

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Coalbrookdale & Ironbridge CE Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mandy Dhaliwal, Headteacher
Pupil premium lead	Mandy Dhaliwal, Headteacher
Governor / Trustee lead	Lois Dale, Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,840
Recovery premium funding allocation this academic year	£3697.50
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	£57,537.50

# Part A: Pupil premium strategy plan

## Statement of intent

“Living life in all its fullness”

In line with our school vision, our intention is that all pupils, irrespective of their background or the challenges they face, thrive, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that aim, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, for example, those who have a social worker or are looked after children. The areas outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. Quality first teaching is central to this approach, focusing on areas where disadvantaged pupils need the most support. Research shows that this will have the greatest impact on closing the disadvantage attainment gap as well as benefiting the non-disadvantaged pupils in our school. The strategy is integrated with wider school plans for education recovery, including its targeted support through the National Tutoring Programme for pupils whose education has been worst affected (both disadvantaged and non-disadvantaged). Our approach will be informed by clear assessment, based on evidence. The approaches we have adopted complement each other to help pupils flourish. To ensure these approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act quickly to intervene as soon as the need is identified
- have a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes as well as having high expectations of what they can achieve and clear ambitions.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate speech, language and communication gaps among many disadvantaged pupils. These are evident from Reception and are evident among our disadvantaged pupils.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a significant number of pupils, notably due to the pandemic and prolonged time online at home. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals to the school's pastoral support workers have increased significantly during and since the pandemic. 27% of disadvantaged pupils (in receipt of the pupil premium grant) currently receive additional support from the school's pastoral support assistants with social and emotional needs.
5	Internal attendance data over the last year (July 2022) indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. During the period September 2020 to July 2021 a higher proportion disadvantaged pupils were 'persistently absent' compared to their peers (some of this absence was due to positive Covid results). Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• boxall profiles and strengths and difficulties questionnaires show that pupils have improved wellbeing</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils will be more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 15%.</li> <li>• the percentage of all pupils who are persistently absent being below 9%.</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: **£28,625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding teaching and delivery of RWI (<a href="#">DfE validated Systematic Synthetic Phonics programme</a>) to secure strong phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and CPD.</p>	<p>Quality First Teaching strategies support the attainment and progress of all pupils, including PP and SEND. The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>

	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
<p>Improve the quality of personal, social, emotional and health learning.</p> <p>PSHE curriculum delivery approaches through Jigsaw will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£15,472**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Talk Boost activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI support leader.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	3

<p>whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£13,440.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on new behaviour management policy and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Liaison with EWO to identify and evaluate attendance records for individual pupils who are identified as persistently absent and strategies implemented to support children and families.</p> <p>Teachers, pastoral staff and admin team all work to address and deliver the importance of high attendance, alongside the SLT.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for delivery of emotional support interventions.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p>	3,4

**Total budgeted cost:** £57,537.50

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our KS1 and KS2 data during 2020/21 suggested that the performance of disadvantaged pupils was lower than their non-disadvantaged peers.

In Reading, our KS2 disadvantaged children outperformed disadvantaged pupils locally and nationally.

60% of disadvantaged pupils in Year 1 passed their phonics screening because of staff training and quality teaching of the phonics program, RWI.

We are ambitious in our target that all our disadvantaged children will reach a higher standard in Reading, Writing and Maths. We want to see children apply their phonics knowledge to embed further reading development.

Continued, robust monitoring through termly pupil progress meetings will focus on identifying barriers to learning and adapting teaching practice to ensure all needs of disadvantaged pupils are met.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have significantly continued to impact our children. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Our inclusion team and pastoral offer is being redesigned to support the needs of our children.

**Externally provided programmes**

Programme	Provider
RWI	Ruth Miskin Ltd
Talk Boost	Speech and Language UK
White Rose	White Rose Maths
TT Rockstars	Times Table Rockstars



## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.