

Pupil premium strategy statement – Coldfall Primary School (Dec 2024)

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	673
Proportion (%) of pupil premium eligible pupils	2023/24 9.4% (63) 2024/25 9.9% (67)
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	2.12.24
Date on which it will be reviewed	2.12.25
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	£100,170
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>	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£100,170

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: £ 50,085

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	
<i>Purchase of standardised diagnostic assessments.</i> <i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
<i>Allocated time for SLT to further development and embedding of school staff wellbeing policy and in ensuring acceptable levels of teacher workload.</i>	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 DFE: Teacher Recruitment and Retention Strategy	2, 4
<i>PP Champions (HT, DHT and AHT) to mentor PP children who are at risk of not achieving and to encourage parental engagement and to better understand changing barriers to learning at home that PP children may have.</i>	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. EEF: Parental Engagement	2, 3, 4

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

Budgeted cost: £ 25,042.50

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

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

Budgeted cost: £ 25,042.50

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 time with a therapist if the SDQ criteria are sufficient.</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> <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>3, 4</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>	<p>3, 4</p>
<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>	<p>2, 4</p>

Total budgeted cost: £ 100,170

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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	3 (20.0%)	12 (80.0%)	5 (33.3%)
Writing	5 (33.3%)	10 (66.7%)	5 (33.3%)
Mathematics	4 (26.7%)	11 (73.3%)	5 (33.3%)
Combined	Below in one or more 6 (40.0%)	On Track or higher in all 9 (60.0%)	Higher in all 4 (26.7%)

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 (11 pupils)

11 pupils Period: Yr6 Sum2	Below	On Track or higher	Higher
Reading	1 (9.1%)	10 (90.9%)	5 (45.5%)
Writing	2 (18.2%)	9 (81.8%)	5 (45.5%)
Mathematics	2 (18.2%)	9 (81.8%)	5 (45.5%)
Combined	Below in one or more 3 (27.3%)	On Track or higher in all 8 (72.7%)	Higher in all 4 (36.4%)

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

	Coldfall	LA	Coldfall/ LA Difference
Reading, writing, maths (combined) at EXS+	53%	53%	0%
Reading, writing, maths (combined) at GDS	13%	5%	+8%
Reading EXS+	73%	70%	+3%
Reading GDS	33%	22%	+11%
Writing EXS+	68%	68%	0%
Writing GDS	33%	14%	+19%
Maths EXS+	60%	65%	-5%
Maths GDS	20%	16%	+4%

	Coldfall	National	Coldfall/ National Difference
Reading, writing, maths (combined) at EXS+	53%	46%	+7%
Reading, writing, maths (combined) at GDS	13%	3%	+10%
Reading EXS+	73%	63%	+10%
Reading GDS	33%	18%	+15%
Writing EXS+	68%	59%	+9%
Writing GDS	33%	6%	+27%
Maths EXS+	60%	59%	+1%
Maths GDS	20%	13%	+7%

Compared to the LA and National performance data, our KS2 PP cohort did perform well in reading and writing. Maths performance has emerged as an area of attention. Actions have been put into the Maths action plan with the aim of increased support for PP children in maths.

Information from summative and formative assessments the school has undertaken.

Current cohort, for whom comparable data is available

Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6 - All Pupils (448 pupils)

448 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut2 23-24	Aut2 24-25
Pupil Premium	51 (11.4%)	0 (0%)	70.6%	68.6%
Not Pupil Premium	397 (88.6%)	23 (5.8%)	88.2%	86.6%
Difference (change in difference):			17.6	18.0 (0.4)

448 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut2 23-24	Aut2 24-25
Pupil Premium	51 (11.4%)	0 (0%)	68.6%	68.6%
Not Pupil Premium	397 (88.6%)	23 (5.8%)	83.7%	82.1%
Difference (change in difference):			15.1	13.5 (-1.6)

448 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Aut2 23-24	Aut2 24-25
Pupil Premium	51 (11.4%)	0 (0%)	72.5%	62.7%
Not Pupil Premium	397 (88.6%)	23 (5.8%)	90.1%	88.8%
Difference (change in difference):			17.6	26.1 (8.5)

Difference Key: Widening Narrowing Unchanged

448 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut2 23-24	Aut2 24-25
PP Non SEND	34 (7.6%)	0 (0%)	76.5%	76.5%
All pupils non SEND non PP	322 (71.9%)	20 (6.2%)	94.4%	92.1%
Difference (change in difference):			17.9	15.6 (-2.3)

448 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut2 23-24	Aut2 24-25
PP Non SEND	34 (7.6%)	0 (0%)	79.4%	79.4%
All pupils non SEND non PP	322 (71.9%)	20 (6.2%)	93.0%	90.1%
Difference (change in difference):			13.6	10.7 (-2.9)

448 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Aut2 23-24	Aut2 24-25
PP Non SEND	34 (7.6%)	0 (0%)	76.5%	70.6%
All pupils non SEND non PP	322 (71.9%)	20 (6.2%)	95.0%	93.7%
Difference (change in difference):			18.5	23.1 (4.6)

Difference Key: Widening Narrowing Unchanged

The gap between PP children and non PP children narrowing for Reading and Writing. Once again, maths remains the key area where we recognise more needs to be done to support achievement.

Current Cohort Progress 2023/2024 Academic Year: PP all

	6 steps or more	5 steps or more	4 steps or more
Reading	76%	83%	97%
Writing	81%	88%	95%
Maths	47%	86%	95%

Current Cohort Progress 2023/2024 Academic Year: PP non-SEND

Our expectation is that Non Send PP children make at least 6 steps of progress per year.

	6 steps or more	5 steps or more	4 steps or more
Reading	84%	88%	100%
Writing	84%	91%	97%
Maths	72%	88%	97%

Current Cohort Progress 2023/2024 Academic Year: PP SEND

Our expectation is that SEND children make at least 4 steps of progress per year.

	6 steps or more	5 steps or more	4 steps or more
Reading	50%	70%	90%
Writing	70%	80%	90%
Maths	80%	80%	90%

This data highlights that although our PP are less likely to achieve the expected standard than non-PP children, they are continuing to make significant progress. Maths is an area that has been identified where further actions need to be carried out to help children progress at a faster rate. These actions are on the Maths action plan and are being closely monitored by the PP champions.

Attendance

Category	Non-PP	PP	Difference
2022/23	94.7	93.5	-1.2%
2023/24	96.7	94	-2.7%
Difference	+2%	+0.5%	

There has been a slight improvement in the attendance of PP children compared to previous years. This improvement is happening at a slower rate than seen for non-PP children and this gap is becoming slightly larger. The attendance team continue to closely monitor the attendance of PP children and work with the Haringey Emotional Welfare team.

Behaviour

	Proportion of PP children on roll	Proportion of behaviour concerns about PP children	Gap
2022/23	8%	23%	15%
2023/24	9.4%	18%	8.6%

It is our target that the number of behaviour concerns recorded about PP children is proportionate to the number of PP children at the school. We are moving closer to this target.

Emotional Health

	Proportion of PP children on roll	Proportion of Emotional Health concerns about PP children	Gap
2022/23	8%	32%	24%
2023/24	9.4%	24%	14.6%

It is our target that the number of Emotional Health concerns recorded about PP children is proportionate to the number of PP children at the school. We are moving closer to this target. We prioritise PP children for support from our therapists and this is proving to be impactful.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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)

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