

Coit Pupil premium 3 year strategy statement 2021-2024

This statement details our school's use of pupil premium (**and recovery premium for the 2021 to 2022 academic year**) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Coit School overview

Detail	Data
School name	Coit Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J Eagleton
Pupil premium lead	G Rodrigo
Governor	K Corke

Coit Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44 005 (projected)
Recovery premium funding allocation this academic year	£4 350
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	£48 355

Part A: Pupil premium strategy plan

Statement of intent

Every child is recognised as a unique individual. We celebrate and welcome diversity within our school community. We are determined to give every single child the opportunity to develop their full potential and succeed. We do this by ensuring the pupils are immersed in an intelligent, stimulating and broad curriculum, which is delivered within a nurturing environment.

We want all our pupils to become resilient, compassionate, collaborative and confident so that they are comfortable with accepting challenges, which become progressively more demanding as they move through school. We use Learning Mindsets to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Well-being is the key to happiness and so we supply our pupils with a wide range of opportunities and memorable, first-hand experiences.

Our curriculum continues to evolve by considering the current needs of our pupils alongside our school's **vision, community issues, values, relevance, statutory requirements, cultural aspects, climate and school development priorities.**

Our curriculum provides the pupils with an understanding of the **subject specific concepts knowledge and skills**, which they will need in the future to support their **ambitions** to be whatever they want to be: a scientist, historian, geographer, musician, engineer, artist, mathematician, author, chef, plumber, electrician, landscape gardener, web designer etc

Our curriculum is also integral to wider school plans for education recovery, including engagement of parents, extended learning opportunities, language and communication, social and emotional learning for pupils whose education has been worst affected.

Our **determined ambition** is for all our pupils to have a **positive mental health and well-being**, to be literate, numerate and have a broad understanding of how and why the world around them works. In this way, we ensure that they are well equipped and prepared for the next phase in their education.

In achieving the above, our pupil premium strategy will support disadvantaged pupils and the following will be considered:

- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed using evidence based tools
- Focus on professional development for all staff in order to ensure high quality teaching
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- COVID 19 impact on wellbeing of pupils and their families

- COVID 19 impact on Early Years on-entry attainment
- COVID 19 impact on attendance
- COVID 19 impact on attainment

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in phonics, early reading and reading across the school. This has been further impeded by two national lockdowns. These findings have been backed up by a number of national studies on partial closure.</p> <p><i>'Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households (the disadvantage gap) remains wide.'</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils.</p>
3	<p>Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in writing and writing across the curriculum. This has been further impeded by two national lockdowns. These findings have been backed up by a number of national studies on partial closure.</p>
4	<p>Our assessments, observations and discussion show that gaps in concepts, knowledge and skills across the curriculum for disadvantaged pupils are hindering accelerated progress. This has been further impeded by two national lockdowns as children lost structure and routine.(Curriculum recovery continues)</p>

5	Declining numbers of pupils who are able to reach key development milestones (physically, socially, emotionally, independence / self-care, communication) for on-entry and beyond into their primary education journey due to Covid impact exacerbated by the lack of access to efficient, effective and timely external services.
6	Our assessments, observations and discussions show that pupils identified who are eligible for pupil premium also have additional vulnerabilities for example pupils with special educational needs, including language delay Since the pandemic, referral for support has increased.
7	Social and emotional barriers for disadvantaged pupils and with other vulnerabilities are causing a negative impact on progress and attainment including persistent absence, attendance, behaviour and mental health.

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 will ensure attainment will continue to improve for pupils who are eligible for pupil premium with a focus on pupils who are underperforming. Attainment gap is reducing between pupils who are eligible for pupil premium and other pupils with a particular focus on phonics, early reading, reading and writing, across the curriculum.	Every teacher is supported and prepared in order to achieve the best outcomes for all pupils Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing compared to other pupils in phonics, early reading and reading across the curriculum
High quality teaching and targeted support enables disadvantaged pupils to achieve age related expectations in oral language skills and vocabulary acquisition.	Assessment and observation indicate improved oral language skills and use of vocabulary acquisition among disadvantaged pupils.

<p>High quality teaching and early intervention effectively addresses gaps in order to enable pupils to reach key developmental milestones (physically, socially, emotionally, independence / self-care, communication) for on-entry and beyond to their primary education.</p> <p>Efficient, effective and timely signposting to external services supports this outcome</p>	<p>Assessment and observations indicate that attainment and progress for disadvantaged pupils are raised in line with that of other pupils.</p> <p>Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p>
<p>Targeted academic support enables disadvantaged pupils with additional needs to make incremental steps of progress in line with their peers from the same starting points through structured interventions, small groups and 1-1 support</p>	<p>Bespoke termly targets for academic subjects and speech & language therapy are met and new skills employed in the classroom on a consistent basis</p> <p>Assessment and observations indicate that pupils are making expected progress relative to their starting points</p> <p>The provision for disadvantaged pupils with additional needs enables them to consistently achieve highly from their starting points</p> <p>The implementation of 1-1 and small group tuition will provide a catch-up strategy</p> <p>Evidence based focussed interventions ensure that support is well targeted and outcomes provide the greatest impact</p>
<p>Early identification and targeted support impacts positively upon pupils' social skills, behaviour, attendance including persistent absence and positive mental health and well-being.</p>	<p>Monitoring indicates that 100% of pupils eligible for PP access at least two different extended learning opportunities throughout the year</p> <p>Alternative data indicates a positive shift in well-being such as pupil voice and parent/family feedback</p> <p>The number of behaviour incidents with this group of pupils declines over the academic year</p> <p>Persistent absences are reduced</p> <p>Attendance increases for all vulnerable and disadvantaged pupils.</p> <p>Dedicated transition events throughout the summer and into autumn support an effective start to the new year for all pupils including F1-F2 and Y6-Y7</p>

	Provide extensive pastoral support through regular and effective communication to increase attendance and engagement with learning
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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** to address the challenges listed above.

Teaching and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching -Early reading and phonics Enhance the teaching of early reading for all pupils through a systematic, synthetic phonic approach and use of well matched decodable texts, using the DfE validated programme Essential Letters and Sounds (ELS).</p> <p>The above activity will be supported by high quality training, coaching and time to to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. <i>EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Validation will indicate that a programme has been self assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme. https://www.essentiallettersandsounds.org/ https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</p>	1
<p>High Quality teaching-Reading Enhancement of our teaching and learning of reading, ensuring fluency and language comprehension are secure. This is in line with the DfE and the EEF guidance.</p> <p>The above activity will be supported by high quality training, coaching and time to to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition,</p>	<p>Develop children's early reading using a balanced approach https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1

<p>additional staff across the school will be used to support progress and attainment</p>	<p>Support pupils to develop fluent reading</p> <p>Teach reading comprehension strategies through modelling and supported practice capabilities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Reading framework-teaching the foundations of literacy</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	
<p>High Quality teaching-Oracy</p> <p>Talk is planned for and embedded across the curriculum and is an integral part in every lesson in order that pupils are effective, confident speakers, articulate ideas, consolidate understanding and extend vocabulary.</p> <p>The above activity will be supported by high quality training, coaching and time to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Language provides the foundation of thinking and learning and should be prioritised.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Develop pupils' speaking and listening skills and wider understanding of language</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Develop pupils' language capability to support their reading and writing</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provide a foundation for thinking and communication.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language</p> <p>Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>https://www.teachneli.org/</p>	<p>2&4</p>

<p>High Quality teaching-Writing -Enhancement of our teaching and learning of writing, ensuring a clear sequence of learning and the opportunity to write across the curriculum. This will be in line with the EEF guidance.</p> <p>The above activity will be supported by high quality training, coaching and time to to work with each other in partnerships with the federation and the English hub. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>Develop children’s capability and motivation to write https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Teach pupils to use strategies for planning and monitoring their writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Teach writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>High Quality teaching-Curriculum The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge, understanding and skills. Across all parts of the school the series of lessons contributes well to the curriculum intent. Pupils understand and know the meaning of subject specific substantive concepts and disciplinary concepts. This will be in line with the series of subject reviews provided by OFSTED</p> <p>The above activity will be supported by high quality training, coaching and time to to work with each other in partnerships with the federation. A clear rigorous induction will be provided for new staff and ECT. In addition, additional staff across the school will be used to support progress and attainment</p>	<p>The aim is that the reviews will support and inform those leading the thinking on subject education in schools. Professionals from the education sector will also be able to see the research that is informing our conception of a high-quality education in a variety of subjects. https://www.gov.uk/government/collections/curriculum-research-reviews https://cambridge-community.org.uk/professional-development/gswkey/index.html</p> <p>3rd space learning https://thirdspacelearning.com/blog/beginners-guide-curriculum-development/</p> <p>History association-History teachers who advise on national education policies, to our academic historians who provide us with access to research and the latest ideas in historical thought and to our many members and associates. https://www.history.org.uk/</p> <p>The Geographical Association (GA) is the leading subject association for teachers of geography. As a registered charity our mission is to ‘further geographical knowledge and understanding through education’. The Association is a lively community of professional practice with over a century of innovation behind it and an unrivalled understanding of geography teaching. https://www.geography.org.uk/</p> <p>DATA- A membership organisation providing advice, support and training for those involved in teaching design, engineering and technology. They work closely with the government, awarding bodies, Ofsted and other regulators, advising on the curriculum. DATA https://www.data.org.uk/</p> <p>National centre of computing education https://teachcomputing.org/</p>	<p>4</p>

<p>High Quality Teaching - Teaching learning and assessment</p> <p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> -The use of the Birmingham toolkit (BTK) to support the pedagogy of learning for SEND pupils -Rotherham Learning Support Service Programmes (LSP) -The use of star assessments including Accel Read and Freckle. -Phonics assessment (ELS) -1-1 reading commentary -Headstart materials -Launchpad for Literacy (PDM KS1 Staff) 	<p>1 2 & 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Retention of a specialist teaching assistant for speech and language therapy to deliver targeted, structured interventions to improve listening, narrative and vocabulary skills who have relatively low spoken language. The specialist TA will support skills being transferred back into the classroom setting and wider context of school under the guidance of the NHS SALT service</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral%20language</p>	6
<p>Phonics Additional essential and letters and sounds (ELS) targeted interventions sessions for pupils who require further phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 & 6
<p>Purchased accelerated reader</p>	<p>Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1 & 6
<p>National Tutoring program NTP Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted</p>	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small groups and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want</p>	1 & 6

<p>by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Investment in additional technology in order to facilitate access to online tuition or support</p>	<p>to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>School-Led Tutoring</p> <p>Investment in additional technology in order to facilitate access to online tuition or support</p>	<p>High-quality tutoring to support the diverse needs of pupils remains the priority and schools should ensure that all tutors selected for School-Led Tutoring have experience of working with pupils to support teaching in the subject and phase they wish to tutor in.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 & 6</p>

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

Budgeted cost: £8 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health and well-being- A Trauma Informed Approach</p> <p>Trauma informed practitioners and trained staff will continue to work with targeted families and children throughout the school ensuring that the physical and emotional safety of an individual is being addressed.</p>	<p>The objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. The Trauma Informed approach implements many interventions to ensure the relational and emotional health of all. The interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.</p> <p>https://www.traumainformedschools.co.uk/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Social and Emotional Learning interventions in education have an identifiable and valuable impact on attitudes to learning and social relationships in school which may subsequently increase academic attainment by an average of <u>six months for targeted approaches</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4 5 & 7</p>
<p>Targeted support-Nurture</p> <p>Bespoke nurture group and personalised break and lunchtime support packages for children who have social, emotional and mental health difficulties</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers</p>	<p>5 6 & 7</p>

<p>Support packages such as Lego therapy, FRIENDS, Mighty Minds, bereavement counselling, motional tools are provided to support our children. Additional and trained staff are provided to support pupils at vulnerable times of the day</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Parental engagement Parent workshops and meetings to support home learning to encourage and equip parents, enabling good progress</p> <ul style="list-style-type: none"> ● Survey for parents ● Structured conversations ● Developing bespoke creative workshops for individual parents/groups ● Reading mornings ● Creative workshops ● Celebrations ● Class Assemblies <p>Staff lead creative workshops focusing on reading, phonics, grammar, spelling and assessments.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5 & 7
<p>Before/After school clubs Before/After school club programme which includes: Breakfast club, IT, Sports, Arts, Minecraft, Lego therapy, cooking, drama, singing, booster groups. To support school attendance/persistent absence and engagement with learning To help children to become more effective learners, to improve motivation and build self-esteem</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5 & 7

<p>Uniform including PE Kits Pupils identify themselves as part of the school community</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. https://docs.google.com/document/d/1Lfp8GCpwyKq0AOHNEV2K2di6OkIZ4vG/edit#</p>	7
<p>Funding and partial funding for Residential visits in Y3 and Y6 Pupil premium pays for part cost Increased opportunity, independence and experience To widen the experience for all pupils, aiming for growth in confidence, resilience and self-esteem</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4 & 5
<p>Additional staffing to support behaviour of pupils at vulnerable times of the day Teaching Assistants to work with identified pupils and groups who are vulnerable and / or disadvantaged Additional staff recruited to support individuals and groups of pupils</p>	<p>Research shows that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This will be done through more specialised, individual support programmes which are targeted at students with specific behavioural issues with an average impact of four months attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5 & 7

<p>EHT and SENCo team continue to work with children and their families and outside agencies if applicable to improve behaviour, attendance and persistent absence.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>5 & 7</p>
<p>Aspiration Intervention: (Y6 and Y5 pupils)</p> <p>In enhancing personal development as part of the RHE curriculum and following the EEF 'Aspirational Interventions' from the Teaching and Learning Toolkit, senior leaders considered a successful evidenced based intervention in a Sheffield primary school. It is an employer-led programme that provides young people with the knowledge, skills and attitudes they will need to be successful in the world of employment with a particular focus on STEM (science, technology, engineering, maths). Children are exposed to a range of high-quality employer encounters, experiences and challenges to develop their job-ready skills and behaviours. The Better Learners – Better Workers programme aims to give our pupils the opportunities to develop their career aspirations, increase personal confidence and motivation, and have an awareness of the world of work and employability skills.</p>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>This will run in conjunction with targeted academic support.</p>	<p>7</p>

Total budgeted cost: £

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 2022 to 2023 academic year.

Summary:

Coit is a small 4-11 popular primary school serving the semi-rural community of Chapeltown in North Sheffield. The school currently has 208 pupils. The school federated with Ecclesfield Primary in 2015.

Most pupils (80%) are from White British families with a growing group of pupils from 12 out of 17 possible ethnic backgrounds. The school location deprivation indicator was in quintile 1 (least deprived) and the pupil base in in quintile 2 (less deprived).

A significant number of pupils apply for a place at Coit who live outside the catchment area (59% out of catchment 2023-24 and 73% 2022-23) and this has been the trend for several years. There is almost no movement of pupils in and out of school.

In our school, pupils in receipt of Pupil Premium funding comprise those pupils who are eligible for Free School Meals (15%), children who have been adopted from care, looked after children and service children (16.5% in total).

There are currently 13.2% pupils on the SEND register at School Support. Those with EHCPs is well below average.

Pupils generally enter at levels typical for their age with gaps in particular areas. At KS2, pupils leave above national average albeit since Covid, gaps not previously identified have emerged.

Coit created an off-site 12 place nurture provision for pupils with SEMH in 2017 funded by the Local Authority. Pupils from across Locality A attend this part-time provision in small carefully formed groups for 2 sessions a week. This has been in operation for almost 6 years and supports KS1 to KS3 pupils from across Locality A.

This year, a school hub for pupils with ASD has also been established. It caters for up to 6 pupils each afternoon, staffed by two teaching assistants.

School has the following awards: Gold Sports Award 2022-2023 for the second year in a row. After this, Coit was awarded the PE and School Sport Inclusion Award 2022-2023. We have the Trauma Informed Schools UK Practitioner accreditation badge with two members of staff having gained TISUK practitioner status and another staff member currently undergoing training. PSQM Bronze Science Award has been awarded October 2023.

Main Headlines 2022-2023:

F2

Assessments indicted a rise in achievement from the previous year and above National with 78% pupils achieving Good Level Development although disadvantaged pupils were less likely to achieve GLD in comparison to those not disadvantaged. Boys outperformed girls in attaining GLD

A growing trend of pupils entering school with lower levels of communication and language have been supported to make good progress through the use of our internal specialist teaching assistant for Speech and Language.

Phonics

Use of Essential Letters and Sounds phonics programme is becoming successfully embedded throughout EYFS and KS1. In Y1, assessments were above National at 82.8%. 100% disadvantaged pupils met the phonics expected standard in comparison to 82% of non-disadvantaged pupils. In Y2, 86.2% pupils had managed to achieve the phonics expected standard. 87.5% disadvantaged pupils met the standard in comparison to 85.7% non-disadvantaged pupils.

KS1

National assessment results for achieving the expected standard were 51.7% for reading, 48.3% writing and 65.5% maths. In each subject, non-disadvantaged were more likely to achieve the expected standard than disadvantaged. However, 21% of this year group were already at School Support for SEND needs and 33% disadvantaged pupils also had SEND.

KS2

Assessment results for achieving the expected standard were above National with reading at 77.4%, writing at 77.4% and maths at 74.2%. In each subject, non-disadvantaged were more likely to achieve the expected standard than disadvantaged. However, 57% of disadvantaged were also at school support for SEND.

Extended Learning Opportunities

Pupils are targeted throughout the year to encourage participation in ELO. For 2022-2023, 66% of all pupils took part in at least one additional activity during the year. 11% of this total were disadvantaged pupils and 6% of this total were pupils with SEND. Feedback from parent questionnaires indicated that rising costs were factors for consideration in club attendance.

Attendance

Attendance for 2022-2023 indicates that there is still a lower attendance rate for Pupil Premium (92%) in comparison to all pupils (96%) and will remain a focus for the forthcoming year. Health issues for a small number of disadvantaged pupils who are also placed at school support for SEND have been supported to improve attendance.

School Led Tutoring

For the academic year 2022-2023, schools received a grant to cover 60% of the £18 unit cost. This school took part in the tutoring, providing 16 pupils with support on a ratio of 1 to 3 or less working with school based staff with a focus on reading (including language skills) and maths. Assessment results indicate that these pupils were enabled to make good progress from their starting points.

