

Pupil premium strategy statement – Cotsford Primary School

This statement details our school's use of pupil premium (and recovery 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	185
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2025
Statement authorised by	R Cook, Headteacher
Pupil premium lead	R Cook
Governor lead	K. Averre & A. Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,180
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£155,180

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 restricted to pupils eligible for the Pupil Premium only. 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 opportunities to have high quality conversations.
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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in previous year.

The language deficit for pupils in receipt of pupil premium funding is diminished.	
Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.	Pupils make rapid progress from their individual starting points. The gap is narrowed in the attainment of PP and non-PP children.
Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.	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.
Improved attendance and reduced number of persistent absentees.	There are increased attendance rates for Pupil Premium children and a reduced number of persistent absentees.
All pupils are well supported to meet their individual targets in English and Maths.	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.
Pupils are exposed to a breadth of memorable experiences that will inspire and enable them to contextualise their learning. Pupils have access to a range of high quality and engaging resources to support their learning and develop their passions.	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. Pupils love learning and have access to an engaging, broad and varied curriculum. 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.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Pupils will make rapid progress and there will be increased proportions of pupils who will reach ARE in English and Maths across the school.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop practices for consolidating arithmetic (Introduction of Maths Talk) and multiplication facts across school. Release time for Maths Lead to provide support and additional CPD. Investment in Maths specific intervention & training	Studies into early number approaches indicate that, on average, they can have a positive impact on learning equivalent to approximately six months' additional progress for early mathematics outcomes. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill and commit a regular amount of time to developing mathematics (which this programme does). https://educationendowmentfoundation.org.uk/education-on-evidence/early-years-toolkit/early-numeracy-approaches	1, 2
Develop pedagogical thinking and practice of metacognition, working memory, executive functioning and knowledge retrieval (link to mental health).	Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning. EEF Metacognition and selfregulated learning.pdf (d2tic4wv01iusb.cloudfront.net) Working memory plays an important role in children's development in general and in school achievement in particular. Children with high working memory capacities have better school achievement than children with low capacities. Improving Working Memory EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 7
Use of Reading Plus for pupils in Years 4, 5 & 6.	The EEF document on Reading Comprehension Strategies has shown that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and to improve reading comprehension. Reading Plus does this by carrying out individual assessments, assigning appropriate age and levelled texts and an appropriate reading speed. The average impact of reading comprehension	2, 5, 7

	<p>strategies is an additional six months' progress over the course of a year.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Plus have identified through their own research that if Reading Plus is used regularly (3 x 30 minute sessions per week) they would expect pupils to be reading texts 12 to 18 months in advance of their start point on Reading Plus and an improvement in comprehension based rate of 30-40 words per minute.</p> <p>Theoretical Framework and Foundational Research (dreambox.com)</p>	
<p>Staff to access Talk 4 Writing CPD and coaching to develop knowledge and pedagogy.</p> <p>Release time for English Lead to coach and monitor impact.</p>	<p>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.</p> <p>How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)</p>	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>Release time for English Lead to coach and monitor impact.</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>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2, 4, 7
<p>All staff to complete training to develop oracy rich environments.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p> <p>Release time for English Lead/ Oracy Champion</p>	<p>Implemented strategies including Maths Talk and Talk Time are proving successful in supporting pupils to recall learning and have greater confidence when talking about their learning.</p> <p>The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively. 95% of teachers agree that teaching oracy is important for students' success in life after school. 83% of teachers agree/strongly agree that oracy has improved students' engagement in school.</p>	1, 2, 6

to provide support and additional CPD.	<p>79% of teachers agree that oracy has supported students' wellbeing.</p> <p>82% of teachers agree that oracy has contributed to students' academic attainment.</p> <p>89% of students agree/strongly agree that speaking and listening has helped them make progress with their school work.</p> <p>Voice21-Impact-Report-2022-v22-print.pdf</p> <p>On average, oral language approaches have a high impact on pupil outcomes for 6 months' additional progress.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
Online subscriptions to provide home and school access to targeted reading and Maths support – Reading Plus (Yrs 4, 5 & 6), Nessy (Yrs 2 - 6), TTRS (Yrs 2 - 6), Numbots (Yrs R, 1 & 2)	<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 RWI Spelling CPD. Purchase resources to implement programme. Release time for English Lead to monitor impact.	The systematic approach to teaching phonics through RWI has proved successful in school which gives confidence in the spelling programme.	2, 5, 7
All staff to access 'Penpals Handwriting' training. Scheme to be implemented across school. Release time for English Lead to monitor impact.	Improvement in presentation of work will have a positive impact on writing outcomes and pupils' work in other areas of the curriculum.	2, 5

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

Budgeted cost: £74,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with pupils	All pupils involved in the NELI intervention last academic year made gains on their baseline scores and were no longer considered 'below average'.	1, 2

identified through assessment as being below average. Speech and Language - bespoke programmes are put in place and supported through indirect therapy by TAs.	Improving spoken language skills in young children around the time that they start school can add progress of up to 4 months. Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	
Teaching Assistant targeted support / intervention for Maths Phonics and Reading. TA time @ 74 hours	Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 5, 7
Teaching Assistant support in English & Maths lessons.	Internal data shows good progress and pupils attainment improving. The Education Endowment Foundation research shows that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. In those cases, where teachers and teaching assistants work together effectively, this leads to increases in attainment. Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 7
New for 2023 – 2024 20x Y6 pupils to access weekly maths tutoring during Autumn & Spring terms. Y5 pupils to access weekly maths tutoring during Summer term.	Small group tuition enables the teaching to focus exclusively on a small number of learners and their learning needs. The Education Endowment Foundation research shows that small group tuition has an average impact of three months' additional progress in primary maths over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 5, 7

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin Assistant to:	Robust monitoring and swift action required to support the attendance and punctuality of	4

<ul style="list-style-type: none"> • Make daily calls re absence • Monitor daily attendance • Prepare letters re: attendance • Prepare AIT documentation • Prepare half termly attendance rewards/certificates • Update Dojo and attendance display <p>Attendance rewards</p>	<p>families where attendance is inconsistent or below average.</p>	
<p>Place 2 Be counselling support (contribution – remainder met through school budget)</p>	<p>Some of our pupils find it difficult knowing how to socialise with their peers and have, or are, experiencing trauma. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Continue to employ a Parent Support Adviser to support parents with strategies to improve attendance, behaviour, outcomes for 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. EEF research identifies up to 4 months additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Subsidised school trips, music lessons, breakfast and after school clubs.</p> <p>Provision of essential clothing / equipment.</p>	<p>Experience has shown that there is greater engagement in school provided activities and events where there is a subsidised, or no, cost ensuring equal opportunity and access for all.</p> <p>Evidence revealed on the impact of residential trips Features School Travel Organiser</p>	4, 6
<p>Cultural Capital experiences for each year group</p>	<p>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.</p> <p>Planning for all subjects and year groups reflects additional experiences for children linked to equality of opportunity/cultural capital.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 6

Total budgeted cost: £137,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024 - 2025

<p>Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. The language deficit for pupils in receipt of pupil premium funding is diminished.</p>	<p>59% of pupils in this year's cohort were disadvantaged - 16 pupils.</p> <p>25% of Disadvantaged pupils achieved the GLD.</p> <p>58% of the pupils who did not achieve the standard were on the SEN register.</p> <p>Over the last three years 53% of disadvantaged pupils have achieved the GLD.</p>
<p>Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.</p>	<p>Phonics</p> <p>29% of pupils were disadvantaged in the Year 1 cohort.</p> <p>100% of disadvantaged pupils achieved the standard compared to 83% of 'Other' pupils Nationally. National Disadvantaged was 67%.</p> <p>Over the last three years 86% of disadvantaged pupils have achieved the expected standard.</p> <p>Multiplication Check</p> <p>The percentage of disadvantaged pupils achieving full marks (25/25) in the Year 4 Multiplication Tables Test was 10%.</p> <p>The average score of disadvantaged pupils who took the Year 4 Multiplication Tables Test was 17.3 (out of 25).</p> <p>Over the last three years 27% of disadvantaged pupils have achieved full marks (25/25) with an average score of 18.9.</p> <p>KS2</p> <ul style="list-style-type: none">• 50% of Disadvantaged pupils achieved the expected standard in RWM combined. Disadvantaged pupil's performance was similar or better than Disadvantaged pupils Nationally but still below 'Other' pupils Nationally. <p>Over the last three years 47% of disadvantaged pupils (21/45) have achieved the expected standard or above.</p> <ul style="list-style-type: none">• 79% of Disadvantaged pupils achieved the expected standard in reading. Disadvantaged pupil's performance was similar or better than Disadvantaged pupils Nationally and 'Other' pupils Nationally. <p>Over the last three years 80% of disadvantaged pupils (36/45) have achieved the expected standard or above.</p>

	<ul style="list-style-type: none"> 50% of Disadvantaged pupils achieved the expected standard in writing. Disadvantaged pupil's performance was below Disadvantaged and 'Other' pupils Nationally. <p>Over the last three years 58% of disadvantaged pupils (26/45) have achieved the expected standard or above.</p> <ul style="list-style-type: none"> 86% of Disadvantaged pupils achieved the expected standard in Maths. Disadvantaged pupil's performance was similar or better to Disadvantaged and 'Other' pupils Nationally. <p>Over the last three years 78% of disadvantaged pupils (35/45) have achieved the expected standard or above.</p> <ul style="list-style-type: none"> 57% of Disadvantaged pupils achieved the expected standard in SPaG. Disadvantaged pupil's performance was below Disadvantaged and 'Other' pupils Nationally. <p>Over the last three years 69% of disadvantaged pupils (31/45) have achieved the expected standard or above.</p>
Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.	<p>99% of pupils tell us they have someone who they would talk to in school if they had a worry.</p> <p>18 pupils, in receipt of PP, accessed direct support for social, emotional and mental health through Place 2Be.</p>
Improved attendance and reduced number of persistent absentees.	<p>Disadvantaged pupil's attendance improved by 0.1% in 2024-25 from 93.7% to 93.8%. PA improved by 7.9% from 29% to 21.1%. This was 11 current pupils.</p>
All pupils are well supported to meet their individual targets in English and Maths.	<p>The proportion of disadvantaged pupils meeting their individual targets was 79% in reading, 67% in writing and 79% in maths, many of these pupils had aspirational targets and the majority made at least good progress.</p>
<p>Pupils are exposed to a breadth of memorable experiences that will inspire and 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>55% of disadvantaged pupils attended at least one extra curricula club from the offer of football, dance, tag rugby, coding, natural craft, art & craft, cooking, gardening, hockey, gymnastics, band and tri golf.</p> <p>20 of our KS2 pupils play a musical instrument, compared with 7 pupils three years ago, following subsidy from PP grant and 16/19 pupils accessed a subsidy to ensure equality of access to the Y6 residential. Several trips have been subsidised e.g. South Shields, Tweddle Farm, a tour of NE landmarks, and Beamish Open Air Museum.</p> <p>Our curriculum is broad and rich including themed weeks (e.g. road safety, science, anti-bullying, mental and physical health), days (European Day of Languages, World Book day, charity days), visitors and trips to enhance learning. This includes experiences locally and beyond (including a residential trip), cooking and nutrition lessons for all, within a teaching kitchen, and a PE offer that includes all children accessing a range of sporting activities and quality coaching across the school year.</p>
Provide children with high quality teaching and feedback to ensure progress in lessons.	<p>97% of pupils agree that they enjoy learning and learn a lot during lessons. They know that they need to try their best, are helped when needed and are praised for doing</p>

	well. 100% of parents who completed the summer questionnaire felt that provision is good, their child is well supported, feels safe and does well in school.
--	--

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk 4 Writing	Talk 4 Writing – Pie Corbett
Read Write Inc	Ruth Miskin Literacy
Place 2 Be	Place 2 Be
TTRS & Numbots	Maths Circle Ltd
Reading Plus	Reading Solutions UK
Maths Tutoring	Action Tutoring
Voice 21 - Oracy	Voice 21