

Pupil premium strategy statement

**Coit**   
**Primary School**

2024-2025

# Coit Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	16%
Academic years/years that our current pupil premium strategy plan covers	2024-2025-2026-2027
Date this statement was published	1.12.24
Date on which it will be reviewed	1.11.25
Statement authorised by	J.Eagleton
Pupil premium lead	C.Zadrozny
Governor / Trustee lead	Kevin Corke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,970
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£nil
Total budget for this academic year	£50970

# 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.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions show that gaps in learning for disadvantaged pupils are hindering progress in <b>phonics and early reading in KS1</b> On entry to Reception class in the last 3 years, our pupils arrive below age-related expectations compared to other pupils in specific areas. PSED/CLLD This gap narrows as children progress through school. This year in F2, this is 66% of our pupils

	Y1 58% 2024-2025
2	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills</b> and vocabulary gaps among some of our disadvantaged pupils. This is evident from Reception through to a few disadvantaged pupils KS2. On entry to Reception class and in the last 3 years, our pupils have arrived below age-related expectations in specific areas. PSED/CLLD. This gap narrows as children progress through school. This year in F2 this is 66% of our pupils and in Y1 58%
3	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress in <b>writing and writing across the curriculum</b> . On entry to Reception class in the last 3 years, our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows during KS2. This year in F2 this is 66% of our pupils, disadvantaged pupils in Y1 58%
4	Our assessments, observations and discussion show that gaps in learning for disadvantaged pupils are hindering accelerated progress maths. On entry to Reception class in the last 3 years, between our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap narrows but remains significant to the end of KS2. This year in F2 this is 66% of our pupils, Y1 disadvantaged pupils, 58%
5	Increasing numbers of pupils who start at Coit Primary school struggle to manage physically, socially, emotionally, independently to self-care and communicate effectively and coherently.

## 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
1 The attainment gap is reducing between pupils who are eligible for pupil premium and other pupils with a particular focus on <b>phonics, early reading and reading</b> across the curriculum.	<p>Every teacher and teaching assistant is supported and prepared to achieve the best outcomes for all pupils by delivering appropriate interventions at the right time</p> <p>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</p> <p>Phonics check test data 25 will be in line with expected and gap between disadvantaged and non-disadvantaged children lowered</p> <p>GLD for F2 pupils' gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p> <p>KS2 Reading data will be in line with expected for both disadvantaged and non-disadvantaged pupils</p>
2 Improved <b>oracy attainment</b> among disadvantaged pupils relative to their starting points	<p>Every teacher and teaching assistant is supported and prepared in order to achieve the best outcomes for all pupils</p> <p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing when assessing <b>oracy skills</b></p>

	<p>Bespoke termly targets for speech &amp; language therapy are met and new skills employed in the classroom on a consistent basis by all adults. 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>Assessment and pupil observations for oracy development indicate that gaps in learning for all our disadvantaged pupils are reducing when assessing <b>oracy skills</b></p> <p><b>GLD for CLLD</b> gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p>
<p>3 Improved foundational skills to improve <b>writing attainment (transcription skills)</b> among disadvantaged pupils relative to their starting points</p>	<p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing when assessing <b>writing skills</b></p> <p>GLD for writing gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p> <p>For KS2 gaps between disadvantaged and non-disadvantaged pupils will be small</p>
<p>4 Improved <b>maths attainment</b> for disadvantaged pupils in early years and KS1 particularly learning foundational skills and in knowing additive facts</p>	<p>Assessment and observations indicate that gaps in learning for disadvantaged pupils are reducing when assessing <b>Mathematics</b></p> <p><b>GLD for Number and Numerical Patterns gap will be lowered</b> between disadvantaged and non-disadvantaged pupils For KS2 attainment disadvantaged and non-disadvantaged pupils gap will be narrowed.</p>
<p>5 Early identification and targeted support impacts positively upon pupils' <b>social skills, social, emotional mental health mental health and well-being.</b></p>	<p>Behaviour data, CPOMS and attendance data including access to ELO opportunities pupil voice and parent/family feedback indicates a positive shift in well-being for our disadvantaged pupils</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

*Budgeted cost: £1438 annual Renaissance + ELS +£1958.60 + Clicker £750 = £4146.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of <b>standardised diagnostic assessments</b> to support identification of gaps which help to adapt planning ensuring all pupils are keeping up. (Reading and Maths Y2-Y6)</p> <p>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>Diagnostic assessments for reading and writing indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a></p>	<p>1 and 4</p>
<p><b>High Quality teaching - Early reading and phonics</b>            Enhance the teaching of early reading for all pupils through a systematic, synthetic phonic approach and use of well matched</p>	<p>Purchase of DFE validated SSP books from ELS/spelling</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p>	<p>1</p>

<p>decodable texts, using the DfE validated programme Essential Letters and Sounds (ELS).</p>	<p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
<p><b>High Quality teaching - Early reading and phonics</b>          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).          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. EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>          Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>          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.  <a href="https://www.essentiallettersandsounds.org/">https://www.essentiallettersandsounds.org/</a>  <a href="https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation">https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation</a></p>	<p>1</p>
<p><b>High Quality teaching- Reading</b>          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.          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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>          Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>            Two teachers are accessing English Hub led project on Love of Reading which enables them to Engage with research and develop sustainable strategies to embed a culture of reading in your school and classroom.  <a href="#">Love of Reading English Hubs</a></p>	<p>1</p>
<p><b>High Quality teaching- Oracy</b>          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,</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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <i>Language provides the foundation of thinking and learning and should be prioritised.</i></p>	<p>2</p>

<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><b>Develop pupils' language capability to support their reading and writing</b></p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provide a foundation for thinking and communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></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. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oral%20language">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=oral%20language</a></p>	
<p><b>Maths</b></p> <p>Development of our teaching and learning / curriculum to enhance pupils' problem solving skills in F2/KS1. Enhance teaching and learning using the Mastery approach – as developed by NCETM.</p>	<p>Develop children's problem solving skills particularly in EYFS <a href="#">EEF Early Mathematics</a></p> <p>Develop the Mastery Approach to teaching mathematics across school – to enable all pupils (including disadvantaged pupils) to succeed in their mathematics. Use of the variation theory to ensure all pupils are given varied examples in lessons and taught to make connections within maths/expose the structure behind the maths. <a href="#">NCETM Research</a></p>	4
<p><b>High Quality teaching-Writing</b></p> <p>-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 work with each other in partnerships with the federation.</p>	<p>The reciprocal relationship between oral language, reading, and writing can cause the gaps between children with literacy difficulties, or children from disadvantaged homes, and their more advantaged peers to grow as they move through school.<sup>3</sup> Teachers can play an important role in establishing children as competent readers so reading can become the child's own tool for lifelong learning.</p> <p><a href="#">Writing for KS1</a></p> <p>Develop children's capability and motivation to write <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Teach pupils to use strategies for planning and monitoring their writing <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	3



<p>A clear rigorous induction will be provided for new staff In addition, additional staff across the school will be used to support progress and attainment</p>	<p>Teach writing composition strategies through modelling and supported practice  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>          Use of Clicker software for pupils who struggle to write helps children to plan and develop ideas before writing</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: Staffing £ [17,886 + £4548 + £11351] **£33,785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PHONICS</b>            One to one and small group tuition for Y1 pupils and Y2 pupils in need of additional support, delivered in addition to, and linked with, normal lessons.             Tutoring will be implemented with the help of DfE's guide:  <a href="#">Tutoring: guidance for education settings</a></p>	<p><b>Enhancement of phonics teaching using an additional teacher</b>            Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>  <b>Alice Miller</b> Phonics Alice 1.5 days £1488.83 per month (£17866 annual)</p>	<p>1</p>
<p><b>ORACY Skills</b>            F2 Targeted support every morning to improve listening, narrative and vocabulary skills for disadvantaged pupils who have very weak spoken language skills</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:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>   <i>F2 support x 5 days 45 mins</i>             VP 45 MINS PER DAY 3 pupils</p>	<p>2</p>
<p><b>ORACY Skills</b>            Specialised structured support for speech and language interventions delivered by a specialist Teaching assistant F2/KS1 and Lower KS2</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:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>2</p>

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

Budgeted cost:

£ Staffing 8192 (support 1-1) + Specialist Provision £6270 + Staffing for Tranquillity Hub and Breakfast Clubs £7406 + 3277+ £910.68) = **£26,055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improve the quality of social and emotional (SEL) learning.</b></p> <p>SEL approaches will be embedded into routine educational practices</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><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>5</p>
<p><b>Improve the quality of social and emotional (SEL) learning.</b></p> <p>SEL approaches will be embedded into routine educational</p>	<p><b>Adventure education</b> usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also may also be involved).</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.</p> <p><a href="#">Outdoor Adventure</a></p>	<p>5</p>

<p>onal practice s <i>Residen tial Support Y6 x 6 £ 910.68</i></p>		
<p><b>Improv e the quality of social and emotio nal (SEL) learnin g.</b></p> <p>SEL approac hes will be embedd ed into routine educati onal practice s</p> <p><b>Funded Clubs</b></p>	<p><b>Physical activity</b> has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves; however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</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 <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="#">Physical Activity</a></p>	<p>5</p>
<p>Improve the quality of social and emotion al (SEL) learning .</p> <p>SEL approac hes will be embedd ed into routine educati onal practice s</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p> <p><a href="#">Breakfast Clubs</a></p>	<p>5</p>

<b>Breakfast Clubs</b>		
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**Total budgeted cost: £63986.00 so pupil premium is not sufficient**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. (Small numbers of disadvantaged children in all classes. For 23-24 our KS2 disadvantaged children achieved very well and demonstrates that our approaches in the previous academic years indicate their effectiveness.

In F2 at the end of the year for GLD outcomes disadvantaged children do less well compared to their non-disadvantaged counterparts.

For Y1 phonics disadvantaged pupils are broadly in line with non-disadvantaged pupils.

The data demonstrates for 23-24 that by the time our disadvantaged pupils leave that they achieve in line with non-disadvantaged subject for reading and maths and do better than non-disadvantaged pupils at GDS level.

In the IDSR no pupil groups were highlighted for the school.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

#### **Case Studies for non-disadvantaged children attendance improvements having had access to early morning breakfast club**

**Pupil 1** 22-23 85.4%/Lates 30

23-24 88.4% Lates 16

24-25 94.9% so far /Lates 2

**Pupil 2** 22-23 90.9%/Lates 31

23-24 97.6%/Lates 0

24-25 (so far) 100%/Lates 0

**Pupil 3** 23-24 91.2%

24-25 (so far) 100%

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to specifically focus on F2 and KS1 pupils.

Session Attendance Summary (04 Sep 2023 - 19 Jul 2024) for Attendance

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
All (Current)	95.34%	96.29%	96.30%	95.58%	97.42%	95.31%	95.85%	96.03%
Male	95.40%	95.84%	96.77%	95.03%	97.68%	94.95%	95.84%	95.92%
Female	95.31%	96.92%	95.76%	96.50%	97.25%	95.52%	95.87%	96.13%
FSM	90.78%	93.99%	97.63%	93.79%	96.49%	92.89%	93.95%	93.49%
Not FSM	96.54%	96.62%	96.25%	96.14%	97.52%	95.94%	96.23%	96.49%
CLA or FSM	90.78%	93.99%	97.63%	93.79%	96.49%	92.89%	93.95%	93.49%
Not CLA or FSM	96.54%	96.62%	96.25%	96.14%	97.52%	95.94%	96.23%	96.49%
Pupil Premium	91.44%	93.99%	97.63%	93.68%	96.49%	92.89%	93.95%	93.53%
Not Pupil Premium	96.58%	96.62%	96.25%	96.43%	97.52%	95.94%	96.23%	96.53%
EAL	91.98%	96.05%	85.00%	90.00%	0%	0%	92.76%	94.09%
Not EAL	95.46%	96.34%	96.34%	95.78%	97.42%	95.31%	96.07%	96.12%
SEN	92.42%	94.83%	97.11%	96.02%	98.68%	95.35%	92.21%	95.33%
Not SEN	95.68%	96.64%	96.13%	95.44%	97.23%	95.31%	96.58%	96.16%

## Outcomes for Pupils 22-23/23-24

Year Group	All Pupils	Disadvantaged	All Pupils	Disadvantaged
	22-23	22-23	23-24	23-24
<b>F2 GLD</b>	78.1	50	79.3	33
4 Pupils 22-23	Numeracy 78.1	50	Numeracy 82.8	33.3
6 pupils 23-24	Reading 81.3	50	Reading 82.8	33
	Writing 78.1	50	Writing 79.3	33
<b>Y1 Phonics</b>				
1 pupils 22-23	82.8	100	87.1	75 (4 children)
4 pupils 23-24				
<b>Y6</b>	64.5	28.6	70	60
7 pupils 22-23	GDS 12.9	GDS 0	GDS 13.3	20
5 pupils 23-24				
<b>Combined RWM</b>				
<b>R</b>	77.4	42.9	86.7	80
	GDS 48.4	GDS 0	GDS 36.7	GDS 40
<b>W</b>	77.4	42.9	76.7	60
	GDS 19.4	GDS 0	GDS 20	GDS 20
<b>M</b>	74.2	28.6	83.3	80

	GDS 16.1	GDS 0	GDS 23.3	GDS 20
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**Well being Provision for our KS2 pupils is supported throughout school a positive transition to secondary school.**

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Gestalt Language Programming	SALT in Sheffield
Love of Reading	English Hub
Maths Mastery Programme	NCETM

### Summary: Nov 2024

Coit is a small 4-11 popular primary school serving the semi-rural community of Chapelton in North Sheffield. The school currently has 204 pupils. The school federated with Ecclesfield Primary in 2015.

Most pupils (81%) 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 37% out of catchment 24-25, 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 (14%) children who have been adopted from care, looked after children and service children (16% in total).

There are currently 17.65% pupils on the SEND register at School Support. Those with EHCPs is well below average.

Pupils generally enter at levels lower than typical for their age with gaps in particular areas. At KS2, pupils leave above national average.

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 3 sessions a week. This has been in operation for almost 6 years and supports KS1 to KS3 pupils from across Locality A.

Last year a school hub for pupils with SEMH was established. It caters for up to 10 pupils over a week, staffed by two teaching assistants.

School has the following awards: Gold Sports Award 2024-2025 for the fourth year in a row. 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.

PSQM Bronze Science Award awarded October 2023.

