

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	434
Proportion (%) of pupil premium eligible pupils	21
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
Dates on which it will be reviewed	Nov 2022 and Nov 2023
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	£ 125,687
Recovery premium funding allocation this academic year	£ 14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 9,000
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	£148, 897

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** (2022-23) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 73,700**

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>	1,2
<p>To improve the teaching of phonics for all pupils teachers are being 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>	1,2

<p>Sounds-Write programme.</p> <p>To improve the outcomes for disadvantage pupils, we are funding the roll out programme to all teaching staff by providing time for the training to be delivered and for the teachers and TAs 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: £ 29,110

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

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.	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	1,2
<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>	1,2,

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities will be offered to disadvantaged children to engage with extra-curricular activities. If needed, financial support will also be offered.	<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>	3,4,5

<p>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>	<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>	<p>3,4</p>
<p>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>	<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>	<p>3,4</p>
<p>We work in partnership with Kent Emotional Wellbeing Practitioners to deliver high quality bespoke support to parents.</p> <p>We will build on this by holding a range of parent workshops to increase parental engagement with school.</p>	<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>	<p>3,4,5</p>

Total budgeted cost: £ 148,810

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 2021 to 2022 academic year.

The KS2 2022 data shows that our disadvantaged children made more progress in Reading than non-disadvantaged pupils (Disadvantaged 1.5, non-disadvantaged 0.8) and similarly in Maths, the disadvantaged pupils achieved a progress measure of 1.8 compared to 1.0 for non-disadvantaged pupils. These progress measures are significantly higher than the average shown for disadvantaged pupils in Kent.

Our internal assessments for July 2021 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.

Internal assessments in July 2022, indicate a similar trend in terms of attainment, even though they have made good progress in class.

The impact of Switch-on Reading has been significant amongst our disadvantaged pupils, with many making rapid progress, particularly with reading fluency. As many of these children have limited reading opportunities at home, reading to an adult every day in school and engaging with Switch-on Reading, has also enabled the children to develop confidence when accessing curriculum text.

Sounds-Write training for teachers has had a major impact on the teaching of phonics across the school. It is having a positive impact on the accuracy of word reading, particularly for our disadvantaged pupils in Reception and KS1. The KS2 teachers who have received the training are also ensuring their children have a full understanding of the extended code – re-teaching when needed. The school will continue to train teachers and TAs this academic year, with the aim of having all teaching staff trained to deliver the Sounds-Write programme.

The attendance gap between disadvantaged and non-disadvantaged pupils narrowed during the academic year 2021-22. At the end of the year, 2020-21 attendance of disadvantaged pupils was 5% lower than the non-disadvantaged pupils. However, the gap at the end of 2021-22 had narrowed to 3%. The attendance of our disadvantaged pupils will continue to be a focus until it is in line with non-disadvantaged pupils.

Pupil language development, formed part of our curriculum offer during the academic year 2021-22 through explicit teaching of tier two and tier three words in oracy sessions. In addition, there has been an increased focus on vocabulary in guided reading and in all curriculum subjects. This will continue to be a focus this year, as will the Nuffield Early Language intervention programme. As it was not possible to deliver some of the sessions last year, the programme will be delivered this year to groups of pupils in year R,1 and 2.

Elsa provision has been established and has been accessed by 5 children throughout the year 3x per week. 40% of these children are disadvantaged. These children have improved attendance and engagement in lessons. They have also made significant progress in social

interactions with their peers. One of these disadvantaged children has become a peer mediator, an anti-bullying ambassador and he plays a pivotal role in inducting others into the Elsa group.

Nurture breakfast is accessed by approx.20 children per day, 58% of whom are disadvantaged. The children have made rapid progress with their emotional well-being and are now all in class learning by 9am. Nurture interventions have also been successful for both children and parents; the parents are now confident that their children can access the emotional support they need when required.

Each week of each term, an online parental workshop has been established which is delivered by Emotional Wellbeing practitioners. Parents have been signposted to these workshops according to theirs and their child's need. Attendance at the workshops is increasing and will continue to be offered this year.

As part of our wider opportunity provision, we have supported some disadvantaged children to attend gymnastics, Little Voices and Stage Coach drama groups, which they would not have had the opportunity to attend without school support. The school has also fully or part funded school trips, swimming lessons and school uniforms, including PE kits, for our disadvantaged children.