

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	Coates Lane Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Sarah White and Lauren Johnston
Pupil premium lead	Sarah White
Governor / Trustee lead	Julie Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,940
Recovery premium funding allocation this academic year	£16,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,660

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

School Context

Coates Lane Primary School is an average-sized primary School with 201 pupils on roll in September 2021. It is situated in a semi-rural area.

Coates Lane Primary School promotes a vibrant learning community in which the children thrive in an atmosphere where high standards of behaviour, social manners, personal and academic achievement are paramount. We have a “can do” culture in a climate of high expectations. Many of our pupils access nurture support and we have to support a lot of our children and parents emotionally as well as academically.

Over the last 3 years, the number of children receiving pupil premium has risen from 24 to 52 which is symbolic of our changing demographic in Barnoldswick. We are also aware of many families who don't access Free School Meals when they are entitled or who are just 'borderline' and don't qualify when they really could do with the support.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To use Teaching Assistants to provide small group work focussed on overcoming gaps in learning and additional teaching and learning opportunities provided through trained TAs or external agencies
- 1-1 support where necessary for certain children
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Ensure a smooth transition from primary to secondary and transition internally and into EYFS.
- Providing additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.

- To extend computing provision by reviewing our Computing curriculum to ensure that all children have opportunities for high quality ICT learning.
 - Behaviour and nurture support during lunchtimes and after school by providing activities to engage and promote Coates Lane’s values and thus enhance learning.
 - Employ a Family Support Mentor to support families with a range of things including access to Early Help, referrals etc.
 - To ensure high standards of Phonics teaching across school to ensure that children meet age-related expectations in Reading and Writing.
 - To provide an online learning platform which supports learning at home as well as in school
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation – parents unable to pay for trips/resources/clubs/uniform to enhance school
2	26% of our PP children are also on the SEND register
3	Emotional difficulties - 46% of the children are also on our ‘vulnerable’ children list and need support with their mental health and wellbeing

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Reading

Progress in Maths	Achieve above national average progress scores in KS2 Reading
Phonics	Achieve above the expected standard in Year 1
Attendance	Ensure attendance of disadvantaged pupils is above 95%

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: £17,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review the Computing Curriculum, purchase new SOW and hardware (laptops, whiteboards) to enable teaching to be the best that it can be. Training to also be provided. (£9,000)</p>	<p>High Quality staff training is essential to follow the principles from the EEF research and best supporting children.</p> <p>To be able to fully teach the current curriculum and ensure that children are ready for their lives ahead, it is imperative that we stay up to date with technology (including resources as well as teaching strategies).</p> <p>Since the lockdowns, we identified the need to be more confident with online learning and ensure we are teaching the correct skills.</p>	<p>1, 2, 3</p>
<p>Staff to be trained to deliver high quality phonics lessons from Reception-Year 6 (£700)</p> <p>Fast Track Phonics to be purchased to support targeted interventions in KS1 for Phonics (£40)</p> <p>Fast Forward Spelling Programme bought to support spelling in KS2 (£60)</p>	<p>High Quality staff training is essential to follow the principles from the EEF research and best supporting children.</p> <p>Phonics is the basis of all learning and we need to ensure that it is taught effectively so that children have a solid start to school.</p>	<p>1,2</p>
<p>A range of online learning providers to support teaching and learning as well as small group intervention and homework</p> <p>Activ Learn – £1,042 Phonics Tracker - £270 Busy Things - £275 TT Rockstars and Numbots – £248</p>		<p>1,2,</p>

Rapid Reading - £358		
General CPD and training for staff - £5700	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Horizon Teaching School Alliance.	

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

Budgeted cost: £57,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Online Learning Platform called Century Tech (£1200) This can be used as a teaching tool for small group interventions as well as homework.		1,2
Specialist Teacher support and consultancy from Lancashire County Council (£1100)		1,2
Highly effective teaching assistants used to support children in class and complete interventions/small group work as part of personalised plans. X3 Level 3 TAs £54,850		1,2,3

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

Budgeted cost: £25,632

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>£2000</p> <p>Pay for the following items for PP children:</p> <p>Uniform Water bottles School trips Equipment Clubs/Activities</p>	<p>For many of our pupils, the only time away from home during the year is on school residential. We use our residential trips to promote independence, team work and build confidence.</p> <p>Year 5 – Borwick Hall Outdoor Pursuits Centre Year 6 – York</p> <p>Research shows hungry children do not perform as well so we provide food and drink (breakfast as well).</p> <p>We want our PP children to experience the 'whole' of school so pay for them to attend after school clubs e.g. sports, drama if they want.</p>	<p>3</p>
<p>Access to a Family Learning Mentor to support families.</p> <p>£22,821</p>	<p>We find that excellent communication is pivotal for supporting our families. Since we have introduced a Family Learning Mentor we have had so many more families coming forward t</p>	<p>3</p>
<p>£500 for high quality texts bought throughout the year for the library.</p>	<p>An investment of new books was undertaken to support the EEF research.</p>	<p>1,2,3</p>
<p>Kidsafe - £311</p>	<p>With increasing safe guarding issues we use this programme to train a staff member to teach 'kidsafe' sessions across school and highlight safeguarding issues.</p>	

Total budgeted cost: £100,475 (£11,815 subsidised from School Budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

As a school, we felt that the last 18 months during the Covid Pandemic were some of our most successful. We went above and beyond our strategic plan and opened school to all PP children during the lockdowns where they received high quality teaching in small groups which greatly benefitted them. Our relationships with parents improved even more and we worked together to support whole families. Our PP children attended school regularly, were fed and educated and were as well supported as every other pupil.

Externally provided programmes

Programme	Provider
Times Table Rockstars and Numbots	Maths Circle
Century Tech	Century Tech Limited
Activ Learn	Pearson
Rapid Reading	Pearson
Busy Things	Busy Things

Further information (optional)

KS2 data for July 2021

3 children in the cohort received PP for 2020/2021

<u>Measure</u>	<u>Percentage</u>
Meeting expected standard at KS2 RWM	66%
<i>Expected standard in Reading</i>	66%
<i>Expected standard in Writing</i>	66%
<i>Expected standard in Mathematics</i>	66%
Achieving high standard at KS2 RWM	
Reading	33%
Writing	33%
Maths	33%