

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	646
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 7 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sarah Sheepy
Pupil premium lead	Nick Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,570
Recovery premium funding allocation this academic year	£4,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,620

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>>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</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 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
Whole Staff Training – 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
Pupil Progress Meetings – 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
Monitoring – 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
Use specialist or specific support to improve overall provision.	Effective deployment of TAs and teachers enables high quality, inclusive teaching.	1
Additional teacher input into Reception phonics teaching and delivery of NELI intervention programme.	Phonics has a positive impact overall (+5 months) with very extensive evidence.	1

Phonics Intervention - Jollyphonics	Phonics has a positive impact overall (+5 months) with very extensive evidence.	1
Reading Eggs - 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
Speech and Language Intervention – 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
SEND supported - 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
Educational Psychologist - 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
Homework club – Pupils to be supported in completing weekly homework tasks.	Homework has a positive impact on average (+ 5 months).	1,4
Reading Books – 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
Targeted Maths Support – 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
School-Led Tutoring - Targeted small group tuition in person with x 2 qualified teachers. One expert maths teacher and one expert writing teacher will be deployed. <i>As of AY 23/24 and the further reduction in the school-led tutoring grant, this has been reduced to one expert maths teacher to support Y5/6 PPG pupils.</i>	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

<p>Teacher catch-up groups - 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.</p> <p><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></p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>25% of pupils receive outside of school tuition – disadvantaged families cannot afford this.</p>	1
<p>Y6 Targeted Tuition – Led by Assistant Head targeting pupils who require accelerated progress in the run up to statutory assessments.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1
<p>FlashAcademy – Introduced in AY 23/24 to target our increasing number of EAL children who often fall into our most disadvantaged cohort.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1,2

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

Budgeted cost: £63,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly 1: 1 Counselling from Snowford Grange.</p> <p><i>40% of counselling caseload are PPG children.</i></p>	<p>Counselling is an effective treatment for behavioural and conduct problems, anxiety, depression, medical illness, school-related issues, self-harm, and sexual abuse.</p>	2
<p>Enrichment Activities Music Tuition Extra-Curricular Clubs Subsidised (50%) curriculum enrichment activities. (School trips/ Y6 Residential)</p>	<p>Pupils who participate in extracurricular activities experience higher levels of academic achievement.</p> <p>Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.</p>	3,4
<p>Nurture Group - Provide emotional support and guidance to pupils with emotional difficulties and poor social skills</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p>	2

<p>Lunchtime Club - 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.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p>	<p>2,3</p>
<p>Football Clubs – Two fully funded football clubs to ensure that all those who want to take part in extra-curricular football can do.</p>	<p>Pupils who participate in extracurricular activities experience higher levels of academic achievement.</p> <p>Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general.</p>	<p>3</p>
<p>School Visit – A fully funded school visit for all PP children in Reception Phase, Year ½ Phase and ¾ Phase</p> <p><i>Funding for this redirected into further extra-curricular clubs and music opportunities (AY 22-23)</i></p>	<p>Evidence suggests that increased cultural capital helps children do better in school.</p>	<p>2, 3</p>
<p>Transition Group - Parent support advisor to provide targeted support for disadvantaged pupils in Year 6 in preparation for transition to secondary settings.</p>	<p>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.</p>	<p>2,3</p>
<p>Parent Support Advisor - Targeted support to disadvantaged pupils and families.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>2,3</p>
<p>Provide further Chromebooks/Ipads for KS1 PP pupils to support home learning – In 2021/22 100% of Pupil Premium pupils had been offered an appropriate device</p>	<p>700,000 disadvantaged children have missed out due to a lack of computer or internet access.</p>	<p>4</p>

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 2022 to 2023 academic year.

2022-23 – Intended Outcomes:				
<i>Pupil premium children to make the same or better rate of progress as their peers in writing and maths.</i>				
PPG Cohort (y1-6) end of year	EXS+ 21/22	EXS+ 22/23	GDS 21/22	GDS 22/23
Reading	58%	49%	4%	10%
Writing	50%	51%	2%	8%
Maths	56%	62%	14%	15%
PPG Cohort end of year 22/23 – Non SEND	EXS+		GDS	
Reading	55%		13%	
Writing	64%		11%	
Maths	66%		17%	
Year Group	Reading points progress (Aut-Summer)		Maths points progress (Aut-Summer)	
	PPG	Cohort	PPG	Cohort
1	-3	-0.7	1.4	0.3
2*	7	6	7.5	7
3	1.6	0.2	-1.5	0.9
4	-2.2	-1.8	-1.4	-2.1
5	-3	-0.5	0.1	-0.9
6*	2.7	2	3.9	2.4
PPG Average Progress	-2.1		PPG Average Progress	4.4
*The progress score is more significant in Years 2 and 6 as the comparison is of an end of year SATs test sat in Autumn and then Summer, as opposed to the age-standardised NFER tests in Autumn and Summer. Typical progress in the NFER assessments would be 0, whereas you'd expect to see significant progress from an Autumn to a Summer SAT.				
Summary:				
When taking into consideration those children with Special Educational Needs, maths and writing attainment for our PPG cohort is not significantly below the national averages in writing and maths at the end of the last academic year (71%EXS, 27%GDS maths and 69% EXS, 13%GDS writing) – when looking at ‘closing the gap’ it’s important we consider the gap between our PPG with national attainment rather than with our ‘over-performing’ cohorts.				
Reading is the only overall attainment figure to have dropped and is a whole school priority going into the next academic year.				
There continues to be a trend of PPG children making accelerated progress in comparison to their peers.				
Tuition:				

Due to changes in National Tutoring Programme funding, tuition was reduced but remained effective. All PPG children achieving below their age-related expectations received either maths or writing tuition.

Effective approach to attendance issues continues to be implemented. Overall attendance of PPG cohort is 94% which is higher than the national average and 16% of PPG children were persistently absent which is also below the national average.

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.

13 pupils received counselling which is highly spoken of by pupils and parents.

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

Regular transition sessions were run between school and our main secondary school (Myton). All PPG children had multiple opportunities to meet key staff they would need to know in Year 7.

Transition groups were effectively run by our Family Support Advisor and high levels of engagement were reported.

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 was maintained at approximately 80% (fluctuating slightly across the year due to changes in clubs and music lessons). Parents and children were engaged with by class teachers over the course of the year to promote extra-curricular involvement where possible.

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

Half-termly visits to the library

Funding and support to access school trips and residential visits

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

In place of book club, children are now visiting the local library on a half-termly basis. These visits help Coten End instil a love for reading across our PPG cohort and have a further impact beyond school as children are talking about visiting the library with their families.

Children are supported to access the Accelerated Reader program and MyOn. They are listened to read on a daily basis and have access to physical books as well as an online catalogue of e-books at school and at home.

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.

Developing on the review from last year, children continue to have access to homework club and devices at home. They also have more access to key learning apps such as ReadingEggs, SpellingShed, Tutoring with the Lightning Squad and FlashAcademy.

Externally provided programmes

Programme	Provider
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.