

Pupil premium strategy statement

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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	Coxheath Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Giacomo Mazza
Pupil premium lead	Beverly Evenden
Governor / Trustee lead	Clare Nursey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108,945
Recovery premium funding allocation this academic year	£ 12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,675
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	£ 125,655

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention is that all pupils, irrespective of their background or the challenges they face, feel safe, valued and have access to high quality teaching and learning across the curriculum. As a result, our children will make good progress and achieve high attainment across all subjects.

We will also focus on challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and those who have become vulnerable due to the impact of the pandemic on the socioeconomic health of the family and mental health issues, which may have arisen.

This strategy has high quality teaching at its core. We have high expectations for all pupils and encourage them all to take pride in their achievements. Our intention is that with access to high quality teaching, non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers. The importance of providing high quality, Early Years provision based on the pupils starting points, also forms an important part of our strategy, as the effect of strategies and interventions has often been shown to be greater when adopted in the Early Years.

Research has been used to inform the decisions we have made when developing this strategy. We acknowledge that the impact of socioeconomic disadvantage on learning is 'a process not an event' (*Rowland – Addressing Educational Disadvantage in Schools and Colleges*) and have therefore taken a long-term view with any approaches we have outlined.

Our strategy is also integral to wider school plans for education recovery, through its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through robust diagnostic assessment and not assumptions, our approach is based on the challenges we have identified our disadvantaged and vulnerable children face. These include, but not limited to, challenges with oracy, vocabulary, attendance, social- and emotional issues and reduced cultural capital when compared to their non-disadvantaged peers.

To ensure our strategy is effective, we will adopt a whole school approach so that all staff:

- will have a collective understanding of how disadvantage impacts on pupils' learning
- understand the approach the school is taking
- understand their role within the approach
- take responsibility for the outcomes of disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower academic attainment of disadvantaged pupils</p> <p>Internal assessments (2020-21) and 2019 KS1 data indicate that the attainment of our disadvantaged pupils is lower than non-disadvantaged pupils, particularly in Reading. In addition, external data (2019) showed that our disadvantaged pupils showed less progress and lower attainment at the end of KS2 in Reading and Maths. Our 2021 Reception Baseline assessments indicate that the children's understanding of mathematical language and early calculation is low with almost half of children not able to apply any early addition or subtraction, and in Reading, 15% of children have no phonological awareness and early comprehension skills appear relatively low.</p>
2	<p>Limited speech and language skills</p> <p>Baseline Reception data (2019 and 2020) shows that 80% (2019) and 75% (2020) disadvantaged children arrived below the age-related expectation in Speaking and in 2021, our Reception Baseline narrative indicates that Speech and Language concerns are still high with a third of all children flagged as having specific speech difficulties or significant difficulties with their understanding. Addressing oracy and vocabulary development is a key priority for whole school improvement.</p>
3	<p>Attendance</p> <p>Our assessments and observations indicate that absenteeism of some of our disadvantaged children is having a negative impact on their academic progress</p> <p>Our attendance data over the last 4 years indicates that the attendance of our disadvantaged pupils has been between 3-5% lower than non-disadvantaged pupils. Whilst we are beginning to see some success stories in improving disadvantaged pupils' attendance, we still need to work with some families.</p> <p>75% of our disadvantaged pupils did not attend school when the school was open to vulnerable/disadvantaged children and those of key workers.</p>
4	<p>Social and emotional issues</p> <p>Observations and assessments of pupil wellbeing have indicated that many of our disadvantaged children and their families have been impacted by partial school closures due to the pandemic. The percentage of disadvantage children and families accessing our nurture and emotional wellbeing provision has increased since the start of the pandemic.</p>
5	<p>Observations have indicated that many of our children in receipt of the Pupil Premium funding do not take part in after-school clubs or other extra-curricular activities. Through pupil voice and observations in class, there are strong indications that our disadvantaged children have not had the same opportunities to visit places outside of their immediate town/village nor visited places such as museums, theatres, galleries and other landmarks. As such, the cultural capital of our most disadvantaged children is significantly reduced compared to non-disadvantaged children.</p>

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
High quality teaching results in accelerated progress for disadvantaged pupils in core subjects.	Disadvantaged pupils will meet (or exceed) national expectations in Phonics, Reading, Writing and Maths.
Disadvantaged pupils show improved oracy and use of a wider vocabulary.	<p>Observations and discussions with pupils indicate improved oral skills of disadvantaged pupils.</p> <p>Assessments, pupil voice in lessons and book looks show disadvantaged children using a wider vocabulary, incorporating the use of both tier 2 and tier 3 words</p> <p>Speech and language needs identified at an early stage and when appropriate, interventions quickly established.</p>
Improved attendance of disadvantaged pupils	<p>Attendance gap between disadvantaged and non-disadvantaged pupils reduced to be no more than 2%.</p> <p>Attendance of disadvantaged pupils to be at least in-line with national disadvantaged data.</p>
Improved wellbeing of disadvantaged pupils	<p>The percentage of disadvantaged children accessing nurture provision or wellbeing support, no higher than non-disadvantaged children.</p> <p>Pupil and parent surveys demonstrate high level of pupil well-being.</p>
A significant increase in the number of disadvantaged children accessing extra-curricular activities and enrichment activities	Pupil voice and observations show the life experiences and cultural capital of disadvantaged children significantly improved through increased opportunities to attend after school clubs, participate in school trips and visit places outside of their immediate locality.

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to use Instructional Coaching and deliberate practice to develop higher quality teaching and improve outcomes for children.</p> <p>We will purchase 'Walkthrus' resources to support this and fund additional teacher release time so they can fully engage with the coaching.</p> <p>Funding for a specialist sports coach and resident artist to work directly with the children provides high quality teaching for all pupils.</p> <p>50% of our children on the SEND register are also in receipt of Pupil Premium Funding the teachers will receive training from the Specialist Teaching Service on 'Adapting the Curriculum for all learners'</p>	<p>Ensuring all children have access to high quality teaching is the number one priority to improving outcomes for disadvantaged pupils. High quality continuous professional development of teachers is crucial to support this. Using the strategy of deliberate practice to improve teaching and disrupt a teacher's existing stasis has been shown to lead to new and improved teacher habits.</p> <p>.EEF/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Why Don't Students Like School – Daniel Willingham</p> <p>https://www.walkthrus.co.uk/</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland</p> <p>EEF Promising Project 'Characteristics of Deprivation'</p> <p>There are considerable benefits in schools where pupils without special needs are taught alongside those who have special needs. Different approaches to learning and life in general enrich the educational experience for all.</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland</p>	<p>1,2</p>
<p>To improve the teaching of phonics for all pupils, five teachers have been trained to deliver the</p>	<p>There is a strong evidence base that phonics has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p>Sounds-Write programme.</p> <p>To improve the outcomes for disadvantage pupils, we will now fund the roll out programme to all teaching staff by providing time for the training to be delivered and for the teachers to be released.</p>	<p>The Sounds-Write programme teaches pupils to understand the way the alphabet code works through carefully structured, sequential steps from simple CVC words to more complex, five- and six-syllable words.</p> <p>https://www.sounds-write.co.uk/</p>	
<p>Oracy is to be taught explicitly with teachers articulating their thought process during the modelling process, alongside explicit teaching of tier 2 and 3 words to develop vocabulary.</p>	<p>https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf</p> <p>Developing pupils' confidence in communication through language and giving them the skills they need to collaborate with others, plays an important part in their learning.</p> <p>Voice 21 school21</p> <p>EEF Promising Project 'Characteristics of Deprivation'</p>	1, 2
<p>We will secure firm foundations in the development of good number sense for all children from Reception by engaging with the Mastering Number project.</p> <p>We will purchase additional high quality resources to support the delivery of the project and help all children to build a strong number sense.</p>	<p>By closing the gap in children's starting points when they join reception, particularly disadvantaged children with low starting points, all children should leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>Mastering Number NCETM</p>	1

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

Budgeted cost: £ 21,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Switch-on Reading to be delivered to children in years 3 – 6.</p>	<p>EEF Promising project evidence showed that pupils who were provided with a Switch-on Reading intervention made 3 months additional progress.</p> <p>Switch-on Reading EEF</p>	1,2

<p>As part of the Recovery Programme, we will deliver school-led tutoring to disadvantaged children and those we consider to be vulnerable or those who have been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>The Nuffield Early Language Intervention, will be accessed by year R children and will be rolled out to additional year 1 children</p> <p>Training will be given to Year 1 TAs to enable this.</p> <p>Speech and Language Link assessments to be completed and interventions to be used in Key Stage 1</p> <p>Junior Language Link to be purchased and assessments completed</p> <p>Funding for speech therapist to work with specific children.</p>	<p>EEF efficacy trial showed that Yr R children participating in the 20 week Nuffield Early Language Intervention, made an additional 2 months progress compared to a control group. After 6 months, follow up analysis showed the effects on pupil language outcomes grew.</p> <p>Nuffield Early Language Intervention EEF</p>	<p>1,2,</p>

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities will be offered to disadvantaged children to engage with extra-curricular activities. If needed, financial support</p>	<p>Many of our disadvantaged children do not have the same opportunities, outside of school, to engage with a variety of activities, which help to build their self-esteem, confidence and knowledge of the world they live in. We will therefore actively seek opportunities for these children as part of the wider strategies used in our tiered approach.</p> <p>..EEF\EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>3,4,5</p>

will also be offered.		
We will help fund the employment of the school Children and Family Support Officer, who provides pastoral care for children and support to parents throughout the school day, which includes an Elsa provision.	<p>Pastoral care is a stepping-stone to academic achievement and is something that happens both inside and outside of the classroom.</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland</p> <p>There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>https://www.elsanetwork.org/about/</p>	3,4
To increase the attendance of disadvantaged children, the attendance officer will work alongside SLT to track attendance and support parents with maximising their child's attendance.	<p>Less than 90 per cent attendance, incurs many costs - economic, social and psychological - not only for the children and young people involved, but also for their communities and for society at large.</p> <p>School attendance, exclusion and persistent absence BPS</p>	3,4
We work in partnership with Kent Emotional Wellbeing Practitioners to deliver high quality bespoke support to parents. We will build on this by holding a range of parent workshops to increase parental engagement with school.	<p>A successful strategy for addressing disadvantage should be underpinned by high expectations, positive relationships between the children, their families, school life and learning.</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland</p> <p>EEF Promising Project 'Characteristics of Deprivation'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3,4,5

Total budgeted cost: £ 125,655

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.

Our internal assessments during 2020/21 indicate that in most year groups, the percentage of disadvantaged pupils achieving the expected standard or higher at the end of 2020-21, was lower than non-pupil disadvantaged in Reading, Writing and Maths. The education of our disadvantaged children, in particular, has been impacted by the school closures, which has led to those pupils falling further behind their peers.

During periods of partial closure, we provided high quality education using resources such as those provided by Oak National Academy and lessons the class teachers delivered via Google Classroom. Live teaching was also established using other online platforms. Despite this, a significant number of our disadvantaged pupils did not access home learning effectively and on their return to school, our assessments and observations indicated that they had significant knowledge gaps and the attainment gap between them and their non-disadvantaged peers had widened.

When possible, small group teacher led-mentoring and specific targeted interventions for disadvantaged children were delivered, however the resulting impact and outcomes are reflective of the disruption caused. The initial implementation of specific EEF promising projects such as Nuffield Early Language Intervention and Switch-on Reading was slower than we had hoped and therefore we have not yet seen the impact that we hope to achieve. These strategies form part of our current strategy.

Although overall attendance of disadvantaged pupils was showing signs of improvement at the beginning of the year (2020-21), our data shows that attendance was 5% lower than our non-disadvantaged pupils by the end year. Attendance will therefore continue to be a focus of our current plan.

Our assessments and observations indicate that the wellbeing and mental health of many of our pupils, was also significantly impacted last year, primarily due to COVID-19-related issues. Even though some of our pupils displayed a resilient attitude when returning to school, this was not the case for many of our disadvantaged pupils. There was a lot of parental anxiety in our disadvantaged families and parents chose to keep them out of school even when the school was partially open. Due to the long period of non-attendance, many more of our disadvantaged pupils accessed our nurture provision on their return.