

# Cotsford Primary School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cotsford Primary
Number of pupils in school	157 (88 eligible)
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	January, April & July 2022
Statement authorised by	R. Cook
Pupil premium lead	R. Cook
Governor lead	T. Haynes, W. Smith, R. Nuttall & A. Simpson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,560
Recovery premium funding allocation this academic year	£ 12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 143,320</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Cotsford Primary we want all of our pupils, regardless of their circumstances, to be:

- Aspirational
- Resilient
- Respectful
- Confident and
- Successful

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. Therefore, key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. We reserve the right to allocate the Pupil Premium funding and to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our overall aim, when allocating funding, is that children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium or socially disadvantaged. Therefore, we aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To involve parents in their child's education, this includes the importance of attending school every day and on time.

We will work towards achieving these objectives by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Ensuring all pupils receive quality-first teaching by embedding regular coaching, in addition to CPD which reflects current educational practice and meets individual staff needs to strengthen teaching and learning
- Effective deployment of staff to support disadvantaged children
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our Safeguarding Lead, Parent Support Advisor and Place 2 Be Project Manager

- Supporting families financially through subsidised trips, breakfast and after school clubs, enrichment opportunities and experiences out of school.

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	Children typically enter Cotsford Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
2	In some year groups and in some subjects there is lower attainment by pupil premium/disadvantaged children resulting in gaps with their non-disadvantaged peers. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
3	There are significant barriers to learning in terms of high levels of adverse childhood experience. This can affect their ability to concentrate on academic activities, be confident and resilient, and for knowledge to fully embed and be retained.
4	There is lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	High levels of issues with adult Literacy & Numeracy with low aspirations results in less engagement in supporting children at home. This means that staff have to ensure there are opportunities in school to support.
6	Some pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, stationery and technology (such as computers, Wi-Fi etc).
7	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.

## 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
<p>Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.</p> <p>The language deficit for pupils in receipt of pupil premium funding is diminished.</p>	<p>A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.</p>
<p>Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p> <p>Provision in Year 1 is resourced and developed to ensure a smooth transition from EYFS.</p>	<p>Pupils make rapid progress from their individual starting points.</p> <p>The gap is narrowed in the attainment of PP and non-PP children.</p>
<p>Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.</p>	<p>Children can talk about and use strategies to improve their emotional wellbeing, self-regulation and to overcome challenges. Lesson observations will demonstrate pupils' positive attitudes and behaviours to learning.</p>
<p>Improved attendance and reduced number of persistent absentees.</p>	<p>There are increased attendance rates for Pupil Premium children and a reduced number of persistent absentees.</p>
<p>All pupils are well supported to meet their individual targets in English and Maths.</p>	<p>Pupils who lack support from home are provided with additional support in school to ensure that they maintain progress and attainment levels with their peers.</p>
<p>Pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils have access to a range of high quality and engaging resources to support their learning and develop their passions.</p> <p>All children have access to appropriate technology at home during enforced periods of home learning.</p>	<p>Children will be exposed to a wide range of memorable social, cultural, enrichment and sporting experiences within and outside of the school day to inspire and enhance learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p>

	<p>Pupils have access to appropriate technology with internet access which allows their learning to continue during periods of home learning.</p> <p>Pupils will have access to a range of online subscriptions such as Reading Plus, Nessy, TT Rockstars and Purple Mash to support their learning both within and beyond the school day.</p>
<p>Provide children with high quality teaching and feedback to ensure progress in lessons.</p>	<p>Pupils will make rapid progress and there will be increased proportions of pupils who will reach ARE in English and Maths across the school.</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: £53,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EY, Y1 and Y2 staff to complete Mastering Number CPD and implement strategies.</p> <p>Release time for Maths Lead to provide support and additional CPD.</p>	<p>The Maths Lead alongside Teachers has identified that number, operations and place value knowledge requires strengthening in KS1 and EY, plus multiplication facts in KS2.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	1, 2
<p>All staff to complete training to develop pedagogy on reading for pleasure.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p> <p>Purchase books to develop pleasure for reading and allow children to choose their home reader.</p> <p>Release time for English Lead to provide support and additional CPD.</p>	<p>Internal observation, following the introduction of a new home reading system, shows engagement and enjoyment of books beginning to increase.</p> <p>A growing number of studies show that promoting reading can have a major impact on children and their future. <b>Clark and Rumbold (2006)</b> identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>• Reading attainment and writing ability;</li> <li>• Text comprehension and grammar;</li> <li>• Breadth of vocabulary;</li> <li>• Positive reading attitudes;</li> <li>• Greater self-confidence as a reader;</li> <li>• Pleasure in reading in later life;</li> <li>• General knowledge;</li> <li>• A better understanding of other cultures;</li> <li>• Community participation; and</li> <li>• A greater insight into human nature and decision-making</li> </ul>	1, 2, 6
<p>Online subscriptions to provide home and school access to targeted reading and Maths support – Reading Plus (Yrs 4, 5 &amp; 6), Nessy (Yrs 2-6), TTRS (Yrs 3-6) and Bug Club (R –Y3)</p>	<p>Improves access to reading, spelling and maths activities at home.</p> <p>Matches Reading and Maths demands, and is trackable.</p>	1, 2, 5

All staff to complete Talk 4 Writing CPD to develop knowledge and pedagogy.	The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. Analysis shows that Talk for Writing schools, despite serving more challenging areas, attain at a significantly higher standard than the national average.	1, 2
<p>New staff to access RWI training through portal to ensure consistency in this approach to phonics across the school.</p> <p>All staff to access portal to refresh training and hone skills.</p> <p>Pupils to access appropriate phonic videos at home and in the event of staff absence.</p> <p>Purchase RWI resources</p>	<p>Data already showing progress and impact of program / 1:1 intervention.</p> <p>Read write Inc is a DfE accredited systematic synthetic phonics programme.</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p>	
DHT to provide increased support, bespoke CPD and monitoring across school to enhance teaching & learning and accelerate progress.	DHT is a skilled practitioner across the primary phase as well as a Literacy Specialist who has a proven track record of whole school impact.	7
Develop year 1 classroom to support transition of pupils from EY.	Pupils have missed a significant amount of their EYFS time and many are still working at a level below ELG so a bridge is needed to support their transition and stage of development to a formalised curriculum.	2, 7

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

Budgeted cost: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement Nuffield Early Language Intervention with pupils identified through assessment as being below average.</p> <p>Speech and Language Therapist SLA - bespoke programmes are put in place and supported through indirect therapy by TAs.</p> <p><i>Mable Speech and Language Support</i> (contribution – remainder met through school budget)</p>	<p>All pupils involved in the NELI intervention last academic year made gains on their baseline scores and were no longer considered 'below average'.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b></p> <p><b>NELI - additional 10 months progress</b></p>	1, 2
<p>Teaching Assistant targeted support / intervention for Phonics and Reading.</p>	<p>Internal data shows good progress and pupils attainment improving.</p> <p><b>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</b></p>	2, 5, 7
<p>Teaching Assistant support in English &amp; Maths lessons.</p>	<p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	2, 7

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place 2 Be counselling support (contribution – remainder met through school budget)</p>	<p><b>EEF toolkit: Social &amp; Emotional Learning - additional 4 month progress.</b></p>	3
<p>Continue to employ a Parent Support Adviser to support parents with strategies to improve attendance, improve behaviour and SEND, and engagement in learning.</p>	<p>Parents have valued support and shown improvements in understanding and managing their child's needs which has resulted in improved engagement and attendance.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	3, 4
<p>Subsidised school trips, breakfast and after</p>	<p>Experience has shown that there is greater engagement in school provided activities and</p>	4, 6



school clubs. Provision of essential clothing / equipment.	events where there is a subsidised, or no, cost ensuring equal opportunity and access for all.	
Cultural Capital experiences for each year group	Discussion with pupils and parents identifies that many of the memorable learning and personal development experiences have come from enrichment activities, particularly when they may not be readily accessible at home. Planning for all subjects and year groups reflects additional experiences for children linked to equality of opportunity/cultural capital.	2, 3, 6
Admin Assistant to: <ul style="list-style-type: none"> <li>• Make daily phone calls to absentees</li> <li>• Monitor attendance daily</li> <li>• Prepare letters re: attendance fortnightly</li> <li>• Prepare AIT documentation</li> <li>• Prepare half termly attendance rewards / certificates</li> </ul> Attendance rewards	More specific targeted support required for certain families where attendance is inconsistent or below average	4

**Total budgeted cost: £140,900**

## 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 2021 to 2022 academic year.

Desired Outcome	Impact
<p>Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.</p> <p>The language deficit for pupils in receipt of pupil premium funding is diminished.</p>	<p>50% of disadvantaged pupils achieved the GLD in 2022, an increase of 43% from the previous year.</p>
<p>Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p> <p>Provision in Year 1 is resourced and developed to ensure a smooth transition from EYFS.</p>	<p>Strategies used in 2021 – 22 were successful in supporting academic recovery and, for many, accelerating progress.</p> <p>73% of Disadvantaged pupils achieved the Phonics standard compared to 80% of 'Other' pupils Nationally and 100% of non-disadvantaged peers. Cohort achieved 86%.</p> <p>By the end of KS1:</p> <ul style="list-style-type: none"> <li>• 73% of Disadvantaged pupils achieved the expected standard in reading compared to 72% of 'Other' pupils Nationally and 100% of non-disadvantaged peers. Cohort achieved 86%.</li> <li>• 55% of Disadvantaged pupils achieved the expected standard in writing compared to 63% of 'Other' pupils Nationally and 70% of non-disadvantaged peers. Cohort achieved 62%.</li> <li>• 73% of Disadvantaged pupils achieved the expected standard in maths compared to 73% of 'Other' pupils Nationally and 100% of non-disadvantaged peers. Cohort achieved 86%.</li> </ul> <p>By the end of KS2:</p> <ul style="list-style-type: none"> <li>• 85% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally in reading and 89% of non-disadvantaged peers. Cohort achieved 86%.</li> <li>• 39% of Disadvantaged pupils achieved the expected standard compared to 75% of 'Other' pupils Nationally in writing and 33% of non-disadvantaged peers. Cohort achieved 36%.</li> <li>• 15% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally in GPS and 33% of non-disadvantaged peers. Cohort achieved 23%.</li> </ul>

	<ul style="list-style-type: none"> <li>46% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally in maths and 89% of non-disadvantaged peers. Cohort achieved 64%.</li> </ul>
Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.	Staff have received training on ACE's and trauma. 19% of the school cohort accessed direct support for social, emotional and mental health through Place 2Be. Of those supported, 78% were in receipt of PP funding. Most pupils enjoy school, behave well, have positive attitudes to learning and show pride in their achievements. 94% agree that they learn a lot during lessons and that they try their best. Pupils are safe and 92% tell us they feel safe and have someone who they would talk to in school if they had a worry.
Improved attendance and reduced number of persistent absentees.	<p>We achieved 93.3% attendance in 2021 -22 and PA was 19.9% (full year). In 2020- 21 attendance was 95.3%, PA was 20.6%.</p> <p>PA has increased during the pandemic from previous years and includes pupils who move areas prior to arranging their school places, families taking holidays, families contracting Covid on more than one occasion, medical absences and some pupils arriving after the registers have closed.</p> <p>There are several systems in place to monitor attendance, promote and reward good attendance and punctuality. Individuals, where attendance is particularly poor and ongoing, may have additional services involved and there is evidence of improved attendance for some pupils targeted due to PA, without reasonable grounds such as medical.</p>
All pupils are well supported to meet their individual targets in English and Maths.	<p>In addition to the lowest 20% of pupils being heard to read daily, those who were not reading at home, were also heard. Gaps reduced between disadvantaged and non disadvantaged in Reading and Maths in 3 year groups. This was, in part, possible due to investment in staff ratios although absence, particularly in the Spring term did impact on this provision as there was also a national shortage of supply staff. There was also investment in a range of reading materials to support the children's interest and to support a love of reading.</p> <p>The Maths Lead was released from class to support the implementation of a carefully planned curriculum focused on reducing gaps in learning.</p>
<p>Pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils have access to a range of high quality and engaging resources to support their learning and develop their passions.</p> <p>All children have access to appropriate technology at home during enforced periods of home learning.</p>	<p>There has been an increase in the opportunities available to the children to support their curriculum learning and to provide wider, enriching experiences for example, Friendship Games, Y6 Careers Event, visits, Go Well Heart Project, after school clubs, Cookery with Chef Sarah, Music lessons with Durham Music Service, Easter Craft event with parents/carers, panto, author, historical and scientist visits.</p>
Provide children with high quality teaching and feedback to ensure progress in lessons.	<p>DHT supported across school to improve T&amp;L, and to further develop subject leads to refine the curriculum offer.</p> <p>The Year 6 cohort was supported to settle in the Autumn term, improving their behaviours for learning, embedding reading VIPERS and modelling Talk 4 Writing.</p>

	<p>Year 3 was supported Autumn 2/Spring 1 with behaviours for learning, to raise standards, improve structure within lessons and over a sequence of lessons. Accuracy of assessment was also improved.</p> <p>Year 1 was supported in the Spring and Summer terms to improve behaviours for learning and independence in preparation for Year 2. As a high needs class, learning was adapted for the needs of the children and support mechanisms were established.</p> <p>Subject Leads were supported to fine tune subject intent and implementation, and more focused assessment was introduced.</p>
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