Pupil Premium Strategy Self-evaluation Form

School Overview

Academic Year	2025–2026
Total Pupil Premium Budget	**£69,690**
Number of Pupils Eligible for Pupil Premium	46
Date for Next Review	October 2026

Statement of Intent

Our Pupil Premium strategy prioritises the progress and attainment of disadvantaged and vulnerable learners by ensuring access to high-quality, research-informed teaching, targeted intervention, and inclusive enrichment opportunities.

The core principle of our approach is Quality First Teaching, supported by Rosenshine's Principles of Instruction and Walkthru materials. These frameworks underpin professional development and ensure teaching remains evidence-based, reflective, and effective.

We also invest in Oracy training for our Writing Lead, recognising the vital link between spoken language, vocabulary development, and writing outcomes, and an additional full-time LSA in Reception to support early language acquisition and literacy.

Our strategy aims to remove barriers to learning by:
- Ensuring teaching is adaptive and responsive to pupil need
- Providing targeted intervention to close learning gaps
- Supporting language development and access to English
- Funding additional resources and enriching experiences that promote equity

Challenges

Barrier/Challenge	Detail
1	Gaps in knowledge and understanding due to inconsistent prior learning or barriers to engagement
2	Limited access to rich vocabulary and oral language development impacting reading and writing
3	Pupils with English as an Additional Language requiring tailored support at entry and intermediate levels
4	Reduced access to wider cultural and enrichment experiences
5	Variability in teacher experience and confidence in applying research-based practice consistently

6	Socio-economic barriers affecting readiness to learn (resources, uniform, equipment, etc.)
7	Reception-aged pupils needing targeted support to develop early language and literacy skills

Intended Outcomes

Intended Outcome	Success Criteria
1. Improved attainment and progress for disadvantaged and vulnerable pupils	Pupils make strong progress from starting points; gaps between disadvantaged and non-disadvantaged pupils narrow
2. Consistent delivery of high-quality teaching informed by Rosenshine's Principles and Walkthru materials	Learning walks, coaching feedback, and pupil outcomes demonstrate improved instructional quality and consistency
3. Enhanced teacher reflection, adaptability, and evidence-based practice	All teachers participate in CPD and coaching cycles; staff can articulate and apply research-based strategies
4. Accelerated learning through targeted intervention and specialist support	Identified pupils make accelerated progress; interventions show measurable impact
5. Improved communication, oracy, and language development to support reading and writing	Pupils demonstrate improved vocabulary, spoken confidence, and written outcomes; oracy approaches are embedded across classrooms
6. Increased participation in enrichment and cultural opportunities	Disadvantaged pupils engage fully in trips and visits; improved confidence, engagement, and aspiration noted
7. Strong early language and literacy skills in Reception	Reception pupils demonstrate improved vocabulary, communication, and early literacy outcomes, preparing them for Year 1

Implementation Plan

Activity / Approach	Rationale / Linked Challenge(s)	Implementation Detail	Evidence of Impact
Quality First Teaching using Rosenshine Principles and Walkthru materials	1, 2, 5	CPD programme focused on modelling, scaffolding, checking for understanding, and retrieval practice. Walkthru materials used to support consistency.	Improved lesson delivery, pupil engagement, and outcomes observed in monitoring.
Instructional Coaching for all teaching staff	1, 5	Regular coaching cycles to support adaptive teaching and reflection. Feedback focuses on evidence-based strategies and impact on pupil learning.	Teaching evaluations show improvement; pupils demonstrate greater understanding and progress.

Senior Teacher-led interventions (2 days per week)	1, 4	Targeted small-group teaching to accelerate progress for identified pupils, especially disadvantaged learners.	Accelerated progress evident in assessment data; reduction in attainment gaps.
Additional support staff within classrooms	1, 3	LSAs provide scaffolded support, check for understanding, and facilitate engagement for vulnerable learners.	Improved participation, task completion, and progress in class assessments.
EAL specialist support (entry and intermediate levels)	3	Dedicated LSA provides bespoke English language sessions and classroom integration support.	Pupils advance through EAL proficiency stages more rapidly; improved curriculum access.
Elklan-trained staff supporting speech and language development	2, 5	Trained staff deliver speech and language interventions and model strategies in classrooms.	Pupils show improved expressive and receptive language skills.
Investment in Oracy training for Writing Lead	2, 5	The Writing Lead receives specialist training in Oracy development to embed strategies that strengthen speaking, listening, and writing across the curriculum. Learning is cascaded to all staff through CPD.	Enhanced vocabulary and communication observed in pupils; improved writing outcomes and classroom dialogue.
Full-time LSA in Reception for language acquisition	2, 7	LSA works directly with Reception pupils to develop oral language, vocabulary, and early literacy skills.	Reception pupils demonstrate improved language, communication, and early literacy outcomes; better readiness for Year 1.
Funding for additional learning resources	1, 6	Provide learning materials, digital tools, and classroom resources to remove barriers to engagement and progress.	Increased pupil participation and confidence in independent learning.

Subsidising educational trips and visits	4, 6	Contributions made to ensure equitable access to enriching experiences that broaden horizons and build cultural capital.	Increased participation and engagement; improved personal development indicators.

Estimated Total Cost (Updated)

Item	Cost (£)
Senior teacher (2 days/week)	22,500
LSA – Raising English (2 days/week)	11,000
LSA – Elklan (1 day/week)	5,500
LSA – Full-time Reception (language acquisition)	27,500
SLT coaching (6 days/year)	2,100
Trips and visits (10 children)	1,600
Walkthru subscription	800
Total	**70,000**

Monitoring and Evaluation

- Regular pupil progress reviews
- Lesson observations and learning walks
- Coaching records and teacher reflection logs
- Monitoring of oracy implementation and writing progress
- Reception baseline and end-of-year language assessments
- Pupil voice and parental feedback
- Analysis of intervention outcomes and participation data

Findings will inform next steps and ensure the strategy remains dynamic and responsive.

Review and Sustainability

This strategy is reviewed termly by senior leaders and the Pupil Premium Lead, with findings reported to governors. Impact data and staff reflections will shape future planning to sustain improvements and ensure long-term success for all disadvantaged learners.

Review Pupil Premium Strategy 2024-2025

Over the 2024–25 academic year, Coley Primary School's Pupil Premium strategy has successfully supported disadvantaged pupils to make progress. Quality First Teaching, targeted small-group interventions, and additional LSA support for English and language acquisition have accelerated learning and closed key gaps. Investment in Oracy and speech and language interventions has enhanced communication, vocabulary, and writing outcomes. Subsidised trips and additional learning resources have improved engagement and access to enrichment opportunities. These outcomes show that the strategy is effectively achieving its intended aims and provides a strong foundation for further improvement.