

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	464
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	December 2025
Dates on which it will be reviewed	December 2026
Statement authorised by	Giacomo Mazza
Pupil premium lead	Rebecca Knight
Governor / Trustee lead	Caroline Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,236
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	£ 142,236

Part A: Pupil premium strategy plan

Statement of intent

All pupils, irrespective of their background or the challenges they have experienced or continue to face, feel safe, valued and have access to high quality teaching and learning across the curriculum.

Research has been used to inform the decisions we have made when developing this strategy and we acknowledge the considerable impact that socio-economic disadvantage has on learning (*Rowland – Addressing Educational Disadvantage in Schools and Colleges*). 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, the attainment and progress of all pupils' will be maximised so that the attainment and progress of disadvantaged children will continue to improve alongside that of their non-disadvantaged peers.

Through robust diagnostic assessment, our approach is based on the challenges we have identified our disadvantaged and vulnerable children face. These include, but not limited to, challenges with speech and language, low attainment (especially in reading), 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>End of KS2 outcomes of disadvantaged pupils</p> <p>Similar to 2024 data, 2025 KS2 data indicated that the attainment of our disadvantaged pupils is lower than non-disadvantaged pupils in Reading (42% compared to 74% non pupil premium), Writing (63% compared to 81% non pupil-premium) and Maths (62% compared to 74% non pupil-premium). The starting points of our disadvantaged pupils are lower than non-disadvantaged pupils, as indicated by our Year R baseline results year on year.</p>
2	<p>Reading</p> <p>Although our children have some phonological and comprehension knowledge when they begin in EYFS, this is still an area which requires development.</p> <p>Exert from Reception Baseline Narrative: <i>In literacy, 63% of children have entered the setting with some phonological knowledge. Children are working at initial sound level, interestingly, this year, there is no data on children's abilities to segment and blend words. Last year (2024) 80% of children entered school at initial sound level. We have had more children this year who did not attend a preschool setting than we have seen before.</i></p> <p><i>Comprehension skills are significantly higher than previous years, 68% of children were able to answer questions about a story, the similar comprehension element of the former RBA was achieved by 42% of children.</i></p> <p>Our disadvantaged children, in particular, do not have the cultural capital to understand what they are reading about. This is noticeable in all year groups.</p>
3	<p>Communication and Language skill development.</p> <p>Many disadvantaged children enter school with limited speech and language skills as shown in the EYFS baseline and school diagnostic language assessments.</p>
4	<p>Attendance of disadvantaged children</p> <p>Whilst some progress has been made regarding the attendance of our disadvantaged pupils, 46.2% of all pupils who are persistently absent (less than 90% attendance) are disadvantaged children. This is compared to 8.1% of persistently absent children who are non pupil-premium.</p>
5	<p>Social and emotional issues</p> <p>Observations and assessments of pupil wellbeing have indicated that many of our disadvantaged children and their families reach out to school for support on a regular basis. We have seen a rise in the number of pupils who have been referred to external agencies for both physical and mental</p>

	health needs and a rise in the number of families who have requested support with the cost of school trips.
6	<p>Reduced cultural capital</p> <p>Many of our disadvantaged children have not had the same opportunities to visit places outside of their immediate town/village or 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. This impacts their learning across the curriculum, particularly as their understanding of text they are reading is not supported with knowledge from life experiences.</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.
Speech and Language skills stronger in KS1 disadvantaged children	Observations and discussions with pupils indicate improved speech and language skills of disadvantaged pupils, as well as a higher number of disadvantaged children achieving the year 1 phonics screening check. Speech and language needs identified at an early stage and when appropriate, interventions quickly established.
Improved attendance of disadvantaged pupils	The attendance gap between disadvantaged and non-disadvantaged pupils reduced to be no more than 3%. Attendance of disadvantaged pupils to be at least in-line with national disadvantaged data.
All pupils are well supported and nurture provision provides them with the necessary skills to be successful and happy in school.	Pupil and parent surveys demonstrate high level of pupil well-being and support.
The cultural capital of disadvantaged children improved through carefully planned curriculum and extra-curricular opportunities.	<p>All disadvantaged pupils have experienced the school-wide enrichment opportunities alongside their non-disadvantaged peers.</p> <p>Assessments shows that disadvantaged children have an improved understanding of</p>

	the world around them and are more able to comprehend the range of texts they read across the curriculum.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2024-25) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 97,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers and school leaders will engage with Steplab to deliver an evidence-informed, responsive, instructional coaching approach to continuous professional development. All teachers will benefit from specific, targeted and bespoke support.</p> <p>We will fund additional teacher release time so they can fully engage with this evidence informed approach.</p> <p>Funding for a specialist sports coach and resident artist, to work directly with the children provides high quality</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>High quality teaching of English and Maths has been highlighted as the cornerstone of a broad, academic and knowledge-rich curriculum and should be top priority for pupil premium spending</p> <p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p> <p>https://steplab.co/steplab-for-schools</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland</p>	1,2

teaching for all pupils.		
Further training to deliver high quality phonics teaching through the use of the SoundsWrite programme. Cued articulation will be used alongside Soundwrite, for children who experience difficulties with learning phonics through the SoundsWrite programme alone.	<p>There is a strong evidence base that phonics has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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>Cued articulation is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced.</p>	1,2,3
Extra reading opportunities for disadvantaged children	<p>At the end of year R 2024-25, only 57% of our disadvantaged children achieved the Word Reading ELG compared to 74% non-disadvantaged. As many of these children have lower starting points with regard to phonic knowledge and word reading, we will continue additional reading sessions for EYFS children who are not supported with reading at home. Daily timetables from year 2-6 now include 5 reading sessions per week and EYFS and Year 1 will now be include guided reading sessions. Disadvantaged children will also receive targeted intervention for reading as shown below.</p>	1,2

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

Budgeted cost: £ 15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The school will continue to deliver the Switch-on Reading programme and Reading Plus 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. Switch-on Reading EEF</p> <p>Following the evidence in the literacy trust article: https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2024/#:~:text=Just%20in%20(34.6,over%20the%20past%20year%20alone.</p> <p>It is vital that we continue to provide children with strategies that help them to engage with reading and ultimately reading for enjoyment. Both Switch on Reading and Reading Plus have been successful strategies as shown by improved reading outcomes for lower ability readers.</p>	<p>1,2</p>
<p>We will deliver school-led tutoring to children in year 6 and those in year 1 who need extra support with reading and phonics.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. 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</p> <p>Speech Link and Language Link to be purchased, assessments completed and interventions planned.</p> <p>Funding for speech therapist to work with specific children and Senco Assistant to support with implementation of the Balanced System and additional reading interventions across the school</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. Nuffield Early Language Intervention EEF</p> <p>The Department for Education (DfE) have announced they will continue to provide funding to the NELI Programme in 2024-25 for those schools who had previously signed-up. https://www.gov.uk/government/publications/early-years-education-recovery-programme https://pathway.thebalancedsystem.org/</p>	<p>1,2,3</p>

Staff training – Zones of Regulation and associated resources	Zones of regulation is a trusted, evidence-based framework that builds on emotional regulation and behavioural skills to support children through their education journey. Grounded in cognitive behavioural science, it gives pupils and teachers a common language for navigating emotions and the practical strategies to do it well.	3, 4, 5

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

Budgeted cost: £ 27,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities will be offered to disadvantaged children to engage with whole school enrichment activities. If needed, financial support will also be offered.	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. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	3,4,5,6
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.	Pastoral care is a stepping-stone to academic achievement and is something that happens both inside and outside of the classroom. Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland 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. https://www.elsanetwork.org/about/	3,4,5
We will offer a free Nurture breakfast for children who need wellbeing support	Approximately 70-80% of all our children who access nurture breakfast are children who are in receipt of pupil premium funding. We will continue to provide this support so that all	4,5

when they arrive at school.	children begin the day nourished, settled and ready for learning.	
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>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p> <p>https://www.kent.gov.uk/education-and-children/schools/school-attendance</p> <p>Working together to improve school attendance</p> <p>www.coxheath.kent.sch.uk/attachments/download.asp?file=936&type=pdf</p>	3,4
We work in partnership with Kent Emotional Wellbeing Practitioners to deliver high quality emotional/ wellbeing support to parents and pupils.	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3,4,5

Total budgeted cost: £ 141,250

Part B: Review of outcomes in the previous academic year: 2023-2024

Teaching (for example, CPD, recruitment and retention)

A carefully planned programme of continuous professional development, alongside the employment of specialist teachers in Art, PE, Dance and Music, ensures that all pupils, including those eligible for Pupil Premium, have consistent access to high-quality teaching across the curriculum.

This year, the development of teaching practice is at the forefront of our Pupil Premium strategy through the introduction of a new coaching model. Teachers are supported to refine and improve their practice through weekly group rehearsal sessions and regular instructional coaching meetings, which focus on embedding effective, evidence-informed strategies in the classroom. These structured opportunities enable staff to reflect on their teaching, rehearse key techniques, and receive targeted feedback to support continuous improvement.

In addition, increased weekly CPD time is devoted to adapting and refining curriculum planning to ensure it meets the needs of our pupils, particularly those who are disadvantaged. This includes a strong emphasis on developing both subject knowledge and pedagogical knowledge, ensuring that teaching is precise, well-sequenced and responsive to pupils' starting points.

Professional development is further strengthened through the use of Steplab to support high-quality coaching, target setting and reflection, enabling leaders to closely monitor impact and ensure professional learning translates into improved classroom practice. Staff also have access to external professional development opportunities, including engagement with the local Maths Hub and other specialist networks, ensuring that teaching remains informed by best practice beyond the school.

Through this sustained and coherent approach to professional development, we aim to secure consistently high-quality teaching for all pupils, with a particular focus on improving outcomes for those eligible for Pupil Premium.

Baseline assessment information indicates that children entering EYFS this year have lower starting points in early number and phonological awareness compared with previous cohorts. In mathematics, fewer children are able to securely count to 10 or apply early addition and subtraction, while in literacy a smaller proportion of children enter with established phonological knowledge. However, children demonstrate relative strengths in comprehension and oral language, providing a strong foundation on which to build.

These findings have informed the EYFS Action Plan and are a significant focus within the school's Pupil Premium strategy. Targeted actions are in place to address identified gaps, particularly in early number sense and phonics, with a clear emphasis on improving outcomes for disadvantaged pupils. Teaching sequences have been adapted to prioritise depth and automaticity in number to 10, alongside systematic development of phonological awareness.

To support this work, further professional development for EYFS staff is being prioritised. This includes focused training on early mathematics, phonics and high-quality pedagogy, alongside ongoing instructional coaching to strengthen classroom practice. Staff are supported to develop both subject knowledge and pedagogical knowledge, ensuring teaching is well matched to children's starting points and responsive to assessment information.

Through the combination of a sharply focused EYFS Action Plan and sustained professional development, the school aims to secure strong early foundations for all children, particularly those eligible for Pupil Premium.

The statutory KS2 2025 data shows that the attainment of our disadvantaged pupils was lower than both Kent and national figures, with 38% achieving the combined expected standard compared to 47% nationally. However, although national progress measures were not published for the 2024–25 academic year, internal school data demonstrates strong progress for Year 6 Pupil Premium pupils from entry in 2024 to summer 2025. On entry, only 25% of Pupil Premium pupils were working at the expected standard in Reading; this increased to 44% by the summer. In Mathematics, 26% of disadvantaged pupils were assessed as expected on entry, rising significantly to 62% by the summer. In Writing, the proportion of Pupil Premium pupils achieving the expected standard increased from 31% at entry to 63% in the summer.

Further Sounds Write training has taken place this year and the EYFS and year 1 teachers have worked together to ensure the progression of skills is carefully planned. The year 1 phonics screening showed an increase in the percentage of disadvantaged children achieving the expected standard, rising from 29% in 2023 to 40% in 2024 and 63% in 2025. This was in part due to the additional phonics tutoring sessions invited year 1 children attended before school. With strengthened phonics leadership and the continuation of the tutoring groups, it is expected that the gap in attainment between pupil premium and non-pupil premium children, will continue to reduce.

During 2024-25, 35% of the children on the Speech and Language therapist's case load, were in receipt of pupil premium funding. The school has continued to work closely with the therapist to analyse the in-school Speech and Language assessments and to target support accordingly. Through direct assessment and observation of children, the therapist also advised the school on support programmes and training for staff, as well as reporting to parents and other agencies.

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

The purchase of Reading Plus licences and iPads continues to have significant positive impact on pupils' enjoyment of reading and reading fluency across KS2. Pupils who have previously been reluctant readers have become more motivated and engaged, with many choosing to continue accessing the programme at home.

In 2024-2025 progress through the Reading Plus programme was strong, with pupils making notable gains in reading fluency and comprehension. Overall, pupils increased their reading speed and demonstrated accelerated progress in comprehension, particularly during the middle and later terms of the year. The strongest impact was seen in Years 5 and 6, with Year 6 pupils who used the programme consistently making significant progress.

The continued use and active promotion of Reading Plus is sustaining these improvements and continues to support pupils in developing fluency, confidence and comprehension in reading.

Targeted tuition was delivered in Year 6 and Year 1 to support Pupil Premium pupils, with a particular focus on phonics and reading. The tutoring offer was taken up by a significant proportion of disadvantaged pupils.

Pupils who attended the tutoring sessions made strong progress, which was reflected in improved outcomes in end-of-year statutory assessments. Due to the success of both the tutoring provision and

the phonics tutoring programme, the school will continue to fund these tutoring sessions in the academic year ahead, as outlined in the strategy above.

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

We ensure that all children, irrespective of their background and social/economic issues, have access to wider opportunities and emotional wellbeing support.

Last year, we were able to provide financial support for uniforms, PE kits, nurture breakfast, scholarships for performing arts, swimming lessons, bikeability and funding for extra-curricular trips including the year 6 residential.

The Child and Family Support officer, has been able to offer nurture breakfast to a growing number of children, to support their transition into class. She has also provided bereavement support, wellbeing sessions at break-time and lunchtime and Emotional Literacy support for children with behaviour support plans. Approximately 15% of children in receipt of pupil premium funding receive regular nurture support sessions. She has worked closely with the lead DSL to act on safeguarding concerns and to liaise with external agencies as appropriate.

The attendance officer has worked diligently to track attendance and support parents with maximising their child's attendance. For the year 2024-25, the attendance of all pupils was 95.3% (national 95.3%, Local Authority 95.1%) whilst the attendance of pupil premium eligible pupils was 91.6%. This indicates that the gap (3.7%) between pupil premium and non-pupil premium children has narrowed since the academic year prior to this, when the gap was 5.5%. The school has worked hard to address the poor attendance of few pupil premium children who are persistently absent, by creating supportive parent contracts and working with the local authority to take additional steps when the need has arisen. Overall, the attendance officer has had a positive impact on overall school attendance, so that it is now in line with or greater than national.