Social Skills Board Games, OT, Fine/Gross Motor</i></p>	<p>progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p> <p>EEF: Selecting Interventions</p> <p>Where the school is using, or considering, programmes that are ‘unproven’, we will ensure they include the common elements of effective interventions as laid out in the EEF guidance.</p>	
<p><i>Small group maths tutoring for children in upper KS2, led by Action Tutoring.</i></p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small Group Tuition EEF</p>	2, 4
<p><i>Learning Mentor to continue leading homework club, expanding the number of secondary peer tutors to work with PP children.</i></p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.</p> <p>Peer Tutoring EEF</p>	2,

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

Budgeted cost: £ 22,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to increase the pastoral offer in the school, expanding the number of play based therapists working in the school.</i></p> <p><i>PP children will be prioritised to receive</i></p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	3, 4

<p><i>time with a therapist if the SDQ criteria are sufficient.</i></p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF: Social and Emotional Learning</p>	
<p><i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</i></p> <p><i>This will cover time for the attendance team to lead on the improvement of attendance and for the cost of more time with the Haringey Educational Welfare Service.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3, 4
<p><i>Funded places for children to attend extracurricular clubs and activities encouraging physical activity or engagement with the arts.</i></p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>EEF: Physical Activity</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>EEF: Arts Participation</p>	2, 4

Total budgeted cost: £ 89,322

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)

KS2 Attainment (All PP)

Age Related Expectation Summary Report

Y7 - Pupil Premium (15 pupils)

15 pupils Period: Yr6 Sum2	Below	On Track or higher	Higher
Reading	6 (40.0%)	9 (60.0%)	5 (33.3%)
Writing	3 (20.0%)	12 (80.0%)	3 (20.0%)
Mathematics	5 (33.3%)	10 (66.7%)	2 (13.3%)
Combined	Below in one or more 6 (40.0%)	On Track or higher in all 9 (60.0%)	Higher in all 1 (6.7%)

Key: Number of Pupils (Percentage)

On Track - All pupils at ARE, including those at risk of working below

Higher - Pupils working above, or significantly above, ARE

KS2 Attainment (PP Non-SEND)

Age Related Expectation Summary Report

Y7 - PP Non SEND (12 pupils)

12 pupils Period: Yr6 Sum2	Below	On Track or higher	Higher
Reading	3 (25.0%)	9 (75.0%)	5 (41.7%)
Writing	1 (8.3%)	11 (91.7%)	3 (25.0%)
Mathematics	2 (16.7%)	10 (83.3%)	2 (16.7%)
Combined	Below in one or more 3 (25.0%)	On Track or higher in all 9 (75.0%)	Higher in all 1 (8.3%)

Key: Number of Pupils (Percentage)

On Track - All pupils at ARE, including those at risk of working below

Higher - Pupils working above, or significantly above, ARE

Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	13	1848	468533
Progress score in reading (confidence interval)	-0.4 (-4.0 to 3.1)	1.3	0.4
Progress score in writing (confidence interval)	2.6 (-0.8 to 6.0)	2.1	0.4
Progress score in maths (confidence interval)	-2.1 (-5.4 to 1.3)	1.2	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	62%	73%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	19%	10%
Average score in reading	107	108	106
Average score in maths	103	107	105

Information from summative and formative assessments the school has undertaken.

Current cohort, for whom comparable data is available

Diminishing Differences Report

Y3, Y4, Y5, Y6 - All Pupils (360 pupils)

360 pupils		Missing Assessment No. (%)	On Track or Higher		
Reading	No. (%)		Sum2 21-22	Sum2 22-23	Aut2 23-24
Pupil Premium	42 (11.7%)	5 (11.9%)	89.2%	81.1%	81.1%
Not Pupil Premium	318 (88.3%)	23 (7.2%)	90.2%	92.5%	87.5%
Difference (change in difference):			1.0	11.4 (10.4)	6.4 (-5.0)
PP Non SEND	29 (8.1%)	3 (10.3%)	100%	92.3%	92.3%
Not Pupil Premium	318 (88.3%)	23 (7.2%)	90.2%	92.5%	87.5%
Difference (change in difference):			9.8	0.2 (-9.6)	4.8 (4.6)

360 pupils		Missing Assessment No. (%)	On Track or Higher		
Writing	No. (%)		Sum2 21-22	Sum2 22-23	Aut2 23-24
Pupil Premium	42 (11.7%)	5 (11.9%)	64.9%	70.3%	67.6%
Not Pupil Premium	318 (88.3%)	23 (7.2%)	76.3%	83.7%	80.0%
Difference (change in difference):			11.4	13.4 (2.0)	12.4 (-1.0)
PP Non SEND	29 (8.1%)	3 (10.3%)	88.5%	96.2%	92.3%
Not Pupil Premium	318 (88.3%)	23 (7.2%)	76.3%	83.7%	80.0%
Difference (change in difference):			12.2	12.5 (0.3)	12.3 (-0.2)

360 pupils		Missing Assessment No. (%)	On Track or Higher		
Mathematics	No. (%)		Sum2 21-22	Sum2 22-23	Aut2 23-24
Pupil Premium	42 (11.7%)	5 (11.9%)	70.3%	75.7%	73.0%
Not Pupil Premium	318 (88.3%)	23 (7.2%)	90.2%	92.2%	84.7%
Difference (change in difference):			19.9	16.5 (-3.4)	11.7 (-4.8)
PP Non SEND	29 (8.1%)	3 (10.3%)	76.9%	84.6%	84.6%
Not Pupil Premium	318 (88.3%)	23 (7.2%)	90.2%	92.2%	84.7%
Difference (change in difference):			13.3	7.6 (-5.7)	0.1 (-7.5)

Difference Key: Widening Narrowing Unchanged

School data and observations used to assess wider issues impacting disadvantage pupils' performance, including attendance, behaviour and wellbeing

Attendance

Category	Autumn %	Spring %	Summer%	Year to Date %
Whole School	93.2	95.57	96.33	94.82
PP (52)	91.84	95.33	94.65	93.81
National	92.6	92.7		94.1

We are not comparing attendance data from previous years due to the impact of COVID 19 on previous years.

We cannot compare behaviour and wellbeing data in any meaningful way due to the disruption caused by COVID 19.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2022/23 Intended Outcome 1: PP Pupils make at least expected or better progress (6 steps across the year- PARTIALLY MET

In Year Progress PP-NON SEND

	6 steps or more	5 steps or more
Reading	73.7%	89%
Writing	89.5%	97%
Maths	82%	94.7%

The vast majority of our PP children are making expected progress. Nearly all of the children who did not make 6 steps progress made 5, where this is not what we hope for, this is still positive when considering the additional barriers to learning that this cohort faces. Where children did not make the expected progress, diagnostic assessments and teacher judgements have been used to identify suitable interventions and adaptations for them to make accelerated progress this academic year.

2022/23 Intended Outcome 2: PP pupils with SEND make good or better progress (4 steps of progress for pupils with SEND)- PARTIALLY MET

In Year Progress PP SEND

	5 steps or more	4 steps or more	3 steps or more
Reading	71.4%	85.7%	85.7%
Writing	78.6%	85.7%	92.8%
Maths	71.4%	78.6%	92.8%

This data shows that many of our PP children who also have SEND, that they are making excellent progress. The children not making the 4 steps of progress all made some progress from the start of the year. Like for the rest of the PP cohort, diagnostic assessments, SEN assessment advice, interventions and adaptations have been put in place to help them to continue to make progress this year.

2022/23 Intended Outcome 3: Emotional well-being of PP pupils is supported across the school- MET

We developed a strong pastoral offer at the school ranging from CPD for class teachers in supporting emotional literacy to offering free play based therapy sessions for many of our PP children. Internal data shows that class teachers and TAs are able to spot signs of poor emotional wellbeing and report this quickly and promptly.

As mentioned above, the number of emotional well-being concerns raised about PP children is disproportionate. We will be expanding our offer to help address this issue.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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 or recovery premium funding.