



Pupil Premium Strategy Statement

Nurtured, Cherished and Inspired for Fullness of Life



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	75
Proportion (%) of pupil premium eligible pupils	1.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	31/12/2025
Date on which it will be reviewed	31/12/2026
Statement authorised by	Mrs Elizabeth Black (Headteacher)
Pupil premium lead	Mrs Elizabeth Black
Governor / Trustee lead	Mrs Catherine Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,030
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£3,030

Part A: Pupil premium strategy plan

Statement of intent

At Coberley C of E Primary School, we recognise that pupils eligible for Pupil Premium may face a range of barriers to learning that can affect academic progress, wellbeing and life chances. Our vision, "Nurtured, Cherished and Inspired, for Fullness of Life," is central to our approach and aligns with both Education Endowment Foundation (EEF) guidance and the expectations of the SIAMS framework.

Pupils are nurtured through a strong emphasis on high-quality teaching and effective pastoral care, reflecting the EEF's guidance that improving the quality of teaching has the greatest impact on outcomes for disadvantaged pupils. In line with SIAMS principles, we place high value on dignity, wellbeing and the development of the whole child, ensuring that pupils feel safe, supported and ready to learn.

Pupils are cherished as unique individuals through inclusive practice, strong relationships and personalised provision. Decisions about support are informed by robust assessment and evidence, as recommended by

the EEF, and rooted in our Christian vision, ensuring equity, compassion and respect for all. This reflects SIAMS expectations that pupils are enabled to flourish and are valued as individuals made in the image of God.

Pupils are inspired through an ambitious, broad and balanced curriculum with high expectations for all. Consistent with EEF guidance, Pupil Premium funding is prioritised towards improving teaching and targeted interventions, alongside enrichment opportunities that broaden experiences and raise aspirations. In line with SIAMS, these opportunities support pupils' spiritual, moral, social and cultural development, enabling them to experience fullness of life.

The impact of Pupil Premium spending is regularly monitored and evaluated to ensure strategies are effective, evidence-informed and represent good value for money. This reflects both the EEF's focus on impact and continuous improvement, and SIAMS' emphasis on how a school's Christian vision shapes outcomes and enables all pupils, particularly the most vulnerable, to thrive.

To do this, we use a range of strategies to provide support to overcome barriers. We use the EEF (Education Endowment Foundation) practical guide to pupil premium use to ensure we are deploying strategies which are rooted in evidence and best practice. We closely follow the EEF tiered model and ensure our pupils receive an offer which has been tailored to the needs of Coberley C of E Primary School. We focus mainly in the areas of English, Maths and attendance. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. We consider the challenges faced by vulnerable pupils, such as those who have a social worker, poor mental health or poor attendance, and this statement of intent is also focussed on their needs, regardless of whether they are disadvantaged or not.

All pupils at Coberley develop the skills, knowledge, aspirations and mind-set that allow them to enter the wider world and achieve their goals. We aim for all pupils to make good progress across all subject areas, including progress for those who are already high attainers. We aim to increase writing and language skills, as well as addressing SEMH experience. We will use high quality teaching and planning as well as targeted teaching and interventions (including specialist software and hardware), to support and scaffold those pupils that find learning difficult and to challenge pupils who are high attainers. Lastly, we will use a wider approach such as extra curriculum clubs, school trips and breakfast club/ wraparound care places to ensure that all pupils enjoy their school day.

We aim for PP pupils to increase their attendance at school, therefore closing the gap between themselves and non-PP pupils and thus enabling them to have the full learning experience at Coberley.

At Coberley, high-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same will also benefit our non-disadvantaged pupils. Teachers and Teaching Assistants attend training to ensure they are up-to-date with current thinking, this is then fed back to the whole staff across the school.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing is being impacted. We will use a range of high-quality teaching, targeted intervention, SEMH support and software strategies to support this. Our approach will be responsive to both the common challenges and the individual needs that our pupils face, it will not be based on assumptions about the impact of disadvantage.

Our key principles will be:

- Maintain an ethos where all staff have high expectations for PP pupils
- Act early to intervene at the point a need is identified
- Support our PP pupils to access a wider vocabulary base
- Support PP pupils to access mastery maths being part of the GLOW Hub
- Provide or support enrichment activities within the school day and beyond it TA teams across the school.
- Ensure all disadvantaged pupils are challenged in the work they're set

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> 50% attend at 86.6 % 50% attend at 95.8% Low attendance figures and high rates of persistent absenteeism of some pupil premium or disadvantaged children. Revised National guidelines for attendance.
2	<u>Attainment and Progress</u> PP children represent 1.5% of the school pupils. Small numbers of children and small cohorts can make data unrepresentative. It is worth noting that each individual represents a much larger percentage of the total group. Reading: 50% are working Just Below and 50% are working at Expected Standard and are on track. Writing: 50% are working Just Below 50% are working at Expected Standard and are on track. Maths: 50% are working Below Expected Standard and 50% are working at Expected Standard and are on track. Assessments, observations and discussions with pupils and families have identified gaps in foundational knowledge. All of the children are transient and did not start school with us in Reception joining later in KS1 and KS2.
3	A wide range of family issues: financial issues; relationship issues; poor mental health including anxiety, and wider family issues affect a proportion of children in receipt of pupil premium funding. PP children in need of SEMH support.
4	Pupil Premium pupils may not have the opportunity to access swimming lessons or to ride a bike outside of school. Pupil Premium pupils may have fewer opportunities to experience enrichment activities beyond the classroom with their families. Attendance of enrichment activities (including Residential weeks for KS2 children)

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
Attendance To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	Sustained high attendance from 2024-25 demonstrated by: The overall absence rate for all pupils being no more than 4%. 3.7% overall absence 3.0% authorised 0.8% unauthorised 9.7% persistent absence 0 pupils unauthorised absent for 10+ days
To develop staff knowledge, understanding and confidence around reading, writing and maths and meeting the needs of children who struggle to have the firm foundations and key knowledge	Increased opportunities for our PP students to learn/interact with their peers using flexible grouping Methods are revisited during year group fluency sessions to make sure foundational knowledge is embedded A safe learning approach through a focus on consistency and clear systems/ expectations To develop our systems around sharing best practice for TA's scaffolding and supporting pupils using software and hardware Pupil outcomes in 2025/26 show that: Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and narrow the gap between them and their peers. Pupils receive high quality teaching and regular interventions which are targeted and personalised to their needs
Families are supported financially to ensure equitable access to the full curriculum offer.	The school will subsidise the cost of educational visits, after school clubs, the residential and other enrichment activities to ensure equal access. The school will continue to support vulnerable families with technology to ensure equality of access if required e.g. remote learning. Pupils requiring uniform or resources are able to receive financial support from the school.
To support all pupils to challenge themselves, try new activities and be ready for life.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. An increase in the number of disadvantaged pupils who can competently swim 25m.

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: £170

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA across the school £170	Provide emotional support and tools to children struggling with poor mental health.	3

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

Budgeted cost: £2210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group on going interventions from TA £1650	Regular support in the classroom to provide on-going targeted interventions in all areas of the curriculum overseen by the class teacher. Up to 4 months progress. Impact monitored through Pupil Progress meetings by Subject Leaders. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Teaching Toolkit states that pupils can make +6 months progress with high quality feedback https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning EEF Teaching Toolkit states that pupils can make +4 months progress with individualised instructions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition can add + 4 months progress using Teaching and Learning Toolkit EEF	1, 2 & 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Professional development £360 Hub training	Good teaching - To enable teachers to access new and relevant training opportunities and ensure quality first teaching. All staff able to attend INSET and have curriculum subject leader CPD time. CPD training through Hub. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1high https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteachingquality-teaching EEF Teaching Toolkit states that pupils can make +7 months progress with Metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2 & 3

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

Budgeted cost: £650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of After School Club and Breakfast Club places to support the family. £300	We know that in order for some of our parents to be incentivised to maintain attendance, they have to have ASC provision in place otherwise they will keep their children off school when work commitments get in the way. To incentivise our “hard to reach” parents we know (with support from FSW) that breakfast club supports punctuality and attendance for some of our children as well as providing a calm and nurturing start to the day. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2 & 4
School trips and experiences £150	Enabling reduced costs for PP children – every child has the right to these activities and experiences e.g. swimming lessons https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1 & 4
Y4/5/6 Residential Camp £200	Enabling reduced costs for PP children – every child has the right to these activities and experiences https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4

School Uniform and sundries e.g. milk	To support families during cost-of-living crisis	
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Total budgeted cost: £3030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

N/A we did not have any PP children for the past 2 years, so we are unable to comment and compare on previous years.

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
Sprint Active Wraparound care	Sprint

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

Families were supported in several ways, not just financially. Examples of financial support included paying for school trips, paying for after school clubs, school residential and providing second hand school uniform. We also ensured we were more inclusive at whole school events such as free entry to school discos, colour run, crazy hair day's etc.

Attendance figures fluctuated during the year, due to there being such a small percentage of children for whom attendance was a concern, targeted interventions and initiatives were put in place. However, attendance was lower in some cases due to absence caused by illness. Levels were closely monitored and tracked by our attendance officers.

Pupil attainment of PP children is below. This is due to additional TA support and intervention groups.

Reading - 50% are working Just Below and 50% are working at Expected Standard and are on track.

Writing - 50% are working Just Below 50% are working at Expected Standard and are on track.

Maths - 50% are working Below Expected Standard and 50% are working at Expected Standard and are on track.