

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Coten End Primary School
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	December 1 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sarah Sheepy
Pupil premium lead	Nick Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,570
Recovery premium funding allocation this academic year	£10,206
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£119,776

# Part A: Pupil premium strategy plan

## Statement of intent

It is essential that our Pupil Premium pupils make the same rate of progress as their peers. The intended outcomes and activities outlined in this plan are all driving towards this overall objective. Each challenge we are faced with has a direct impact on the attainment and success of Pupil Premium pupils (as well as others) and whilst there are very specific targeted area of support outlined in this plan, such as tutoring and social skills groups, the overall aim is to ensure that our day-to-day provision for all pupils ensures that children can access their learning and overcome any barriers they are faced with.

### Key Principles:

- Quality first teaching led by class teachers is at the core of all provision.
- Careful deployment of TAs within the classroom to effectively enable class teachers to provide support for those children who need it most.
- All teaching staff will have a thorough understanding of their pupils and will know how requires additional targeted support.
- We will address any barriers to learning faced by disadvantaged pupils.
- We will ensure that all disadvantaged pupils have access to the necessary technology in order to access home-learning.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Some PP pupils are not making the same rate of progress as their peers from EYFS to end of KS1 and KS1 to end of KS2.</i>
2	<i>Increase in the number of PP pupils struggling to engage appropriately socially or who are presenting with mental health issues since the impact of COVID 19.</i>
3	<i>Reduction of in-school extra-curricular opportunities due to the impact of COVID-19 meaning a lack of engagement with extra-curricular activities for some PP pupils.</i>
4	<i>Some PP pupils are unable to access homework or home-learning appropriately.</i>

## 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>Pupil premium children to make the same or better rate of progress as their peers in writing and maths.</p>	<p><i>&gt;60% PP pupils to achieve the expected standard in Maths and Writing end of KS2.</i></p> <p><i>Improve attendance and punctuality of small number of PP pupils who have poor attendance through targeted intervention by SLT.</i></p>
<p>To identify those pupils whose social, emotional and mental health difficulties have been exacerbated by the impact of COVID-19 and lockdowns and to provide appropriate levels of support.</p>	<p><i>Reduce the number of incidents recorded on school behavioural system.</i></p> <p><i>For children receiving counselling to be Successful implementation of 'Zones of Regulation' and 'Jigsaw' PSHE in terms of promoting wellbeing and reducing mental health issues.</i></p> <p><i>Further investigate 'Thrive' approach.</i></p> <p><i>Reduce number of fixed term exclusions.</i></p>
<p>To return targeted extended school opportunities for Pupil Premium pupils, particularly those who are post looked after, back to their pre-COVID levels and to ensure that as many as possible access these opportunities.</p> <p>Further enhance our provision for the cultural development of PP pupils.</p> <p>To promote a love of reading a wide variety of topics and genres.</p>	<p><i>Pupils eligible for PP receive the full entitlement of opportunities so that they have the opportunity to excel in the wider curriculum.</i></p> <p><i>PP pupils to access new class libraries at a similar rate to their peers.</i></p> <p><i>PP pupils to be allocated their own set of reading books.</i></p>
<p>To ensure that the most vulnerable pupils complete homework and any necessary home-learning.</p>	<p><i>Continuation of Chromebook rollout to Year 2 children.</i></p> <p><i>Children in Year 1 to receive an Ipad for ease of access to regularly used apps e.g. SpellingShed.</i></p> <p><i>Class teachers to monitor access to homework and those who repeatedly do not access it to be referred to homework club.</i></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: £8,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole Staff Training</b> – Further development of EEF guidance in regards to mastery learning, staff deployment and effective feedback.	Targeted interventions and universal approaches have positive overall effects (+ 4 months) Effective feedback has a positive impact on progress (+ 6 months) The impact of mastery learning is significant (+ 5 months)	3,4
<b>Pupil Progress Meetings</b> – once termly meeting to discuss progress and to identify underachievers and class barriers.	Accountability encourages open debate and discussion amongst professionals and enables transparency within the decision making process when targeting pupils and barriers.	1,2,3,4
<b>Monitoring</b> – Implementation of new monitoring approach to ensure that teaching targets all pupils appropriately, specifically focussing on those lower attainers, through individualised and group-based instruction.	Individualised instruction can be an effective approach to increasing pupil attainment. (+ 4 months)	

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

Budgeted cost: £47,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Use specialist or specific support to improve overall provision.</b>	Effective deployment of TAs and teachers enables high quality, inclusive teaching.	1
<b>Additional teacher input into Reception phonics teaching and delivery of NELI intervention programme.</b>	Phonics has a positive impact overall (+5 months) with very extensive evidence.	1

<b>Phonics Intervention - Jollyphonics</b>	Phonics has a positive impact overall (+5 months) with very extensive evidence.	1
<b>Reading Eggs</b> - literacy-based software that supports children who are falling behind in reading	The Reading Eggs Scientific Research Base includes an in-depth review of the research literature that supports the wide variety of elements that make up the Reading Eggs program.	1
<b>Speech and Language Intervention</b> – provided by trained specialist.	Developing the correct speech structure can increase children’s ability to problem-solve. The new level of growth in language prepares them with the vital skills that will aid them in their academic career. Practical social skills help children build stronger bonds with future peers and friends.	1
<b>SEND supported</b> - Accelerate progress of vulnerable pupils to ensure they meet age related expectations.	SEND supported provides a complete strategic and responsive approach to meet the needs of all children particularly those with additional needs.	1
<b>Educational Psychologist</b> - The Educational Psychologist will work alongside the Inclusion Manager to offer advice and guidance for children with high levels of need.	Effective and robust at identifying and addressing needs.	2
<b>Homework club</b> – Pupils to be supported in completing weekly homework tasks.	Homework has a positive impact on average (+ 5 months).	1,4
<b>Reading Books</b> – All PP children in receipt of an age-appropriate book every half-term for them to keep.	Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status.	1,3
<b>Targeted Maths Support</b> – Small group support for those lowest attainers (1:6)	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1,4
<b>School-Led Tutoring</b> - Targeted small group tuition in person with x 2 qualified teachers.  One expert maths teacher and one expert writing teacher will be deployed.	Small group tuition has an average impact of four months’ additional progress over the course of a year.  Nationally, 25% of pupils receive outside of school tuition – disadvantaged families cannot afford this.	1,4
<b>Teacher catch-up groups</b> - Teachers released (2 x 30 mins weekly) by teaching assistant to deliver high quality support to a small number of carefully identified pupils requiring accelerated progress.	Small group tuition has an average impact of four months’ additional progress over the course of a year.	1

<i>In 2022/23 this was adapted and incorporated within our new teacher-led approach to group-based and corrective instructions. TAs enable this work to take place in the classroom by working towards a 'team-teach' approach.</i>	25% of pupils receive outside of school tuition – disadvantaged families cannot afford this.	
<b>Y6 Targeted Tuition</b> – Led by Assistant Head targeting pupils who require accelerated progress in the run up to statutory assessments.	Small group tuition has an average impact of four months' additional progress over the course of a year.	1

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

Budgeted cost: £63,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Weekly 1: 1 Counselling</b> from Snowford Grange.  14% of PP pupils receive counselling (33% of total counselling caseload)	Counselling is an effective treatment for behavioural and conduct problems, anxiety, depression, medical illness, school-related issues, self-harm, and sexual abuse.	2
<b>Enrichment Activities</b> Music Tuition Extra-Curricular Clubs Subsidised (50%) curriculum enrichment activities. (School trips/ Y6 Residential)	Pupils who participate in extracurricular activities experience higher levels of academic achievement.  Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.	3,4
<b>Nurture Group</b> - Provide emotional support and guidance to pupils with emotional difficulties and poor social skills	The average impact of behaviour interventions is four additional months' progress over the course of a year.	2
<b>Lunchtime Club</b> - A group to support vulnerable children at lunchtimes through creative play and nurture-based activities in order to support wellbeing and develop positive behaviours towards learning.	The average impact of behaviour interventions is four additional months' progress over the course of a year.	2,3
<b>Football Clubs</b> – Two fully funded football clubs to ensure that all those who want to take part in extra-curricular football can do.	Pupils who participate in extracurricular activities experience higher levels of academic achievement.  Students who participate frequently in extracurricular activities tend to have	3

	higher grades, better test scores, and more positive educational experiences in general.	
<b>School Visit</b> – A fully funded school visit for all PP children in Reception Phase, Year ½ Phase and ¾ Phase	Evidence suggests that increased cultural capital helps children do better in school.	2, 3
<b>Transition Group</b> - Parent support advisor to provide targeted support for disadvantaged pupils in Year 6 in preparation for transition to secondary settings.	Transition groups can have a positive impact on children’s ability to socialise and feel content in their new school. Feeling happy, comfortable and safe is fundamental to learning.	2,3
<b>Parent Support Advisor</b> - Targeted support to disadvantaged pupils and families.	Parental engagement has a positive impact on average of 4 months’ additional progress.	2,3
<b>Provide further Chromebooks/Ipads for KS1 PP pupils to support home learning</b> – In 2021/22 100% of Pupil Premium pupils had been offered an appropriate device	700,000 disadvantaged children have missed out due to a lack of computer or internet access.	4

**Total budgeted cost: £ 119,776**

## 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.

2021-22 – Intended Outcomes:

*Pupil premium children to make the same or better rate of progress as their peers in writing and maths.*

Year 6 2022	No.	READING	WRITING	MATHS
ALL	88	+2.6	+3.0	+1.8
Boys	45	+1.1	+1.4	+2.0
Girls	43	+4.2	+4.6	+1.6
PP	10	+2.0	-0.3	-0.6
SEN	9	+2.0	-0.5	-0.4

Reading progress up from +0.9 in 20/21 to +2.0

Maths progress up from -7.2 in 20/21 to -0.6

Writing progress -0.3

There was a clear reduction in the progress gap between PP and Non-PP children over the last academic year, but PP children are still not making the same rate of progress due to a number of factors, including the large proportion of PP children who are SEND. This continues to be an aspiration for this 3-year plan.

The National Tutoring Programme and School-Led Tutoring was implemented quickly and effectively. 54% of those in receipt of NTP writing tuition made accelerated progress. 48% of those in receipt of NTP maths tuition made accelerated progress.

68% of those who received small group intervention from the Assistant Headteacher achieved their aspirational standard in either reading, writing or maths.

Overall, end of academic year progress was in the top 20% of schools nationally (Y6 SATS 21/22)

Attendance - key children have been identified and strategies are in place to address this issue – now included on school's learning improvement plan (LIP)

***To identify those pupils whose social, emotional and mental health difficulties have been exacerbated by the impact of COVID-19 and lockdowns and to provide appropriate levels of support.***

12 pupils received counselling which is highly spoke of by pupils and parents.

Phase social skills groups were successful and incorporated a significant proportion of PP pupils.

Transition groups led by our Parent Support Advisor were very successful and led to numerous further interventions between Coten End and secondary schools children were transitioning to. A strong relationship between all Year 6 staff and secondary schools was further implemented, which had been deemed important after the difficulties caused by COVID disruption.



***To return targeted extended school opportunities for Pupil Premium pupils, particularly those who are post looked after, back to their pre-COVID levels and to ensure that as many as possible access these opportunities.***

Participation in extra curricular activities ranging from music lessons to judo increased from 25% to 76% of our Pupil Premium cohort by the end of academic year 21/22.

Further to this, 85% of post looked after children accessed extra-curricular activities through school and those who did not are all in Reception and Year One where clubs and music lessons are more limited.

***Further enhance our provision for the cultural development of PP pupils.***

100% of Reception, Year 1, Year 2, Year 3 and Year 4 pupils went on additional school visits to LEGO Discovery and Warwick Castle, partly funded by the PPG and partly from a significant charitable contribution from Merlin.

KS1 classes signed children up to Warwick library and started visits in Summer 2022.

20% of PP pupils were either House Captains or part of Executive Committee (school council) this is higher (proportionally) than the rest of the cohort.

***To promote a love of reading a wide variety of topics and genres.***

100% of PP pupils accessed PP book club where they were provided with a new book to keep and read each half-term. This provided children with opportunities to read for pleasure both at school and at home. Children were noticeably enthusiastic about this and its wider impact will be measured over the coming years.

Reading Eggs continues to be implemented as a successful intervention with staff quickly targeting appropriate pupils for this additional support. Its impact on reading is clear and helps to ensure that our standards remain very high:

End of KS1 Reading: 83% EXS, 38% GDS

End of KS2 Reading: 88% EXS, 38% GDS

Jollyphonics is an essential phonics intervention and continues to target those pupils falling behind in their phonics learning. 74% of Y1 children passed their phonics screening check. Identified as a priority on LIP with an aim to achieve 90% at the end of academic year 22/23

***To ensure that the most vulnerable pupils have priority access to online teaching materials and use them effectively.***

***To ensure that the most vulnerable pupils complete homework and any necessary home-learning.***

100% of PP pupils offered a place at homework club. Engagement with homework impacted because of this.

100% of PP pupils offered the loan of a school device. Currently, 40 Chromebooks and 7 Ipads are out on loan to PP children.

PP pupils identified as requiring internet access offered funding for this from school as well as support in setting this up.

## Externally provided programmes

Programme	Provider
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Jigsaw PSHE	Jigsaw PSHE LTD
Reading Eggs Reading Programme	Reading Eggs
SpellingShed	EdShed
Mathletics	3P Learning

## Further information (optional)

*This three-year Pupil Premium strategy has been developed to encompass recovery from COVID-19 as well as our continued provision for those eligible for Pupil Premium over the next three years. In regards to targeted academic support, children who require support have been carefully identified based on detailed data analysis within FFT Aspire. The provision outlined within this strategy statement is far wider reaching than just our eligible Pupil Premium pupils and will aim to ensure that all pupils receive provision suitable to giving them the best chance of achieving or exceeding their expected progress.*

*CPD will focus on effective deployment of teaching assistants to enable the quality first teaching that is at the core of enabling progress and all staff are fully aware of the desired outcomes.*