

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	461
Proportion (%) of pupil premium eligible pupils	22%
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 2024
Dates on which it will be reviewed	Dec 2025 and Dec 2026
Statement authorised by	Giacomo Mazza
Pupil premium lead	Beverly Evenden
Governor / Trustee lead	Caroline Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 127 311
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	£ 127 311

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>2024 KS2 data indicated that the attainment of our disadvantaged pupils is lower than non-disadvantaged pupils in Reading, Writing and Maths. 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 knowledge when they begin in EYFS, comprehension skills are comparatively low. This year only 42% of children were unable to answer the comprehension element of the base line assessment. 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, 57% of all pupils who are persistently absent (less than 90% attendance) are disadvantaged children. This equates to 40% of all disadvantaged children.</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 health needs and a rise in the number of families who have requested support with the cost of school trips.</p>
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 2%. 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.	All disadvantaged pupils have experienced the school-wide enrichment opportunities alongside their non-disadvantaged peers. Assessments shows that disadvantaged children have an improved understanding of the world around them and are more able to comprehend the range of texts they read across the curriculum.

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: **£ 60,000**

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 teaching for all pupils.</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>	<p>1,2</p>
<p>Further training to deliver high quality phonics teaching through the use of the SoundsWrite programme</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>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed</p>	<p>1,2</p>

<p>Release time for cued articulation training will also be supported to be used alongside Soundwrite, for children who experience difficulties with learning phonics through the SoundsWrite programme alone.</p>	<p>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>	
<p>Extra reading opportunities for disadvantaged children</p>	<p>At the end of year R 2023-24, only 38% of our disadvantaged children achieved the Word Reading ELG compared to 73% non-disadvantaged. As many of these children have lower starting points with regard to phonic knowledge and word reading, we will introduce additional reading sessions for EYFS children who are not supported with reading at home. Daily timetables from year 2-6 will 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>	<p>1,2</p>

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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.</p> <p>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-</p>	<p>1,2</p>

<p>(No additional cost for the academic year 2024-25)</p>	<p>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>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.</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</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.</p> <p>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.</p> <p>https://www.gov.uk/government/publications/early-years-education-recovery-programme</p> <p>https://pathway.thebalancedsystem.org/</p>	<p>1,2,3</p>
<p>Staff training and a range of sensory resources will be purchased for those children who have significant sensory needs</p>	<p>This year, there are a high number of children with significant and diverse SEND and medical needs – some of whom are disadvantaged children.</p> <p>A well-developed sensory system is essential for both cognitive and social intelligence and is</p>	<p>1,2,3,5</p>

	<p>therefore required for children to become successful learners.</p> <p>Sensory input can help stimulate children to feel less sluggish. It can also soothe an overloaded system and help children feel more organised in their own bodies and in space.</p> <p>https://www.understood.org/en/articles/sensory-seeking-and-sensory-avoiding-what-you-need-to-know</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities will be offered to disadvantaged children to engage with whole school enrichment activities. If needed, financial support will also be offered.</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>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	3,4,5,6
<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>	3,4,5

<p>We will offer a free Nurture breakfast for children who need wellbeing support when they arrive at school.</p>	<p>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 children begin the day nourished, settled and ready for learning.</p>	<p>4,5</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>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>	<p>3,4</p>
<p>We work in partnership with Kent Emotional Wellbeing Practitioners to deliver high quality emotional/ wellbeing support to parents and pupils.</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>3,4,5</p>

Total budgeted cost: £ 127,311

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

Teaching (for example, CPD, recruitment and retention)

A planned programme of continuous professional development and the employment of specialist teachers for Art, PE, Dance and Music ensures that all of our children have access to high quality teaching throughout the curriculum.

The children came into EYFS in September 2023 with good mathematical knowledge - 60% of the children being able to count confidently using manipulatives to 10 and 28% of the cohort could calculate numbers up to 15. The purchase of additional resources and the continued implementation of the Mastering Number in EYFS, has enabled the children to build on these skills. 93% of all children and 86% of disadvantaged children, achieved the expected standard for the Mathematics Early Learning Goals which was significantly above Kent and National data. The percentage of disadvantaged children achieving the expected standard for Literacy was not as strong as the Maths, with only 29% achieving the Literacy goals. Strategies have already been put in place to address this, with a strong focus on phonics and word recognition.

The statutory KS2 2024 data shows that the attainment of our disadvantaged children was not as high as Kent disadvantaged and when compared to National data. However, although national progress measures were not published for the academic year 2023-24, the progress of the year 6 Pupil Premium children, as shown in our internal data from summer data year 3 to the end of year 6, was strong.

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. 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 2023-24, 43% 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 50 Reading Plus logins and the purchase of 15 I-pads has had a significant impact in the enjoyment of reading and the fluency of children in KS2. Children who have been reluctant readers in the past now want to read and will often continue to access their login at home. The progress of the children through the Reading Plus programme has been strong, with children making significant gains in their wpm and years/months progress in reading comprehension. On average, the children increased their fluency rate by 28wpm and 1 year 4months for comprehension in terms 3-5, with the strongest progress seen in years 5 and 6.

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 30% of the 91 pupils who accessed the tutoring from year 2 – 6. Due to the success of this and the phonics tutoring programme, the school will fund the tutoring sessions for the academic year 2024-25 as set out 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. As part of the Coppice Primary Partnership Trust, we have also taken a significant number of disadvantaged pupils to trust events such as the 'Trust Olympics', held at a local athletics stadium and other sporting experiences.

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 breaktime 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 2023-24, the attendance of all pupils was 94.3% (national 94.1%) whilst the attendance of pupil premium eligible pupils was 88.8%. This indicates that the gap (5.5%) between pupil premium and non-pupil premium children has narrowed since the academic year prior to this, when the gap was 6.2%. 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.