

Coalbrookdale & Ironbridge C.E. Primary School



Policy

Pupil Premium Strategy

Last Review: Autumn 2025

Responsible: M. Dhaliwal (Headteacher)

Review Date: Autumn 2026

Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Living life in all its fullness' is at the heart of everything we do and believe.

At Coalbrookdale & Ironbridge C.E Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond.

We strongly believe that children learn best and achieve their full potential when they are happy and feel secure. We strive to provide a safe learning environment with a warm and welcoming atmosphere that fosters a sense of belonging among children, staff, families and the wider community. We value each individual's uniqueness and diversity, promoting respect and acceptance of one another as equals and celebrating the differences that make our community so special.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities, and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of Coalbrookdale & Ironbridge with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of trust, responsibility, respect, compassion and perseverance, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential.

'Flourishing For All'

This policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability as well as SEND, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

Pupil Premium Strategy Statement – Coalbrookdale and Ironbridge CE Primary School

This statement details our school's use of pupil 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	154
Proportion (%) of pupil premium eligible pupils	12%
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)	2025-2027
Date this statement was published	24.11.2025
Date on which it will be reviewed	01.12.2026 & 01.12.2027
Statement authorised by	M. Dhaliwal (Headteacher)
Pupil premium lead	M. Dhaliwal (Headteacher)
Governor / Trustee lead	C.Killick (IEB Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,380
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>	£47,380

Part A: Pupil Premium Strategy Plan

Statement of intent

At Coalbrookdale & Ironbridge CE Primary School, our vision of “Living life in all its fullness” shapes our commitment to ensuring every child, regardless of background, thrives academically, socially and emotionally. Guided by our Christian values of respect, responsibility, compassion, trust and perseverance, we are determined to eliminate the barriers faced by disadvantaged pupils so that they flourish as confident, resilient and successful learners.

Our ultimate aim is for disadvantaged pupils to achieve outcomes that are at least in line with, and increasingly above, those of their peers. We want all pupils, including those who are disadvantaged, to leave our school with strong foundations in reading, writing and mathematics; secure communication and language skills; positive wellbeing; and full access to the rich curriculum and wider opportunities our school provides.

Our Pupil Premium strategy is driven by three core principles:

1. *High-quality teaching for all*
We prioritise evidence-informed practice, consistent approaches to reading (RWI), writing (Talk 4 Writing), and high-quality classroom pedagogy that supports language development, vocabulary and inclusive teaching.
2. *Targeted academic support*
This includes precise interventions for phonics, early reading, writing, maths fluency and SEND needs, alongside early identification and structured support for pupils not yet meeting age-related expectations.
3. *Wider strategies to remove non-academic barriers*
We address attendance, emotional regulation, behavioural needs, wellbeing and access to enrichment. Many disadvantaged pupils also present with SEND or social/emotional needs, so our strategy prioritises pastoral care, family engagement and support for readiness to learn.

This strategy aligns with our School Development Plan, SEND priorities and Attendance Action Plan. It is shaped by the needs of our pupils, rooted in EEF evidence and reviewed regularly to ensure maximum impact. Through this approach, we aim to ensure that every disadvantaged pupil at Coalbrookdale & Ironbridge CE Primary School is supported, challenged and empowered to achieve highly and flourish in all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for Pupil Premium demonstrate significantly lower attendance and higher persistent absence rates compared to non-Pupil Premium peers. This disproportionately impacts learning time, attainment, social development and engagement with school, contributing to widening gaps in outcomes.
2	Although the small number of pupils eligible for Pupil Premium in the most recent EYFS cohort meant that all Pupil Premium pupils met the Early Learning Goal for reading, early language and vocabulary development remains a key school-wide area for development for disadvantaged pupils. Wider assessment information and classroom observations indicate that children from disadvantaged backgrounds often enter school with weaker expressive and receptive language skills, limited vocabulary and reduced oral language experiences. Without early and targeted support, these gaps risk widening over time and impacting reading comprehension, writing and wider curriculum access.

Challenge number	Detail of challenge
3	Outcomes in reading at the end of Key Stage 2 are lower for pupils eligible for Pupil Premium compared to their non-Pupil Premium peers. Despite early phonics teaching, some disadvantaged pupils do not develop secure phonics knowledge and reading fluency quickly enough, which impacts their ability to decode accurately, read with automaticity and comprehend age-appropriate texts. Gaps in early reading foundations can widen over time, limiting access to the wider curriculum and contributing to lower attainment by the end of Key Stage 2.
4	Writing outcomes at the end of Key Stage 2 are lower for pupils eligible for Pupil Premium compared to their non-Pupil Premium peers. Disadvantaged pupils are less likely to sustain writing over longer periods, apply spelling, punctuation and grammar accurately and write effectively for a range of purposes and audiences. Reduced writing stamina, confidence and opportunities to rehearse and refine writing contribute to weaker outcomes and a persistent attainment gap by the end of Key Stage 2.
5	A significant proportion of pupils eligible for Pupil Premium are also identified as having special educational needs, with social, emotional and mental health (SEMH) being the primary area of need across the school. These pupils may experience difficulties with emotional regulation, behaviour, relationships and engagement with learning. SEMH needs can present as barriers to consistent attendance, concentration, resilience and readiness to learn, which in turn impacts academic progress and attainment. Addressing SEMH needs is therefore a key priority in ensuring disadvantaged pupils are able to access learning, thrive in school and achieve positive outcomes.
6	Pupils eligible for Pupil Premium have more limited access to wider enrichment opportunities and experiences that build cultural capital compared to their peers. Parent feedback indicates that families of pupils with SEND, many of whom are also eligible for Pupil Premium, can experience barriers when accessing external activities due to children's needs not always being adequately met. Reduced access to enrichment opportunities limits pupils' exposure to new experiences, confidence, social development and aspiration and can impact engagement, wellbeing, and long-term outcomes. Ensuring equitable access to enrichment is therefore a key priority for disadvantaged pupils.

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 attendance and reduced persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils improves to at least 95% by July 2026 (94% in July 2025). - Persistent absence for disadvantaged pupils reduces to below 15%. - Weekly monitoring and targeted interventions demonstrate improved attendance trajectories for identified pupils. - Families engage positively with Early Help, structured conversations and attendance support.
Improved speech, language and vocabulary development in EYFS and KS1	<ul style="list-style-type: none"> - Assessments (teacher assessments / SALT reports) show improved expressive and receptive language for identified pupils. - Increased number of disadvantaged pupils meeting ELG Communication & Language expectations.

Intended outcome	Success criteria
	<ul style="list-style-type: none"> - Vocabulary use in reading and writing shows measurable improvement through work scrutiny and language-based assessment tools. - High-quality language provision is consistent across EYFS and KS1.
Stronger phonics knowledge and reading fluency for disadvantaged pupils	<ul style="list-style-type: none"> - Disadvantaged pupils achieve phonics outcomes in line with non-disadvantaged peers. - Identified KS2 pupils improve reading age/fluency scores through termly assessments. - Increased frequency and engagement in home reading for targeted children. - Book scrutiny and reading assessments show improved decoding, fluency and comprehension.
Improved writing outcomes and increased stamina for writing across KS1 and KS2	<ul style="list-style-type: none"> - Disadvantaged pupils meet writing age-related expectations at a rate comparable to their peers. - Pupils show improved spelling, transcription and composition skills through termly assessments. - Pupils' books demonstrate increased stamina, independence and application of vocabulary taught. - Writing moderation evidence improved quality and consistency across classes.
Improved emotional regulation, wellbeing and engagement in learning	<ul style="list-style-type: none"> - Behaviour logs show a reduction in incidents involving disadvantaged pupils. - Identified pupils make measurable progress on wellbeing/SEMH tools (e.g. Boxall, ELSA logs). - Increased engagement in lessons, shown through learning walks, pupil voice and attendance at interventions. - Children demonstrate improved readiness to learn and sustained participation in classroom routines. - Reduction in % of disadvantaged pupils suspended by July 2026 in comparison to July 2025
Increased access to enrichment, leadership opportunities and wider experiences	<ul style="list-style-type: none"> - Disadvantaged pupils have equal representation in school clubs, trips, music tuition, sports and leadership roles. - "Take-up registers" show increased participation in enrichment activities. - Pupil voice indicates improved confidence, aspiration and engagement in wider school life. - All disadvantaged pupils access at least one significant enrichment opportunity per term.

Activity in this Academic Year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching and consistent implementation of RWI and Talk 4 Writing across school	EEF – Improving Literacy in KS1, Improving Literacy in KS2; Phonics (+5 months); High-quality teaching	2, 3, 4
CPD for staff on inclusive classroom practice, SEND strategies and trauma-informed approaches	EEF – Behaviour Interventions (+4 months); Metacognition and Self-Regulation (+7 months)	1, 2, 5
Training and support for TAs in delivering structured interventions (RWI tutoring, Fluency Bee)	EEF – Teaching Assistant Interventions (+4 months)	2, 3, 4
Strengthening early language practice in EYFS	EEF – Early Language Intervention (+5 months)	2

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Tutoring for disadvantaged pupils in EYFS, KS1 and targeted pupils in KS2	EEF – Phonics (+5 months); Reading Comprehension (+6 months)	2, 3
White Rose Fluency Bee intervention to strengthen mathematical fluency and recall	EEF – Improving Mathematics in KS2 EEF – Small Group Tuition (+4 months) National evidence on fluency-based approaches improving arithmetic automaticity	3, 4
Small-group writing interventions led by teachers/TAs (sentence construction, spelling, stamina)	EEF – Small Group Tuition (+4 months)	4

Wider Strategies (for example, related to attendance, behaviour, wellbeing)**Budgeted cost: £ 12,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision led by the pastoral lead	EF – SEL Interventions (+4 months)	1, 5
Sensory circuits and regulation-focused interventions	EEF – Physical Activity (supports regulation), SEND guidance on sensory support	5
Lego Therapy, Circle of Friends and small-group social interventions	EEF – Social and Emotional Learning (+4 months)	2, 5, 6
Attendance improvement strategies EWO	EEF – Parental Engagement (+4 months); DfE Attendance Guidance 2022–2024	1
Funding access to enrichment, trips, leadership opportunities and extracurricular clubs	EEF – Arts Participation, Physical Activity, Outdoor Adventure Learning	5, 6

Total budgeted cost: £47,380

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils (2024–2025)

Overview

During 2024–2025, disadvantaged pupils (19%/30 pupils) benefitted from improved consistency in teaching, strengthened early intervention, and an enhanced pastoral offer. Progress was evident in reading, writing, vocabulary and access to enrichment. However, outcomes remained variable, particularly in early reading, phonics and mathematical fluency, and some disadvantaged pupils also experienced additional barriers including SEND and SEMH needs. These remain priorities for improvement.

Review of Intended Outcomes

1. Oral Language and Vocabulary

Intended Outcome: Improved early language and vocabulary.

Evaluation:

- Early language interventions (TalkBoost) led to more precise identification and targeted support.
- Moderation of work shows improved vocabulary use across EYFS, KS1 and lower KS2.
- Staff confidence in identifying and addressing SLCN increased.

Remaining need: Language gaps on entry remain significant for some pupils, and early intervention needs continued strengthening.

Impact rating: Secure but still developing.

2 & 3. Phonics, reading, writing and maths attainment

Intended Outcome: Raise attainment in core subjects.

Evaluation:

- KS2 outcomes for disadvantaged pupils were lower than those of non-disadvantaged pupils, in reading, writing and maths. This highlights the need for continued and targeted support to improve outcomes for disadvantaged pupils.
- Phonics outcomes improved, though disadvantaged pupils still lag behind peers in Year 1.
- Writing improvements reflect the strengthening of Talk for Writing and consistent modelling.
- Maths outcomes in Year 6 showed mathematical fluency and confidence remain weaker for some disadvantaged pupils in KS1 and lower KS2.

Remaining need: Earlier intervention in phonics and fluency, increased precision in maths fluency support and monitoring across year groups.

Impact rating: Good progress in KS2; earlier phases require continued focus.

4. Cultural capital and enrichment

Intended Outcome: Improve access to wider opportunities.

Evaluation:

- School tracking shows 70% of club places were taken by disadvantaged pupils, reflecting improved inclusion and uptake.
- Subsidised visits, minibus use and residentials reduced financial barriers.
- Pupil feedback showed increased enjoyment, confidence and sense of belonging.

Remaining need: Monitoring continues to ensure sustained engagement across the full year.

Impact rating: Very strong impact.

5. Social, emotional wellbeing and self-regulation

Intended Outcome: Improve wellbeing and readiness to learn.

Evaluation:

- Increased use of ELSA, pastoral support and Boxall profiling strengthened early identification.
- Staff confidence and clarity around SEMH needs have improved.
- More consistent systems have reduced the frequency and escalation of incidents for most pupils.

Remaining need: SEMH demand remains high; targeted capacity must continue.

Impact rating: Positive and significant impact.

6. SEND progress for disadvantaged pupils

Intended Outcome: Strengthen support and outcomes for disadvantaged pupils with SEND.

Evaluation:

- Updated SEND paperwork and adoption of the “EEF 5-a-day” strategies improved adaptive teaching and greater consistency.
- Pupils with SEND who received structured intervention made stronger progress, particularly in reading and emotional regulation.
- Leaders improved systems for monitoring SEND provision and targets.

Remaining need: Progress remains variable for complex learners; precision in target-setting and review cycles remains a priority.

Impact rating: Improving but not yet consistent.

Overall Evaluation

The 2024 - 2025 strategy had a measurable and positive impact in several key areas, most notably:

- Improved early language provision and vocabulary development
- High engagement in enrichment and wider opportunities
- Strengthened pastoral systems and emotional regulation support
- Improved staff confidence and consistency in SEND and adaptive teaching

However, progress was less consistent in:

- Early phonics and reading fluency
- Mathematical fluency for disadvantaged pupils in EYFS/KS1/KS2
- Attainment for disadvantaged pupils with additional SEND needs
- Closing early gaps quickly enough

These findings precisely inform the 2025 - 2026 strategy, which places greater emphasis on:

- Earlier intervention in reading and phonics
- Mathematical fluency and foundational number skills
- Attendance and engagement
- Sharper monitoring and precision teaching for SEND disadvantaged pupils

This ensures the school continues to focus sharply on improving outcomes for disadvantaged pupils and diminishing gaps across all phases.