

Pupil premium strategy statement – Richard Coates CE 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	(304 Rec-Y6)
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	07/10/2025
Date on which it will be reviewed	October 2026
Statement authorised by	James Watson
Pupil premium lead	James Watson
Governor / Trustee lead	Melanie King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,280

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all pupils make good progress and achieve high attainment across all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We aim for all of our disadvantaged children to reach at least national expectations in all areas.

Through high quality teaching, targeted interventions, and bespoke social and emotional support for children and their families, pupils engage fully in their learning and achieve well. Through our curriculum, pupils have the opportunity to widen their knowledge and understanding of the world and their place within it.

We are committed to every child being a competent reader by the age of seven in order that they can access a full and challenging curriculum.

We aim for all of our Pupil Premium pupils and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education.

At Richard Coates CE Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed attainment data analysis and also responding to pupil voice.

Challenges

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

Challenge number	Detail of challenge
1	Several disadvantaged children are also on the school's SEND register and have speech, language and communication needs
2	Teaching and learning - Pupils working below age related expectations for reading then impacts their access to the wider curriculum
3	Many of our disadvantaged pupils have significant social and emotional needs and fewer strategies for self-regulation and maintaining positive mental and physical health. Many do not participate in extracurricular activities
4	Attendance -Improving attendance for pupil premium children to prevent lost learning

5	Many of our disadvantaged pupils have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.
6	An increased number of pupils require additional support in the areas of cognition and learning as well as SEMH needs.
7	High levels of difficulty with pupil attachment and anxiety around parental separation

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
Targeted groups provide pupils with bespoke support in relation to their area of need . e.g. cognition and learning and SEMH	Pupils develop a sense of belonging and build self regulation strategies. Pupils are increasingly able to access learning within the classroom alongside their peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, attainment data and ongoing formative assessment.
Disadvantaged pupils in KS1 to keep up with whole class phonics teaching. Increased opportunities in school to support and enthuse a love of reading	Reading outcomes in 2025/26 will show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Qualitative data from pupil voice, pupil, teacher and parent surveys, governor visits • high levels of participation in extracurricular activities, particularly among disadvantaged pupils • high attendance levels for disadvantaged pupils

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: £3,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build teacher knowledge and pedagogical expertise in order to ensure high quality teaching for all pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. Use of the WalkThrus as teacher CPD. https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/cognitive-scienceapproaches-in-the-classroom	1, 2, 3
Training for staff to ensure all pupils have access to high quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all.	Evidence suggests that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The EEF guidance report suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send	1, 2, 3

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

Budgeted cost: £ 50,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish cognition and learning groups to provide more individualised learning plans for pupils with SEND.	The National Children's Bureau is leading with interim guidance due to be published in 2025. The aim is to support mainstream schools with setting up and running SEN and pupil support units.	1, 2, 3, 6

Support pupils with SEMH needs through 3x weekly Nurture group sessions	Educational psychologist reports have identified the importance of children establishing solid bonds of belonging. Staff have been trained in Pillars of Play, PACE training and relational practice, which will support pupils in building positive relationships with others.	1, 2, 3, 6
Additional keep up phonics sessions targeted at disadvantaged pupils who require further phonics support	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/educationevidence/teaching-learning-toolkit/phonics	2
SENCO upskilling teachers and support staff focused on speech, language and communication	EEF studies indicate that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	1, 2, 3

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

Budgeted cost: £ 15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities/educational visit funding Subsidising visits and trips Poverty proofing fund for acute issues. KS2 disadvantaged children- contributions towards music tutoring with a peripatetic teacher	EEF - Arts participation – Moderate impact Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk) Based on our past experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5
Counselling provided for children – particularly disadvantaged children	https://kalmer-counselling.co.uk/ https://askpsychology.uk/ All staff will have three sessions of CPD training: Introduction to relational practice (building relationships, supporting inclusion, setting boundaries), which includes the use of	3, 4

	coaching circles, underlying theory and staff wellbeing and regulation. Understanding regulation and responding with calmness (keeping calm, regulating emotions and managing crisis), which includes understanding the window of tolerance, PACE and use of problem solving circles. Repairing and restoring (resolving conflict, repairing harm, supporting change) which includes restorative practice, relational language and solution circle.	
--	--	--

Total budgeted cost: £ 69, 280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Outcomes- Pupils Eligible for Pupil Premium Funding

5 pupils were eligible for Pupil Premium funding

80% reached expected standard Y6 SAT Reading

80% reached expected standard Y6 SAT writing

60% reached expected standard Y6 SAT maths

60% reached greater depth Y6 SPaG

Year 1 Phonics Outcomes

3 pupils were eligible for Pupil Premium funding

67% of eligible pupils passed the Year 1 phonics screening.

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
Counselling Service	Kalmer Counselling
Relational Practice	Ask Psychology
Speech and Language Therapy	Jigsaw Therapy