

# Pupil premium strategy statement – 2024/25

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Coleridge Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	50.7%
Academic year/years that our current pupil premium strategy plan covers	2022 - 25
Date this statement was published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Ian Tankard and Ray Griffiths
Pupil premium lead	Ian Tankard
Governor / Trustee lead	Doug Selkirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 156,880
Recovery premium funding allocation this academic year	£ 6,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,360

# Part A: Pupil premium strategy plan

## Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communication skills, parental support, attendance and punctuality and having less experience than others. As clearly stated, there are a range of challenges faced and we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps for specific children.

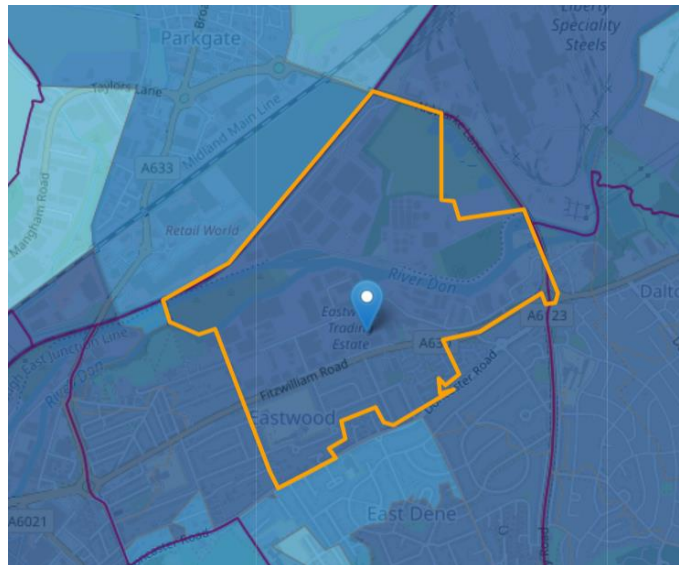
### Principles

- We ensure that all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils through the use of Instructional Coaching.
- To develop a curriculum that is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research.
- Coleridge Primary School's curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Demography and School Context

Coleridge Primary is located in Eastwood, in the centre of Rotherham. We are a one form primary school from F1 – Y6 and we serve a diverse population with 72% of our children being EAL.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The area of Eastwood is in decile 1.



The LSOA in which the school is located is ranked 252nd out of 32,844 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. The area of Eastwood was 347<sup>th</sup> in 2015 which emphasises that the level of deprivation is increasing. The income, employment, health, education and crime deprivation indicators are all very high.

### **Current Challenges and Barriers**

1. Literacy/vocabulary deficit and Early Reading: Assessments and observations indicate that all pupils, including those that are Pupil Premium, begin school with significant gaps in vocabulary development, communication and language and phonics. These difficulties hinder their ability to access certain parts of the curriculum
2. Attendance and Persistent Absence: Our pupil premium pupils currently have a % gap, placing many at risk of falling into the ‘persistent absenteeism’ category. This is crucial that the gap is addressed in F1, so children and families develop a strong value of attendance.
3. Lower Cultural Capital: Discussions and observations reveal that some disadvantaged pupils have limited background knowledge of the world around them. Consequently, they may have less clarity regarding life goals and how to achieve them, compared to their non-disadvantaged peers. This is not due to a lack of ambition, but rather a result of their limited life experiences thus far.
4. Curiosity of learning: Through contextual research, observations and assessments, some disadvantage pupils have less curiosity within their learning when entering KS1. The curriculum development at the infancy of KS1 needs to mirror that of Early Years with a high-focus on play-based learning, high-quality interactions and slowly transitioning from dictated writing to independently writing sentences.

5. Community support and outreach: Our community has an outstanding relationship with the school. We continue to support one another and hold each other in a positive and high regard. The main barrier continues to be the lack of trust with outreach services; as a result, we have employed a school-based social worker to break down some of the stigma around supportive external services.
6. Financial Capital: Our pupils have limited access to careers education and lack a clear understanding of potential professional career paths. We aim to address this by implementing a careers curriculum aligned with the Gatsby Benchmarks, which will help them identify professions of interest before transitioning to secondary school. This will provide a strong foundation for their future career exploration and planning.

### **Ultimate Outcomes**

- To use the expertise of senior leaders and their positions in the English and Maths Hubs to enhance the quality of education to develop daily high-quality teaching through Instructional Coaching.
- Instil a love of reading across all disadvantaged children.
- To provide high-quality and research informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.
- Employ additional staffing, both teachers and support staff, to provide opportunities to scaffold or work in smaller groups, depending on the daily needs of children.
- To improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- To provide tutoring for any pupil that is not on track to meet their prior attainment by ensuring tutors deliver high-quality support.
- To improve and/or consolidate the rate of progress for disadvantaged children by using quality-first teaching.
- Establish high-quality interventions for disadvantaged or any pupil that would benefit from this.
- Increase access to before/after school clubs, trips and residential visits.
- Increase attendance and punctuality by providing exceptional breakfast club that appeals to all school pupils.
- Pupils will have increased awareness of various professional career paths and a clearer understanding of their own interests.

### **Achieving these outcomes**

- Employ skilled members of SLT that work for the English and Maths Hubs that develops pedagogy and practice so that teaching and learning is high-quality and together, we achieve excellence every day through Instructional Coaching.
- To allocate additional support staff - providing small group work with an experienced and highly-skilled support staff member to help overcoming gaps in learning.

- To employ a school-based social worker to ensure that safeguarding is exemplary and that families get the right support from either school or outreach services.
- RWI leader to be released for weekly drop-ins/coaching sessions and Master Classes to ensure consistency in phonics teaching so every child receives the very best provision on a daily basis.
- RWI 1-1 intervention to support children to accelerate rates of progress and ensure children can read at the appropriate level.
- Additional teaching and learning opportunities provided through external agencies and links to strong partnerships that develop holiday provision.
- All our work through the pupil premium strategy will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support from Educational Psychologist and Inclusion team to support our most vulnerable learners to ensure they receive the very best quality of education.
- Subsidise activities, educational visits and residentials thus ensuring children have first-hand experiences to use within learning in the classroom.
- Support the funding of specialist learning software to support children with sentence structures.
- To extend PE provision by incorporating dinner time provision to develop a safe environment and promote an active and healthy lifestyle.
- To enable children to learn a musical instrument and to sing in a choir across Rotherham and develop a love of performance.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote Coleridge values thus enhance learning.
- Integrating career education into our curriculum, inviting guest speakers, organising career exploration activities, collaborating with secondary schools, aligning with the Gatsby Benchmarks, and engaging parents.

This list is not exhaustive and will change according to need and to support all our socially disadvantaged pupils. We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy/vocabulary deficit and Early Reading.

2	Cultural Capital poverty – limited access to a range of experiences outside local area.
3	Curiosity of learning
4	Attendance and punctuality issues.
5	Community support and outreach
6	Addressing Financial Capital

## 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
Progress in Reading	Achieve in line or above national average attainment and progress scores (0)
Progress in Writing	Achieve in line or above national average attainment and progress scores (0)
Progress in Maths	Achieve in line or above national average attainment and progress scores (0)
Phonics	Achieve at least expected standard in PSC
Other	<p>Improve attendance of disadvantaged pupils to be in line or above NA</p> <p>Bespoke approach to provide families with individualised support</p>

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

Budgeted cost: £145,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English and Maths Hub leaders have release time each week to use Instructional Coaching and the Teaching and Learning Rubric to ensure quality-first teaching is delivered on a daily basis.</p> <p>(£33,543)</p>	<p>Instructional Coaching has had a huge impact on our Phonics data over the past few years. As a result, we have extended this approach to a range of subjects. Using Jim Knight's research, we have developed a coaching approach which is dialogical and ensures that staff feel involved in the process. Our approach to coaching all links to pedagogy and will develop staff using strategies that are transferable across subjects.</p> <p>The development of the teaching and learning rubric is steeped in research and links to the ECF so all teachers are accessing the very latest research to enhance their practice. By employing an English Hub specialist (Learners First hub), we will see accelerated progress and attainment in phonics, reading and writing. By having two Maths Hub leaders, the progress and attainment in maths will remain strong.</p> <p>The leadership team will be released to support with planning and continuously use instructional coaching to raise performance of teaching and learning through the school's bespoke teaching and learning rubric and through moderating reading, writing and maths.</p> <p>CPD will link to common themes highlighted across coaching sessions and will be research informed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2,3,4</p>
<p>Refine procedures used,</p>	<p>Children enter our reception with well-below language and communication skills. All our disadvantaged children</p>	<p>1,2,3,4</p>

<p>including direct modelling, to develop children's understanding and use of technical vocabulary. (£97,534)</p>	<p>are entering well-below and access the NELI programme as they have significant language deprivation. Other children, that enter school in different year groups, often have limited to no English and have limited vocabulary knowledge.</p> <p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Employing additional staff in EYFS, KS1 and KS2 ensures that these children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the differences between disadvantaged and others are diminished.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Access RWI training to ensure all children receive the very best phonics provision. (£1642)</p>	<p>Phonics attainment had been on a 4-year downward trend. In Spring 2019 we introduced RWI but this was without the official training. In July 2023 our phonics score was 73%. This year our phonics score was 77% and we continue to see exemplary practice due to the approaches we have followed for 3 years. The RWI leader still feels that ongoing CPD from RWI specialists will continue to refine and enhance our practice</p> <p>To safeguard standards, the Ruth Miskin portal has been purchased so all staff can access valuable CPD and also support the RWI lead to lead masterclasses. The RWI leader is released from class for 1 hour per week to observe practice and the focus of the masterclasses stems from these observations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3
<p>Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the</p>	<p>36% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of these children have EHCPs.</p> <p>Most children that are working in the well below band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELGs.</p>	1,2,3,4,5

<p>inclusive curriculum offer. (£5,242)</p>	<p>The additional teaching staff support accelerated progress in KS2 where disadvantaged children make significantly more progress than 'others.' (See ASP 2023)</p> <p>By the SENDCo working an additional day, we want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENDCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds are appropriate. The SENDCo will use this additional time to get graduated responses for identified children in need of EHCPs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
<p>A consistent and researched based approach to high-quality interactions ensures all children across school are given deliberate opportunities for talk throughout the curriculum. (£6100)</p>	<p>Due to children's poor starting points linked to language acquisition, we need to continue to develop the use of sentence stems and talk frames to support children effectively when answering questions.</p> <p>We will re-evaluate the Voice21 work conducted as part of the SSIF bid from previous years to ensure a consistent approach is being implemented across school to promote talk and metacognition in sessions. We are accessing phase 2 of Voice21 Training and Let's Think English training to ensure children have deliberate opportunities to talk throughout our curriculum offer.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2,3</p>
<p>All staff to have access to research-based CPD. Models of excellence from the Teaching and Learning Rubric and Playbook will support staff's development. (£1,550)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Learners First English Hub and the South Yorkshire Maths Hub. All staff, in order to lead effectively, are released several times over a half term. CPD has specifically focused on Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice.</p> <p>It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD.</p> <p>Our main focus of CPD will continue to drive all staff's understanding of a range of metacognition and self-regulation strategies. We want to continue to develop a culture in the classroom where pupils think about their</p>	<p>1,2,3,</p>

	<p>learning more explicitly by staff teaching them ways to plan, monitor and evaluate their learning. It is vital that all staff members have a secure understanding of these strategies but also how to use them effectively, linked to mixed ability pairings.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 28,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to ensure interventions, delivered 1:1 or through small group work, are in-line with EHCP and specific needs are met and are continuously and refined and adapted.</p> <p>(£18,032)</p>	<p>Through extensive data trawls, we will identify children that are in the bottom 30% for reading, writing or maths and PPMs will focus on children that are not ‘on track’ from the prior data in either reading, writing or maths and that need bespoke 1:1 or small group tutoring. Many of these pupils have SEND and we want to ensure that all SEND children, including one’s with EHCPs have timely and rigorous interventions</p> <p>The SENDCo will work with support staff to deliver bespoke CPD so they feel confident supporting SEND and Lower Experience learners to ensure they are getting the diet of support needed to move their learning forward.</p> <p>The end outcome is to support all learners, but especially learners with bespoke targets to ensure they make accelerated progress, which enables them to engage in sessions for longer periods of time.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2,3</p>
<p>Children in the bottom 30% have access to daily 1:1 phonic interventions.</p>	<p>As phonics provision and data has been historically weak, we have several children in KS1 and KS2 that need to have gaps addressed quickly, so that they can now keep up and not catch up. All children who are accessing phonics in KS2 have access to 1:1 intervention in an afternoon to ensure they can read</p>	<p>3</p>

<p>(£5836)</p>	<p>fluently. The bottom 30% of children in EYFS and KS1 have access to phonics 1:1 on a daily basis. This is having a huge impact on progress and attainment.</p> <p>As we employ an English specialist and are a Wave 1 school with our English Hub, this has ensured we've had the latest training on approved DfE 1:1 phonic interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Integrate the use of the Herts for Learning reading fluency project to develop children's working memory and fluency. (£973)</p>	<p>Through continuous contextual research, we are aware that some of our disadvantaged children do not have access to high-quality and appropriately pitched reading materials. As a result, we have ensured that Herts for Learning is established within our school to support the children when moving off the phonics programme to remain a fluent reader.</p> <p>We wanted to ensure that disadvantaged children are reading for longer periods of time; therefore, teachers monitor the number of minutes children read per week and ensure that, if a child is struggling, support staff use the bespoke Herts for Learning interventions.</p> <p>The main outcome for this spend is to increase attainment for disadvantaged children whilst also giving them ample opportunities to read age-appropriate books at school and home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>3</p>
<p>To assess and identify support needed in KS2 to develop and secure number sense across the key stage supported by the firm foundations created by Mastering Number in Key Stage One. (£2,533)</p>	<p>In 2023/24 MTC, our disadvantaged children gained an average score of 21.7/25. The impact of Number Sense and TT rockstars is having a long-lasting impact on disadvantaged children's basic skills. Our Disadvantaged Pupils outperformed our Other pupils whose average score was 21.1/25</p> <p>The use of a clear and bespoke multiplication table, a clear and bespoke intervention and also the introduction of further multiplication activities to safeguard standards but also to increase the average score for the children not achieving full marks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a></p>	<p>2</p>
<p>Increase EYFS Staffing and resourcing so</p>	<p>As stated previously, all children that enter F1 or F2 are well below when it comes to language and communication. As a school we ensure that our children</p>	<p>1,2,3</p>

<p>small group interventions linked to NELI, Autism Attention Bucket and phonics 1:1 can take place.</p> <p>(£973)</p>	<p>in EYFS have strong starts and have the opportunity to access a variety of interventions. We use a proportion of our funding to increase staffing in EYFS to ensure that all children have access to small groups and interventions.</p> <p>Staff have accessed a variety of high-class CPD to ensure they are skilled at delivering interventions such as NELI, AAB and RWI 1:1. As a result, GLD was 70% in 2024 and we have extremely high progress rates for the accelerate progress bracket (R – 63%, W - 65%, M – 63%)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,449

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Implement a weekly careers curriculum featuring guest speakers, career exploration activities, and alignment with the Gatsby Benchmarks to help children better understand different career paths.</p> <p>(£5,000)</p>	<p>To ensure that our children have better employment opportunities by identifying a career path earlier, we will rely on several pieces of evidence supporting our approach. First, research indicates that early career guidance significantly improves students' long-term career outcomes. The Gatsby Benchmarks, a framework widely recognised for its effectiveness, provide a structured approach to careers education. By aligning our curriculum with these benchmarks, we ensure that children receive comprehensive and high-quality career guidance, helping them make informed decisions about their futures.</p> <p>Additionally, evidence from studies on career exploration activities shows that hands-on experiences with professionals and real-world job roles enhance children's understanding of various career paths. Activities such as guest speaker sessions, job shadowing, and career fairs offer practical insights into different professions, enabling children to explore their interests and make more informed choices. This experiential learning helps bridge the gap between academic</p>	<p>4,6</p>

	<p>subjects and real-world applications, making career options more tangible and accessible.</p> <p>We also want to collaborate with secondary schools and industry partners supports the effectiveness of our careers curriculum. By creating pathways that connect primary education with secondary schooling and professional networks, we ensure continuity and build a solid foundation for students' future career planning. This collaborative approach not only aligns with best practices but also provides students with a clearer understanding of potential career trajectories, ultimately leading to better employment prospects as they transition into higher education and the workforce.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=career">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=career</a></p>	
<p>Further refine breakfast provision to continue upward trajectory of attendance (97% target) and punctuality.</p> <p>(£8,265)</p>	<p>We realise that on the IDSR from 2018/19 that our attendance needed to improve. However, since then we have worked tirelessly to identify pupils who are falling behind national with attendance and ensure they arrive at breakfast club to start the day positively. Last year 71 children (35% of school) attend breakfast club on a daily basis. We try to provide tailored support for families with low attendance, working with our pastoral team and key members of staff and Governors.</p> <p>We ensure we provide pupils with the opportunity to attend the Magic Breakfast club for free and to engage with structured activities with Live and Learn to have an active start to the day.</p> <p>The outcome of this spend to increase attendance and ensure children are well fed and full of positivity to start the day.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4,5
<p>To enhance pupils' cultural capital by providing a breadth of experience</p> <p>(£6,700)</p>	<p>Over the past 4 years, we have developed a strong understanding of our community and the gaps that develop within our children's learning. Many of these gaps link to lack of experiences and not having the opportunity to make links from these experiences. Many of our disadvantaged children will not leave the local area for months at a time. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development.</p> <p>We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on Whole School visits to the Seaside, Chatsworth House and London to ensure children access wider events. Also, EYFS children access 50 things to do before you're 6. We do this to provide greater enrichment opportunities for disadvantaged pupils. This</p>	4, 5, 6

	<p>has had a huge impact on children's knowledge and children are beginning to link their learning to experiences they've had.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Increasing access to Before/After school clubs, trips and residential visits</p> <p>(£4,500)</p>	<p>All clubs in school, either before or after, are either heavily funded or free for disadvantaged children. We want to ensure that all disadvantaged children have access to a varied range of clubs and as a result, 4 clubs are offered per week to children and families. Clubs link to opportunities that children who are disadvantaged wouldn't normally have such as Karate, Boxing, Computing and Art and crafts.</p> <p>These clubs always have 100% attendance and disadvantaged children make up a large proportion (40%) of the numbers as they have first refusal to the clubs.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	4,5,6
<p>Ensure all children has the right to learn a musical instrument</p> <p>(£4,234)</p>	<p>All children should have the opportunity to learn how to play an instrument. We use some of our funding to ensure all children in Y3 and Y4 have the opportunity to learn instruments. In Y3 children learn how to play the ukulele and in Y4 children learn the recorder. At the end of Y4 children are all bought a recorder so they can continue to practise at home.</p> <p>Throughout the year, children get to perform to parents within music assemblies. Disadvantaged children also get the chance to perform with our choir at events across Rotherham such as the Parkgate Toy appeal event, at Hope Church and One Voice concert.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	6
<p>Implement a drama club to promote aspiration and a rich diet of opportunities across the Arts.</p> <p>(£750)</p>	<p>Pupil Voice has indicated that children felt the variety of options in after school clubs did not offer enough creative options. As a result of the success of the HAF drama project, we have sanctioned a drama specialist to run termly drama clubs across school.</p> <p>We are wanting to ensure that children have opportunities to express their creative flair, not only in writing but in other areas of the curriculum and that this will have a positive impact on how children engage in school and in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	6

**Total budgeted cost: £203,407**

## 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 closing the gap between disadvantaged pupils and non-disadvantaged pupils in the 2021 to 2022 academic year.

#### KS2 data



Measure	2022/23	2023/24
Meeting the expected standard at the end of KS2	Combined – 69% Reading – 83% Writing – <u>79%</u> Maths – 71%	Combined – 63% Reading - 68% Writing – 63% Maths – 58%
Meeting the higher standard at the end of KS2	Combined – 4% Reading – 21% Writing – 4% Maths -13%	Combined – 5% Reading - 10% Writing – 5% Maths – 10%

63% of the year group were identified as disadvantaged. The attainment gap between this group and the others have decreased from a 30-point gap in 2021 to now disadvantaged and others attain at a similar level at a combined RWM measure. When progress measures are released, we will input them into the table. However, in maths, 2 PP children exceeded their KS1 data and 3 didn't. In Writing 3 exceeded their KS1 data and 2 didn't. In Maths, 3 children exceeded their KS1 data and 4 didn't.

Measure	2022/23	2023/24
Meeting the expected standard at the end of KS1	Reading – 67% Writing – <u>67%</u> Maths – 75%	Reading - 71% Writing – 64% Maths – 71%
Meeting the higher standard at the end of KS1	Reading – 8% Writing – 0% Maths -8%	Reading - 0% Writing – 0% Maths – 7%
Achieving the Expected Standard in the PSC.	Y1 – 73% Y2 – 92%	Y1 – 74% Y2 – 86%
Achieving a Good Level of Development at the end of F2.	GLD – 70%	GLD – 78%

- Key Stage 1 outcomes continue to rise due to clarity and secure subject knowledge in Math, Reading and Writing in Y1 and Y2. Children are entering Y2 with stronger phonetic knowledge and as a result can read with fluency earlier in the year. This has resulted in children being able to have a secure understanding of retrieval and comprehension practice as they've had more exposure to these skills.
- Phonics scores continue to be strong and 77% of our children passed the PSC. 74% of disadvantaged children passed the PSC and this is an increase on the 73% from the

previous year. Once again, the RWI training, resources and instructional coaching, which links to Masterclasses continue to enhance our provision and outcomes.

- The use of additional adults in EYFS has ensured that small groups are accessible in F1 and F2 and has supported our GLD to be 70%. Our F2 disadvantaged children also achieved 78% and within this group, there was a children with significant needs. The language acquisition programmes such as NELI and use of drawing club from Greg Bottrill have really supported children's communication and writing skills.

Reviewing our Intent:

Staff have clarity regarding our intent for Pupil Premium children. Our intent has been clearly communicated with staff regularly during meetings; as our strategy is interwoven into our school development plan, the intent and aims are shared at the beginning of most CPD accessed by staff. The intent is underpinned by research, largely from the EEF, and this is also highlighted in CPD sessions to ensure the 'why' sits firmly at the centre of our strategy. All staff have been provided with a 'strategy on a page' document that looks at how we are supporting disadvantaged pupils across the 3 tiers. This is shared with all stakeholders and governors are updated regularly on the progress of our strategy and how it has impacted learners. Staff have extremely high-expectations of all learners and strive to provide all pupils with the very best education in order to see them thrive in their learning.

Some of the main strengths we have analysed from the last years spend are as follows:

- The integration of instructional coaching has become deeply embedded in our daily practices, significantly enhancing the educational experiences provided to our students. Our staff possess a strong understanding of the pedagogical principles that underpin their teaching methods, and they are well-versed in the rationale behind the instructional strategies we employ. School leaders have observed that the cumulative effect of years of high-quality teaching is now evident in our improved results. The consistent focus on maintaining a high standard of teaching has been a cornerstone of our school's success. In light of the notable improvement in phonics outcomes—from 63% in 2019 to 77% in 2022—attributable to weekly instructional coaching, we decided to implement a whole-school coaching strategy. This approach was guided by an EEF implementation plan tailored to our coaching program.
- The advancements in our reading instruction, particularly through the adoption of clearer and more effective questioning techniques, have significantly enhanced students' progress. This initiative was introduced after analysing SATs results, which revealed that students were not consistently encountering the right types of questions across different year groups. Consequently, pupils are now engaged with a broader range of question styles that are both challenging and suitable for their development. Regular CPD sessions focused on reading have boosted staff confidence in delivering these improvements. Additionally, we have reorganised the texts used throughout our curriculum to ensure they are lexile-appropriate, providing students with access to a diverse array of texts and vocabulary that are aligned with their age and reading level.
- In writing, staff have had several CPD sessions linked to supporting children independently write and edit effectively. A new curriculum has been developed which spends more time focussing on the skills and foci for each text-type and then a week of

modelling and editing has ensured that children have far more confidence in the writing process. As a result, our standards in writing across school have improved and resulted in strong outcomes. Greater Depth continues to be a focus for 2024/25 to increase percentage.

- Maths remains a strong point throughout the school, with the mastery programme now fully embedded across all phases. As students have spent more time with this curriculum, they have gained increased exposure to problem-solving and reasoning activities, which they can now confidently apply in independent test scenarios. Our Multiplication Tables Check scores are high, with an average score of 22, positively contributing to our arithmetic results at the end of KS2. However, we plan to refine our approach to teaching multiplication facts, as our data indicates that some areas of understanding are not as secure as we had anticipated.
- Although we do not use data to measure the impact of interventions (Huntington Research school suggests this) it is clear that daily interventions such as the RWI 1:1s are impacting on the bottom 30% of our learners and ensuring that many now either pass the tests or increase their scores exponentially. Whilst quality assuring interventions, it is clear that teachers and support staff work closely to ensure that children have pertinent focuses and the quality of interventions are high.
- Over the past year, the Safeguarding and Attendance Lead has actively supported all our families. According to Parental Voice feedback, 97% of families felt well-supported, and 100% would recommend our school to other parents. Our attendance figures have also improved, reaching 93.3% last year, slightly lower than the national average of 94.2%. However, attendance remains an area for further development. We must reinforce the use of our attendance PATHWAY, as the increase in holidays taken during the last year is an issue that needs to be addressed in 2024.
- 67% of our Disadvantaged children attended After school clubs. We had 58 disadvantaged children (53%) also attended the HAF summer club for 2 weeks and this ensured that children are fed and happy over the summer.
- Our assessments and observations indicated that pupil behaviour was not significantly impacted last year. Coaching initially focused on engagement as a whole-school priority as we felt pupils struggled to remain focussed on tasks for long periods of time. Our pastoral lead identified key SEMH children and used Mark Finnis restorative practice to support children to manage challenging situations.
- At Coleridge, our commitment to providing exceptional support to all our pupils and families is unwavering, with our staff deeply integrated into the school community. We prioritise treating our families with respect and ensure that our staff consistently go the extra mile to foster a sense of belonging, making the school a safe space where families feel comfortable sharing their concerns. We are always available for our families and pupils because it's the right thing to do for our community. A recent review by the Rotherham Charter echoed this sentiment, with families highlighting the remarkable level of support they receive; this resulted us in earning a Charter Gold Award.
- As the school has taken part in a research project linked to the EEF and Huntington Research school on Disadvantaged children, the school had a review of our disadvantaged strategy, which was led by two CEOs from MATs across South Yorkshire.

## Externally provided programmes

Programme	Provider
Lexia	Lexia
Herts for Learning	Herts for Learning
TT Rockstars	Maths Circle
Read, Write, Inc	Ruth Miskin
Improving Working Memory and Arithmetic	EEF
First Class @ Number	Edge Hill University
Oxford Owl	OUP
Live and Learn	Live and Learn
Imagination Library	SD Professionals

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

### **HAF Programme**

We have been incredibly fortunate to partner with Hope Church over the last year to ensure our children access the HAF programme. Over the summer, we had the highest attendance in Rotherham for disadvantaged children during the HAF programme. On a daily basis, just under 60 children attended the club and participated in a performance of David and Goliath and also participated in competitive sports. Children had access to a hot meal every day and members of the school leadership and pastoral team attended each day.

Hope Church and the Rotary Club have also managed to access funding so that our disadvantaged children can access the local pantomime with their family. This will again increase cultural capital and limits the barriers some of our family's face. With the remainder of this funding, we managed to run several fun events in school, including a Christmas Party for all families in the Autumn term.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools>

We also work with the local charity, Families First, who provided over 90 presents for our disadvantaged families over Christmas so that all our children would have a present to open on Christmas morning. These resources have all arose from the partnership work we have across Rotherham and the links we have with local charities.

### **Children's University**

This year, our partnership with the Children's University has further strengthened our support efforts. Forty-eight of our students graduated after completing over 100 hours of after-school clubs during the academic year—these are clubs run exclusively within the school, separate from any other extracurricular activities the children may participate in during the week

### **Making the Difference – Disadvantaged Project**

We continue to be fortune to work with the Local Authority and Marc Rowland and what ways we can improve our practice across Rotherham. I have been lucky enough to work on a Pupil Premium handbook for Rotherham schools with Marc. This has been disseminated all Rotherham school and it is to give stakeholders more clarity on effective Pupil Premium approaches and how to access these in each classroom or across school.