

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	432
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	£ 123,675
Recovery premium funding allocation this academic year	£ 12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 16,000
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	£ 152,000

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** (2023-24) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 63,000

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 fund additional teacher release time so they can fully engage with 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>46% of our children on the SEND register are also in receipt of Pupil Premium Funding. Staff (teachers and TAs) will attend INSET training from the Autism in Education Trust outlining best practice for teaching children with autism.</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: £ 34,500

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 purchase Reading Plus as an online intervention to be accessed by 50 children at any one time to improve reading fluency and comprehension.		
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: £ 54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities will be offered to disadvantaged	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,	3,4,5

children to engage with extra-curricular activities. If needed, financial support will also be offered.	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. ..EEF\EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	
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
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.	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. School attendance, exclusion and persistent absence BPS	3,4
We work in partnership with Kent Emotional Wellbeing Practitioners to deliver high quality emotional/ wellbeing support to parents and pupils.	A successful strategy for addressing disadvantage should be underpinned by high expectations, positive relationships between the children, their families, school life and learning. Addressing Educational Disadvantage in Schools and Colleges – The Essex Way by Marc Rowland EEF Promising Project 'Characteristics of Deprivation' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3,4,5

Total budgeted cost: £ 152,000

Part B: Review of outcomes in the previous academic year: 2022-2023

Teaching (for example, CPD, recruitment and retention)

High quality CPD, Instructional Coaching and the employment of specialist teachers for Art, PE, Dance and Music, continues to drive high quality teaching and learning and improve outcomes for children. Assessment data for the academic year 2022-23, indicate that this approach has resulted in accelerated progress for disadvantaged pupils in Reading, Writing, Phonics and Maths.

The statutory KS2 2023 data shows that our disadvantaged children had made strong progress since KS1. Progress measures of 1.6, 3.2 and 2.6 for Reading, Writing and Maths respectively were far stronger than Kent, which showed negative progress measures for all 3 subjects. Our internal data also shows that overall, the attainment of our disadvantaged pupils becomes stronger as they move through the school, so that by the time they leave us at the end of year 6, the disadvantaged pupils have caught up significantly with the attainment of non-disadvantaged pupils in Reading, Writing and Maths. The KS1 2023 data for our disadvantaged pupils was lower than Kent in Reading and Maths, for those achieving the expected standard +, and lower than National in all three subjects. However, these children came into school with low starting points with only 36% of the 11 disadvantaged children achieving GLD at the end of year R 2020-21.

All teachers and nearly all TAs across the school have now had Sounds Write training. Implementing the programme across the school has had a significant impact on the teaching and learning of phonics and early reading. This has also had a significant impact on the attainment of disadvantaged pupils in year R and Year 1. Our 2023 data shows that 87% of our children achieved GLD in Year R compared to 72% the year before. Of those children, 63% of the disadvantaged children achieved GLD compared to 17% the year before. The year 1 phonics screening showed an increase in the percentage achieving the expected standard with 80% of the children achieving a score of 32. This included 44% of the disadvantaged children. It is expected that the impact of the Sounds Write Programme on phonics, reading and spelling will continue to be evident in pupil outcomes in future years, especially the outcomes of children who have been taught the programme from Reception onwards.

The impact of implementing Mastering Number in EYFS has also been significant with 92% of all children achieving the Number and Number Patterns Early Learning Goal and 88% of our disadvantaged children also achieving these goals. This compares with 87% of all children achieving the Maths goals in the previous year (2021-22) and 33% of disadvantaged children. Mastering number sessions in year 1 and year 2 are also having a positive impact on the children's understanding of number and mathematical concepts.

During 2022-23, the school Speech and Language Therapist visited termly (6 visits) and supported the school in 2 main ways. Firstly, through the review of speech and language assessments completed in school and offering advice on the best ways to group and target support to children to have the best impact. Secondly through direct assessment and observation of children, providing programmes and training for staff to work with children and reports to support other pathways. Last year 48% of the children on the caseload or reviewed were Pupil Premium.

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

The impact of Switch-on Reading has been significant amongst our disadvantaged pupils, with almost all children making good progress. Where progress was not as strong, with two disadvantaged pupils in year 5, poor attendance played a role in limiting the progress that could have been made. What has also been evident, is that as our disadvantaged pupils in KS2 have improved their fluency and therefore been more successful at reading a range of text. They are becoming more excited about reading and readily engage

with text across the curriculum. For the academic year 2023-24 we wish to implement an online Reading intervention called Reading Plus, which 50 children in KS2 will be able to access at any one time. This is significantly more children than is possible with Switch-On Reading. Reading Plus was trialled in a year 4 class during 2022-23 with positive results.

Using funding from the Recovery Premium and School-led tutoring funding, 28% of our disadvantaged pupils took up the offer of additional tutoring session. This equated to 31% of the 84 pupils who accessed the tutoring from year 2 – 6. Due to the success of the programme, the aim is to widen the tutoring for the 2023-24 academic year to include Year 1 children, who will be able to access extra phonics tuition.

The children who engaged with the Nuffield Early Language Intervention (NELI) made good progress. Unfortunately, they did not get to finish the programme so the full impact could not be analysed. In addition, the programme was not rolled out to year 1 as planned. We are aiming to re-establish NELI as an intervention during the academic year 2023-24.

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

The attendance officer has worked diligently alongside SLT to track attendance and support parents with maximising their child's attendance. For the year 2022-23, the attendance of all pupils was 93.9% whilst the attendance of pupil premium eligible pupils was 87.7%. This indicates that the gap (6.2%) has widened since the academic year prior to this when the gap was 3%. We feel there are specific reasons for this, which are linked to particular vulnerable groups. The children who are both PP and GRT had an attendance of 68.8%. In addition, those who are both SEND and PP had an overall attendance of 80.3%. As part of the school Ofsted inspection, we discussed the steps we are taking to address this and Ofsted confirmed that we are doing all we can to address absenteeism overall and with these specific groups.

Nurture and wellbeing provision remains a strength of the school. In the 2023 Ofsted report acknowledged, 'The support for pupils' emotional well-being is of a high quality.' 55% of all disadvantaged pupils access either nurture breakfast, wellbeing or emotional literacy support groups. The school Child and Family Support officer also provides regular support to the families of disadvantaged children, alongside NHS Emotional Wellbeing Practitioners.

The school has significantly strengthened the opportunities offered to all pupils to enhance their wellbeing and to build on their cultural capital. As per last year, the school has continued to fund school trips, swimming lessons and school uniform (including PE kits) for our disadvantaged children. In addition, we work alongside local companies such as Stage Coach and Little voices, to offer scholarships to this group of children.

As part of the Coppice Primary Partnership Trust, we have ensured that a significant number of disadvantaged pupils have been amongst those chosen to attend trust events involving climbing, football, dance and athletics. When the Trust took all pupils to the Christmas pantomime, we ensured that no disadvantaged child was left out due to cost.

The school offers all children a wide range of after school clubs. During the year 2022-23, approximately 20% of all children who attend the clubs were disadvantaged children. All clubs are free for the children to attend. We will therefore, as part of our strategy for 2023-23, continue to look at ways to increase the uptake of clubs by our disadvantaged children so that the percentage attending is at least equal to the percentage of those who are in receipt of pupil premium funding across the school.