

# Pupil Premium Strategy Statement 2025 to 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Coddington Primary School
Number of pupils in school	PLAC 2 FSM6 42 LAC 2 EYS 3 Service 9
Proportion (%) of pupil premium eligible pupils	58 children 15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2024-2025 <b>2025-2026</b> 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher Rebecca Major
Pupil premium lead	Lesley Penn, PP Lead
Governor / Trustee lead	John Dodd PP Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Service Children - £4,550 Post LAC - £5,260

	PP -£57,675 Total= £67,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Just from PP budget not recovery	£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	£67,485 Plus, LAC funding

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

- Provide a progressive and sequential knowledge-rich curriculum that empowers children to grow in independence and confidence.
- That all children can access the curriculum from Early Years through to Y6.
- The school offers children a wide range of experiences which helps them to develop their knowledge and understanding of the world.
- Provide a structured, sequential programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.
- To raise personal aspirations and develop their self-confidence.
- All pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- All children to become resilient, self-motivated, enthusiastic, and creative learners keen to achieve their full potential.
- All pupils will learn independently and collaboratively.
- All children to be self-aware, sensitive, caring individuals with respect for others and the environment.
- All children should be able to form and express ideas and questions and communicate effectively.
- All pupils have the personal and social skills to be able to play an active and constructive role in society.
- All disadvantage children, including the high attainers, have access to targeted interventions in reading, maths, and writing where they are not making at least expected progress.

## Challenges

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

Challenge number	Detail of challenge															
1	<p><b>Speech and Language</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantage pupils, especially after Covid lock downs. These are evident from Nursery through to KS2.</p> <p>Our Speech and Language lead has assessed our Early Years children and specific children throughout school and has identified those children who have speech and language needs, some of these are PP children.</p>															
2	<p>Reading</p> <table border="1" data-bbox="379 1108 1406 1469"> <thead> <tr> <th data-bbox="379 1108 587 1205">Reading in our school</th> <th data-bbox="587 1108 790 1205">2021-2022</th> <th data-bbox="790 1108 992 1205">2022-2023</th> <th data-bbox="992 1108 1197 1205">2023-2024 (6)</th> <th data-bbox="1197 1108 1406 1205">2024 to 2025</th> </tr> </thead> <tbody> <tr> <td data-bbox="379 1205 587 1417">FSM6 KS2</td> <td data-bbox="587 1205 790 1417">88.9%</td> <td data-bbox="790 1205 992 1417">88.9%</td> <td data-bbox="992 1205 1197 1417">66.7% (80% for those who took the test)</td> <td data-bbox="1197 1205 1406 1417">87.5% (100% of those who took the SATs)</td> </tr> <tr> <td data-bbox="379 1417 587 1469">FSM6 KS1</td> <td data-bbox="587 1417 790 1469">70%</td> <td data-bbox="790 1417 992 1469">60%</td> <td data-bbox="992 1417 1197 1469">67%</td> <td data-bbox="1197 1417 1406 1469">0%</td> </tr> </tbody> </table> <p>Although FSM6 pupils have achieved 100% phonics pass rates for two consecutive years, monitoring shows a significant gap between phonics attainment and broader reading outcomes (fluency, comprehension, stamina). Many disadvantaged pupils can decode but struggle to apply these skills within extended reading, impacting overall reading progress. The very small number of FSM6 pupils in KS1 makes data trends statistically difficult to interpret. This limits the reliability of internal comparisons and means that one or two pupils with high needs can disproportionately affect outcomes, make precise evaluation and target-setting more challenging. Last year, half of the FSM6 pupils in Year 2 also had SEND, creating a double disadvantage and widening the attainment gap in reading. These pupils require more personalised and sustained intervention to close gaps, and the overlap between SEND and disadvantage is a significant barrier to rapid progress.</p>	Reading in our school	2021-2022	2022-2023	2023-2024 (6)	2024 to 2025	FSM6 KS2	88.9%	88.9%	66.7% (80% for those who took the test)	87.5% (100% of those who took the SATs)	FSM6 KS1	70%	60%	67%	0%
Reading in our school	2021-2022	2022-2023	2023-2024 (6)	2024 to 2025												
FSM6 KS2	88.9%	88.9%	66.7% (80% for those who took the test)	87.5% (100% of those who took the SATs)												
FSM6 KS1	70%	60%	67%	0%												

Following a dip in KS2 reading outcomes last year, FSM6 pupils have once again performed strongly, with 87.5% achieving the expected standard this year. The ongoing challenge is to sustain these high outcomes and ensure that the progress made by disadvantaged pupils remains secure and consistent across cohorts. Monitoring has shown variable impact from previous reading interventions, prompting the school to adopt a new, evidence-based reading scheme. The key priority now is to ensure that quality first teaching in reading is consistently strong across all classes and that the needs of the first 20% of readers—those least confident or fluent—are fully addressed within daily teaching. In addition, interventions must be timely, well-matched, and accessible for all pupils who have not made expected progress or who have not yet reached age-related expectations. Ensuring that these interventions complement, rather than replace, high-quality classroom practice is essential for maintaining the strong reading outcomes achieved this year.

3	Maths				
	Maths results in our school	2021 to 2022	2022 to 2023	2023 to 2024 (6 children)	2024 to 2025
	FSM6 KS2	44.4%	77.8%	50% (60% for those who took the SATS tests).	71.4% (83% of children who did the SATs)
	FSM6 KS1	70%	80%	44%	0%

Over the past three years, the implementation of the new maths scheme has contributed to improved outcomes overall; however, key challenges remain. In KS1, progress for FSM6 pupils is still not in line with their peers, and there is a need to strengthen early mathematical understanding. Pupils transitioning from Year 2 to Year 3 will require targeted maths interventions to increase the proportion achieving the Expected standard and to ensure gaps do not widen as they enter KS2. Again, the issue with a very small FSM6 cohort in KS1 can have significant effect on the results.

In KS2, progress has shown improvement under the new scheme, but the next challenge is to sustain and accelerate this progress over the next two years. The overarching aim is to bring FSM6 outcomes closer to those of the wider cohort by 2027 in both KS1 and KS2. This will require consistently high-quality teaching, carefully targeted interventions, and ongoing monitoring to ensure the new scheme continues to have a positive and measurable impact on disadvantaged pupils.

4 Writing  
 Writing was a whole-school priority last year and was identified as Priority One in the 2024–2025 School Improvement Plan. A new writing scheme has been introduced across the school, with a separate scheme implemented in the Foundation Stage. Significant staff training

time has been invested to strengthen teachers' subject knowledge and ensure consistency in the teaching of writing.

The ongoing challenge is to raise writing outcomes for FSM6 pupils, particularly by closing the gap with the rest of the cohort in KS2 by 2027. This year, the aim is for over 60% of FSM6 pupils to achieve the Expected standard in writing across both KS1 and KS2. While KS2 outcomes were close to this target, KS1 results were much lower than in previous years, influenced by the very small FSM6 cohort of only two pupils. The focus moving forward is to ensure that early writing foundations are strengthened and that targeted support enables disadvantaged pupils to make sustained progress across the school.

Writing in our school	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
FSM6 KS2	44.4%	55.6%	50%	57.1%
FSM6 KS1	60%	60%	67%	0%

5 During a previous INSET day, teachers conducted a barriers-to-learning audit, followed by observations and discussions with parents. Through this process, staff identified a number of pupils with emerging or ongoing emotional and social needs that are affecting engagement and learning. Parents have also proactively contacted the school to share concerns about their children's emotional or social wellbeing. Addressing these needs remains a key priority to ensure all pupils, including FSM6 children, are ready to learn and able to benefit fully from quality first teaching and targeted support.

6 Attendance remains a significant barrier to learning for many of our disadvantaged pupils. As the EEF highlights, *"Poor attendance at school is linked to poor academic attainment across all stages."* Persistent absence among our FSM6 pupils is currently above both national and local levels and is therefore a major concern. Data analysis and staff discussions have also identified lateness as a recurring issue for several disadvantaged pupils, further reducing learning time. Some Pupil Premium children also have overall attendance levels well below expectations.

Our Family Engagement Officer has been working closely with targeted families to address these issues and to improve both attendance and punctuality. The long-term goal is that by 2027, attendance for Pupil Premium pupils will be in line with that of non-PP pupils, ensuring equity of access to learning.

7 The school is committed to using an adaptive teaching approach to ensure the curriculum is accessible to all pupils, including those with complex needs. The school has introduced an adapted curriculum for our most complex learners, including the Life and Learning Programme, to ensure these pupils can access meaningful learning experiences and

	make measurable progress. The aim is to maximize engagement and attainment for all disadvantaged pupils, ensuring that no child is left behind due to learning barriers or complex needs.
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## 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
Speech and Language	The school's Speech and Language Lead has identified pupils with significant speech and language needs. Targeted interventions have been delivered by Teaching Assistants to support these pupils, focusing on improving communication, vocabulary, and confidence. Addressing these needs is a priority to ensure all disadvantaged pupils can fully access the curriculum and make expected progress.
Improve reading.	All pupils receive quality first teaching, with targeted support from Teaching Assistants for the least confident 20% of readers. By July 2027, at least 85% of KS2 Pupil Premium children will be reading at the Expected level or above, building on the 2025 achievement, and some will reach Greater Depth. In KS1, the goal is for at least 70% of FSM6 pupils to achieve the Expected standard, ensuring strong early reading foundations and progress into KS2.
Improve writing attainment for disadvantage pupils.	All pupils receive quality first teaching, complemented by targeted interventions that support disadvantaged pupils in closing the gap with school expectations. A Teaching Assistant delivers additional writing interventions, with progress monitored half-termly through assessments and moderation of children's work.  Following the introduction of a new writing scheme across the school and a separate scheme in Early Years, the focus this year is to embed these approaches consistently across both key stages.  By the end of KS2, the intended outcome is for at least 66% of FSM6 pupils to achieve the Expected standard in writing, ensuring sustained progress and narrowing the attainment gap.
Improved maths attainment for disadvantage pupils.	All pupils receive quality first teaching in maths, supported by regular, mostly pre-teaching interventions across the school. Progress is monitored and evaluated through termly assessments to ensure that interventions are effective and

	<p>responsive to need. The key challenge is to close the attainment gap between FSM6 pupils and their peers. By 2027, the intended outcome is for at least 80% of Pupil Premium children at KS2 to achieve the Expected standard or above in maths.</p>
<p>To achieve and sustain improved wellbeing for our disadvantage children.</p>	<p>The intended outcome is that pupil voice demonstrates improved wellbeing and that disadvantaged pupils are positively engaged in school life. Evidence of success will include participation in enrichment activities, regular ELSA sessions offered when required, and active engagement in the weekly Nurture Group, for the most vulnerable children.</p> <p>Progress and impact will be monitored through termly meetings between the PP Lead and ELSA Lead, alongside ongoing assessments of pupil wellbeing.</p> <p>Our Family Engagement Officer supports pupils and families by improving communication, offering guidance, and signposting additional support where needed. Daily check-ins with vulnerable pupils focus on attendance and wellbeing, and regular meetings between the PP Lead and the Family Engagement Officer ensure coordinated support and monitoring of progress.</p>
<p><b>Attendance</b> To improve attendance and punctuality for our PP children.</p>	<p>By 2027 attendance and punctuality for PP children will be closer to none-PP children in our school. Absences for FSM should be less than 5% and persistent absences should be below 15%, closing the gap with the none-PP children.</p>
<p>To develop an adaptive teaching approach across school and to develop an adapted curriculum for our most vulnerable disadvantage children.</p>	<p>Continue to implement our new Coddington Adapted Curriculum to support the most disadvantage children across the school so that all children have access to a wide and ambitious curriculum.</p> <p>The staff followed the adaptive teaching approach, and this was seen through observations, planning and book looks. Staff questionnaire showed staff were confident planning an adapted curriculum.</p> <p>Monitoring showed that all the staff were using the adaptive teaching approach and where appropriate some of our most vulnerable children accessed the Coddington Adapted Curriculum and the Life Skills programme.</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: £21,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching in writing, maths and reading.	<p>Over the last few years new reading, writing and maths schemes have been introduced. The focus now is to embed these schemes</p> <p>CPD will be offered to staff to develop the teaching of writing where required.</p> <p>Reading at KS1 must be a focus.</p> <p><a href="#">Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</a></p>	Challenges 2-4
<p>Speech and language</p> <p>A part time teacher has been trained to deliver speech interventions. She has been employed one day a week for the first term to work with those children who need extra support with their speech and language skills.</p>	<p>Our Speech and Language teacher will assess all the children in the Foundation Stages. They will identify any child that needs support. Teaching Assistants will deliver some of the interventions.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>	Challenge 1
PP lead has time to carry out their role of coordinating and monitoring PP across the school.	Time for Pupil Premium lead to plan, monitor and evaluate the strategy.	Challenges 1-7
Adapted curriculum	Last year we introduced an adapted curriculum and an adaptive teaching approach so that all our children have access to all areas of the curriculum.	Challenge 7

	<p>This year it will be monitored by subject leads and then they will feedback to the PP and SEND leads.</p> <p><a href="#">An evidence-informed approach to...   Durrington Research School</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional writing interventions groups for all PP children.</p>	<p>A TA has been employed part time to deliver writing interventions for PP children in Year 4 to Year 6.</p> <p>The TA will use the new scheme for their interventions to support the learning in the classroom.</p> <p>Writing groups with a TA or in a small group can add an extra 4 months.</p> <p>Across the rest of the school, PP children, who are not making the expected progress will be given extra interventions by the year group teaching assistant.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>Challenge 4</p>
<p>Maths's intervention groups will take place regularly for all children who are not making at least expected progress.</p>	<p>Pre and post teaching groups of no more than 6 may receive support up to 3 times a week. Teaching Assistants, when trained, have shown to make progress with intervention groups. Focus on KS1 and Year 3 maths interventions and teaching.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>Challenge 3</p>

	<p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <hr/> <p>Improving our maths teaching and the curriculum planning in line with the DFE</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning   EEF</a></p> <hr/> <p><a href="#">Maths guidance KS 1 and 2.pdf</a></p>	
Additional reading intervention groups will take place for those children who are seen to be significantly behind their peers (first 20%).	<p>Reading interventions can add up to 6 months extra progress (EEF KS2) A new scheme and resources have been purchased to support the teaching of reading in Year 3 and 4. Two TAs have been trained to carry out reading interventions with these year groups.</p> <p>Teaching assistants and class teachers will give support to PP children who are not making the expected progress in reading.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	Challenge 2

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff are trained and available to support children with emotional and wellbeing issues.	<p><a href="#">Social and emotional learning   EEF</a></p> <p>SQ (ELSA lead) and NH will work with children who are experiencing social and emotional needs.</p> <p>NH (Family Engagement Officer) will do a morning check in with some of our children who need extra support.</p> <p>All staff have been trained on Trauma Informed Practise to support our most vulnerable children.</p>	Challenge 5 and 6
Ensure enrichment activities are	<p><a href="#">Arts participation   EEF</a></p>	Challenge 5

<p>provided to develop children's self-esteem and confidence.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Weekly enrichment group is provided for several of our most disadvantaged pupils.</p> <p>Subsidised music lessons offered.</p> <p>Reduced cost of residential offers offered to Year 5 and Year 6 PP pupils.</p>	
<p>Provide a breakfast club to improve punctuality and support some of our disadvantaged families. Work with parents to improve attendance.</p>	<p><a href="https://www.gov.uk">Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</a></p> <p><a href="https://thekeysupport.com">Research into how attendance can impact attainment   The Key for School Leaders (thekeysupport.com)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our Family Engagement Officer liaises with families to provide breakfast club or ASC to some of our disadvantaged families.</p>	<p>Challenge 6</p>
<p>Improve attendance and punctuality.</p>	<p>Our Family Engagement Officer liaises with families on attendance and punctuality.</p> <p><a href="https://www.durringtonresearchschool.co.uk">An evidence informed approach to...   Durrington Research School</a></p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities1">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities1. Build a holistic understanding of pupils and families, and...   EEF</a></p>	<p>Challenge 6</p>

**Total budgeted cost: £67,485 Based on the figures above.**

## 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 pupils in the 2024 to 2025 academic year.

#### **Quality first teaching in Early Years for PP children across the school.**

##### Early Years Good Level of Development

Level of development	Our School	Nottinghamshire	Newark	National
FSM6 (1 child FSM)	0%	47%	39.9%	51.5%
All Children	72.5%	67.5%	67.2%	68.3%

As there was only one FSM child in Early Years, it is difficult to draw broad conclusions about cohort progress. The child received targeted interventions throughout the year, and the impact of these was monitored and shared with the Pupil Premium Lead. This ensured that support was tailored to the child's needs and progress could be tracked effectively.

#### **Quality first teaching in Reading for PP children across the school.**

##### Phonics

##### Year 1 Phonics Check

Phonics 2024	Our School	Nottinghamshire	Newark	National
Y1 FSM6	100%	64.4%	66.8%	66.8%
All Children	97.5%	79.7%	78.9%	80%

For the second year in a row FSM6 children have achieved 100% in their phonics check. KS1 use Read Write Inc and regular assessments, and monitoring is completed by the

phonics lead. The first 20% receive extra support with their phonics from the Year 1 HLTA. All the children out-performed national and local levels.

### Phonics Recheck for Year 2

All our FSM children passed their Year 1 phonics test so there were no re-checks.

### KS1 Data

There was no data comparative data from the local authority.

KS1 Data 2 children	Reading	Reading	Reading	Writing	Writing	Writing	Maths	Maths	Maths
	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025	2022-2023	2023-2024	2024-2025
FSM6 Children	60%	67%	0% (2 children)	60%	67%	0% (2 children)	80%	44%	0% (2 children)
All Y2 Children	71.7%	75%	75%	69.6%	81%	69%	82.6%	73%	81%

The data table above show that there was a big difference in all three subjects between FSM6 children and the rest of the cohort. However, the fact that there were only 2 FSM children was a significant issue, especially as one was also on the SEND register. KS1 reading data for FSM children will need to be continually monitored this year to check that these results are not repeated next year.

### KS2 Data for Reading

There were 7 FSM6 children in this cohort. 38% of the Y6 FSM6 children were also on the SEND register. One child was working at pre key stage and did not take part in the standardised assessment tests as he was disapplied. Two children were also EAL. 3 children received extra support with reading interventions that took place three times a week. These interventions were baselined and termly assessments were undertaken. These inventions were monitored, and good progress was seen. All three of these children achieved expected in the reading SATs. 100% of FSM6 children who took the reading SATs achieved at least the Expected level.

### Key Stage 2 Reading Data

Reading KS2 2025	Our School	Nottinghamshire	Newark	National
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KS2 FSM6	87.5%	61.2%	59.4%	63.3%
KS2 All Children	91%	75.6%	73.2%	75%

### Greater Depth in Reading

Greater Depth Reading	Our School	Nottinghamshire	National
FSM6	14%	18.9%	21.3%

Again, our Key Stage 2 data showed that our FSM6 children scored higher than local and national level. The gap between the FSM children and all the other children has narrowed this year. In school we had a teaching assistant who worked with the first 20% in reading across Year 4, 5 and 6 and a teaching assistant who worked with the first 20% of readers in Year 3. These interventions showed excellent progress with the Year 6 cohort, although this was not the case in all year groups where progress was varied. Records were kept and shared with staff termly. FSM6 were closely monitored to see whether they would benefit from this intervention. For the last two years, daily reading sessions have been taking place across the school and story time and reading for pleasure has been time tabled in all classes.

Across the school progress is monitored in termly pupil progress meeting. Teachers are asked about the progress of their PP children. The children's reading levels were also monitored termly by the PP lead and the deputy head using Scholar Pack/Arbour. Whole school data was also analysed termly to check that FSM children were making progress in reading.

KS2 reading intervention groups were monitored and progress recorded. The PP lead meet regularly with the TA leading the reading intervention. Our PLAC children also received extra support with reading.

Story packs, which were purchased with EYSPP money last year, have been well received by parents and staff working in Foundation One.

### **Quality first teaching to improve maths for PP children across the school.**

Maths KS2 2025	Our School	Nottinghamshire	Newark	National
KS2 FSM6	71%	60.2%	62.2%	60.7%
KS2 All Children	86.8%	75.7%	75.1%	74%

**14% of our FSM6 children achieved Greater Depth for maths at KS2.**

<b>Greater Depth Maths</b>	<b>Our School</b>	<b>Nottinghamshire</b>	<b>National</b>
<b>FSM6</b>	<b>14%</b>	<b>13.5%</b>	<b>15.2%</b>

Of the 7 FSM6 children, 38% are also on the SEND register and 1 child was disapplied. Data shows that there was an improvement in the percentage of children attaining the Expected level. Two years ago, 50% FSM6 children attained the Expected level whilst last year this was 71%. This level was also above national and local data.

The PP lead monitored progress and interventions. Again, whole school data was collected and analysed to check the progress of our FSM children. Staff also used NFER and teacher assessment to regularly assess their children.

**Quality first teaching to improve writing for PP children across the school.**

<b>Writing KS2 2025</b>	<b>Our School</b>	<b>Nottinghamshire</b>	<b>Newark</b>	<b>National</b>
KS2 FSM6	57.1%	57.5%	57.5%	59.6%
KS2 All children	75.5%	73.3%	71.4%	72%

<b>Greater Depth Writing</b>	<b>Our School</b>	<b>Nottinghamshire</b>	<b>National</b>
<b>FSM6</b>	<b>14%</b>	<b>5.1%</b>	<b>6.6%</b>

Last year writing was one of the main strands of our SIP. A new writing scheme was purchased and staff given time and support to implement it. Writing data was also monitored termly and FSM data formed part of the teacher's pupil progress meetings. This year the Year 5 teachers have received extra training in teaching greater depth writing. In KS2 FSM writers received writing interventions from the PP Teaching Assistant. These interventions were monitored termly. At the start of the intervention the children did an unaided piece of writing and then at the end of the sessions they wrote another unaided piece, and the writing was looked at to check how much progress was made. A pupil voice from these interventions suggested that the children really enjoyed them, and they felt that they had improved their writing a lot in the sessions. Some

resources were purchased to support writing interventions. Writing staff meeting and writing moderation meeting took place. Writing will continue to be a focus for the PP children's interventions as writing levels are still just below local and nearly 2.5% below national.

The PP lead monitored No More Marking data and progress for PP children across the school. Half termly checks on the quality and success of interventions were carried out. The PP lead fed back to staff at staff meetings and through Key Stage leads at pupil progress meetings. Initials of children not making expected progress recorded and information passed on.

Combined Reading, Writing and Maths	Our School	Nottinghamshire	Newark	National
FSM6	57.1%	45.8%	46%	47.6%
All	67.9%	61%	58.3%	61%

<b>Greater Depth Combined</b>	<b>Our School</b>	<b>Nottinghamshire</b>	<b>National</b>
<b>FSM6</b>	<b>14%</b>	<b>2.6%</b>	<b>3.6%</b>

Our school data for the combined subjects exceeds both local and national levels.

### PP lead monitoring

The impact of the Pupil Premium strategy was monitored through a combination of quality assurance and data tracking:

- Learning walks and pupil voice to evaluate engagement, teaching quality, and curriculum access.
- Half-termly monitoring of interventions to assess progress and adjust support where needed.
- Book looks (e.g., Year 5) to review pupils' work and ensure consistent progress.
- Termly data analysis to track attainment, progress, and identify any gaps between FSM6 pupils and their peers.

This approach ensures that both teaching and targeted support are effective and responsive to pupils' needs.

### Post Looked After Children

Last year, our PLAC were put on a Assess, Plan and Review cycle. The aim was to carefully monitor their progress, set individual smart targets and keep parents better informed of their child progress, both academic, and social and emotional.

### Speech and Language

All pupils in Foundation were assessed by the Speech and Language lead. Pupils with significant speech and language needs were identified by the Speech and Language Lead, and targeted interventions were delivered. Progress was regularly monitored through records, observations, and assessments. The aim was to ensure that disadvantaged pupils could access the curriculum fully, communicate confidently, and make expected progress alongside their peers.

## ELSA

Over the past year we have seen an increase in contact directly from parents to ask about possible ELSA support. Previously referrals have come directly from class teachers/SLT/SENDCo. This shows that ELSA is becoming more well known amongst our school community and the information on the website plus word of mouth between parents/carers is clearly having an impact.

The combination of planned support plus protected time for drop in's is working particularly well and is enabling us to respond to different types of need. Mrs Hanstock's drop-in session is proving invaluable for children knowing that there is somebody (in addition to class teacher) who has them on their radar and is there to support.

Both ELSA's have continued to access half termly supervision sessions (this is supported by school in terms of cover and or time away from timetable to attend) These have been really good for continuing to establish and develop links around pastoral provision with local schools. This is where the idea for Reflect and Reset baskets was first formed. Our ELSA's then worked together to create our own provision specific to Coddington. These have been well received by class teachers and are a welcome addition to classroom environments and provision.

## Enrichment

This is a weekly group accessed by a select group of pupils for a specific reason. The purpose of this group is to provide a safe environment for the children. Routine and consistency are key to ensure a positive relationship with the children in the group. The weekly focus is very much child-lead and also incorporates seasonal activities and events (Christmas crafts/Easter baking etc). At the beginning of each term the children are asked to produce a wish-list of activities for the weeks ahead, we strive to meet as many of these requests as possible. Activities include crafts, baking, gardening, outdoor adventure and games.

## Attendance

<u>Autumn and Spring term 2024 to 2025</u>	<u>Absences</u>	<u>Persistent 90%</u>
<u>FSM6 Notts</u>	7.5%	24.1%

<u>All children Notts</u>	4.8%	12%
<u>All children National</u>	5.1%	13.3%
<u>Our school FSM6</u>  <b><u>September 2023 – July 2024</u></b>	7.7% check	32.5%
<u>Our school all children</u>	4.2% check	9.6%

Two years ago, a Family Engagement Officer was employed to monitor and improve attendance across the school. This has been very successful in improving the number of absences and persistent absences in the school overall with the school persistent absences down to 9.6% Two years ago, 37.9% of our PP children were persistently absent. By the end of last year, it was 18% - a huge improvement. However, this year even with a lot of support and interaction with parents the FSM persistent absence rate has crept up again. It has proved to be more challenging to engage with all our FSM families and we have a core group who continue to be late or have poor attendance. The Family Engagement Officer (FEO) has had regular contact with these families.

Any child where attendance fell below 90% was contacted by the FEO and reasons for poor attendance was discussed and issues addressed. There were 13 PP children who this applied to. Our FEO worked with some families who had more than one child who was persistently absent. Our data also includes children in in Foundation Stage who are school age. None of these FSM children had attendance below 80%, so none were classed as severely absent. If there were concerns about reoccurring or periods of absences, families were initially contacted by either dojo message or telephone call. Meetings were held with parents/carers when attendance did not improve. Some families were offered breakfast club to help with attendance although not all took up the offer.

The Family Engagement Officer also did daily (4 days) check ins with our most vulnerable children. Staff have previously stated that this is one of the most beneficial changes we have made as issues can be dealt with straight away. The FEO could then chase up why these vulnerable children were late or absent, or struggling with family or emotion problems. Our FEO also helped organise breakfast club or ASC support for families in need.

Adapted Curriculum

'The newly introduced 'adapted curriculum' for some pupils with special educational needs and/or disabilities (SEND) is equally ambitious but has been designed to better meets the needs of these pupils. 'Good School Review

'Pupils with SEND are well supported in the classroom through teacher adaptations and help provided by teaching assistants. ' Good School Review

'Evidence suggests that the school has maintained effective provision for all pupils, including those with SEND. 'Good School Review

The newly introduced Adapted Curriculum provides ambitious, tailored learning for pupils with SEND. Classroom adaptations and support from Teaching Assistants ensured these pupils could access learning effectively. Monitoring and sharing of good practice included book looks, a workshop lead by the SEND and PP lead on Mitre Day, and visits from other schools to observe our provision. The intended outcome was that all pupils, including those with complex needs, made meaningful progress and fully engage with the curriculum.

#### Trauma Informed

All staff took part in two trauma informed online courses. The PP lead and the head teacher also went to a Mitre workshop run by a trauma informed school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Training for ELSA and Therapeutic conversations to support children in times of uncertainty and transition. Classroom support for pupils
What was the impact of that spending on service pupil premium eligible pupils?	Children, whose parents are in the armed services, are the top priority for our ELSA and nurture groups if they require this intervention.  These children are also sometimes included in our intervention groups if they are not reaching their potential. Some of our service children are working at or close to the Greater Depth level.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*