

Pupil premium strategy statement – Coldfall Primary School (Dec 2025)

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) 2025/26 11.9% (81)
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	12.12.25
Date on which it will be reviewed	12.12.26
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	£90,780
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	£90,780

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</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</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: £ 45,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in CPD e.g. 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 (e.g. 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></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: £ 22,695

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>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: £ 22,695

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: £ 90,780

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) Summer 2025 KS2 SATS

Comparison to local and national averages

	Coldfall PP 5 pupils	LA	Coldfall/ LA Difference
Reading, writing, maths (combined) at EXS+	60%	57%	+3%
Reading, writing, maths (combined) at GDS	0%	7%	-7%
Reading EXS+	60%	70%	+10%
Reading GDS	40%	28%	+12%
Writing EXS+	80%	66%	+14%
Writing GDS	20%	14%	+6%
Maths EXS+	60%	71%	-11%
Maths GDS	20%	19%	+4%

	Coldfall PP 5 pupils	National PP	Coldfall/ National Difference
Reading, writing, maths (combined) at EXS+	60%	47%	+13%
Reading, writing, maths (combined) at GDS	0%	4%	-4%
Reading EXS+	60%	63%	+3%
Reading GDS	40%	21%	+19%
Writing EXS+	80%	59%	+21%

Writing GDS	20%	7%	+13%
Maths EXS+	60%	61%	-1%
Maths GDS	20%	15%	+5%

Of these 5 pupils that this comparison is being made, 2 were SEND. It is worth pointing out that this is a very small sample and that comparisons should be made with caution. Despite this, the data does show that PP pupils at Coldfall outperformed PP pupils in the LA and nationally. Once again Maths is an area where our pupils have not outperformed pupils when compared in the LA and Nationally. This is not the same in our overall results where pupils have outperformed others on both counts.

Information from summative and formative assessments the school has undertaken.

Current cohort, for whom comparable data is available

	Total	No Assessment		On Track Or Higher	
		Sum2 23-24	Sum2 24-25	Sum2 23-24	Sum2 24-25
Reading	100.0% (64)	20.3% (13)	9.4% (6)	59.4% (38)	71.9% (46)
	Change (%)				12.5
Writing	100.0% (64)	20.3% (13)	9.4% (6)	51.6% (33)	59.4% (38)
	Change (%)				7.8
Mathematics	100.0% (64)	20.3% (13)	9.4% (6)	51.6% (33)	73.4% (47)
	Change (%)				21.8

This is a pleasing set of data, with the significantly more PP children meeting the expected standard than the year before. Mathematics was an area that received specific focus due to poor progress data the year before. A 21.8% improvement for PP children is positive.

Current School Data (Non-PP & Non-SEND) For Comparison

	Total	No Assessment		On Track Or Higher	
		Sum2 23-24	Sum2 24-25	Sum2 23-24	Sum2 24-25
Reading	100.0% (386)	8.5% (33)	1.8% (7)	81.9% (316)	89.6% (346)
	Change (%)				7.7
Writing	100.0% (386)	8.5% (33)	2.3% (9)	76.4% (295)	86.5% (334)
	Change (%)				10.1
Mathematics	100.0% (386)	8.5% (33)	2.3% (9)	83.9% (324)	88.1% (340)
	Change (%)				4.2

Current Cohort Progress 2024/2025 Academic Year: PP non-SEND

	Total	No Assessment		On Track Or Higher	
		Sum2 23-24	Sum2 24-25	Sum2 23-24	Sum2 24-25
Reading	100.0% (38)	23.7% (9)	13.2% (5)	68.4% (26)	78.9% (30)
	Change (%)				10.5
Writing	100.0% (38)	23.7% (9)	13.2% (5)	60.5% (23)	73.7% (28)
	Change (%)				13.2
Mathematics	100.0% (38)	23.7% (9)	13.2% (5)	55.3% (21)	81.6% (31)
	Change (%)				26.3

This data is very positive and shows very good levels for PP (non-SEND) pupils. PP children are making more progress than non-PP children. When compared to Non-PP children, we can see a significant narrowing of the gap compared to previous years.

Current Cohort Progress 2024/2025 Academic Year: Non-PP SEND

	Total	No Assessment		On Track Or Higher	
		Sum2 23-24	Sum2 24-25	Sum2 23-24	Sum2 24-25
Reading	100.0% (78)	5.1% (4)	2.6% (2)	64.1% (50)	74.4% (58)
	Change (%)				10.3
Writing	100.0% (78)	5.1% (4)	2.6% (2)	50.0% (39)	66.7% (52)
	Change (%)				16.7
Mathematics	100.0% (78)	5.1% (4)	2.6% (2)	71.8% (56)	73.1% (57)
	Change (%)				1.3

Current Cohort Progress 2024/2025 Academic Year: PP SEND

	Total	No Assessment		On Track Or Higher	
		Sum2 23-24	Sum2 24-25	Sum2 23-24	Sum2 24-25
Reading	100.0% (26)	15.4% (4)	3.8% (1)	46.2% (12)	61.5% (16)
	Change (%)				15.3
Writing	100.0% (26)	15.4% (4)	3.8% (1)	38.5% (10)	38.5% (10)
	Change (%)				
Mathematics	100.0% (26)	15.4% (4)	3.8% (1)	46.2% (12)	61.5% (16)
	Change (%)				15.3

This data highlights that in Reading and Maths that our PP children with SEND are also making faster progress than non-PP SEND pupils. This attainment gap is narrowing in these areas. Pupils who are PP SEND pupils did not make enhanced progress in writing in the 24/25 academic year. However, data from Summer 2024 to Autumn 2025 shows that this cohort is making accelerated progress in this area with an 11.5% increase in children reaching the expected standard.

Attendance

Category	Non-PP	PP	Difference
2022/23	94.7	93.5	-1.2%
2023/24	96.7	94	-2.7%
2024/25	96.4	95.5	-1.1%
Difference (From 22/23)	+1.7%	+2%	

The gap between PP and non-PP children is now at the lowest level since the start of this current strategy. Attendance for PP children is significantly improved and is now at a level that we consider good. The attendance team continue to closely monitor the attendance of PP children and work with the Haringey Emotional Welfare team. We are still working to a whole school target (including PP children) of 97% attendance.

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%
2024/25	11.9%	35%	23.1%

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. This data suggests that the gap is widening. This data is based off individual incidents and is skewed slightly by a small number of the cohort. From anecdotal evidence, we believe that behaviour of PP children is largely in line with their peers.

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%
2024/25	11.9%	29%	17.1%

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. Though the gap has widened from 2023/24, we are closer to this target than we were in 2022. 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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