

## Pupil premium strategy statement

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	Coten End Primary School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	13 <sup>th</sup> December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Sheepy
Pupil premium lead	Nick Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,805
Recovery premium funding allocation this academic year	£10,875
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	£119,680

# 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.</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>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 have priority access to online teaching materials and use them effectively.</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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Thrive Approach and Zones of Regulation</b> – promote positive mental health and wellbeing.	Targeted interventions and universal approaches have positive overall effects (+ 4 months) - highest impacts for approaches that focus on self-management.	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>Teaching Assistant Training</b> – to deliver effective training based on the guidance outlined by the EEF 'Making Best use of Teaching Assistants'.	Meta-analysis led by the Education Endowment Foundation and outlined in their guidance report, 'Making Best Use of Teaching Assistants'.	1,2,3

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

Budgeted cost: £ 47,565

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 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>National Tutoring Programme</b> - Targeted small group tuition in person with qualified teachers.	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.  25% of pupils receive outside of school tuition – disadvantaged families cannot afford this.	1
<b>CompleteMaths Tuition</b> – Online tuition software to provide targeted maths objectives.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.	1,4

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

Budgeted cost: £ 64,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phase Social Skills Groups</b> - Provide emotional support and guidance to support pupils with emotional well-being to enable pupils to attain age related expectations	Social skills groups can have a positive impact on children's ability to socialise and feel content in school. Feeling happy, comfortable and safe is fundamental to learning.	2
<b>Weekly 1: 1 Counselling</b> from Snowford Grange for  (12 pupils)	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>School Visit</b> – A fully funded school visit for all PP children. Separate KS1 and KS2 visits.	Evidence suggests that increased cultural capital helps children do better in school.	2, 3
<b>Lunchtime Sports Club</b> – A lunchtime sports club for PP children in each phase 1 x per week	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>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 2020/21 all KS2 pupils received a Chromebook to keep for the duration of their time at Coten End.	700,000 disadvantaged children have missed out due to a lack of computer or internet access.	4

**Total budgeted cost: £ £119,680**

## 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 2020 to 2021 academic year.

At the end of 2020-21 Academic year within Y6 reading standardised assessments, Pupil Premium pupils made on average +0.9 points progress in comparison to non-Pupil Premium making +0.8 points progress.

Within Y6 maths standardised assessments, Pupil Premium pupils made on average -7.2 points progress in comparison to non-Pupil Premium making -3.3 points progress.

In writing 91% of Pupil Premium pupils made the expected progress which was the same as non-Pupil Premium pupils.

(All points progress based on KS1 prior attainment as well as other factors.)

2020-21 Desired Outcomes:

*1: Improve phonics skills for pupils eligible for PP in Reception, Year 1 and Year 2.*

Phonics skills are effectively addressed for pupils eligible for PP in Reception, Year 1 and Year 2 and continues to be a priority within our school improvement plan.

*2: Improve the attainment of PP pupils in reading. Develop a positive attitude and culture of reading amongst PP pupils.*

As the data above suggests, the progress of PP pupils in reading is improving, however an attainment gap is still large – as is the case in writing and maths as well, hence the new desired outcome focussing on wider pupil attainment and progress – particularly in maths.

The new library system has been deployed effectively and will continue to be focussed on in terms of developing a positive attitude and culture of reading.

*3: To further develop current good practice in supporting the well-being of pupils, particularly those with social, emotional and mental health difficulties.*

Further national lockdowns acted as a barrier to the development of our pupils' mental health and wellbeing. Everything possible was done to ensure that needs were identified and addressed. Access to school was prioritised for vulnerable children (40% of PP attended during January-April) as well as those of key workers. Counselling took



place virtually where parents were willing to engage with this upon return to school a heavy emphasis was placed on PSHE and social skills. During the Summer Term especially, the 'Jigsaw' program was effectively introduced. The mental health and wellbeing of our pupils continues to be a significant issue.

*4: To continue to increase targeted extended school opportunities for PPG pupils. Ensure that disadvantaged pupils receive the full entitlement of opportunities within the wider curriculum topics. Further enhance our provision for the cultural development of PP pupils.*

Due to the national restrictions, it was particularly challenging to address the lack of extended school opportunities for PPG pupils. High quality provision was in place for wider curriculum topics within the classroom and music lessons were re-introduced in the Summer Term enabling some of our PP pupils to access this provision. Sports Clubs were run at lunchtime temporarily to replace those that could not run after school. All PP pupils were able to go on a school visit in the Summer Term and benefit from the PP discount on this. 11 children were also receiving 50% funding for a week-long residential visit, unfortunately this was postponed due to the delay on lifting national restrictions in June.

*5: To ensure that the most vulnerable pupils have priority access to online teaching materials.*

There was rapid and effective distribution of Chromebooks to ensure that all KS2 PP pupils had access to their online learning via Google Classroom. This was an overwhelming success with class teachers feeding back that engagement from PP pupils greatly increased. KS1 PP pupils were prioritised for home learning packs and Chromebooks/lpads will continue to be rolled out across KS1 in 2021/22.

## Externally provided programmes

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

## 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.*