



## Pupil premium strategy statement – Cottingham CofE Primary

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	Cottingham CofE Primary
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Trust AIO
Pupil premium lead	Ashley Scott
Trustee lead	Margaret Holman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,437.98
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£19,437. 98</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We aim for every child to *'Live our Cottingham CofE Values Each Day'* within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and	1, 2

	applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in further gaps in knowledge for some pupils, especially those with multiple vulnerabilities (PP/SEN) falling further behind age-related expectations.	1, 2, 3

## 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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils, including those with multiple vulnerabilities (PP/SEN).	1	Phonics outcomes in 2023/24 show that more than 85% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and ensure gap between non PP/PP is closed further.	6	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains close.</li> </ul>

## 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7752.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading maths and gaps.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• access Trust CPD</li> <li>• commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• maintain a strong focus on QFT in our internal CPD programme.</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Annual subscription to a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.  We will continue to: <ul style="list-style-type: none"> <li>• access Read, Write Inc training Ruth Miskin</li> <li>• commission external teaching and learning consultant to work with staff throughout the year</li> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> <li>• Ensure early reading books are up to date and available</li> </ul>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1
To continue to improve our whole school approach to the teaching of reading using the teaching	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil	2

<p>sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant.</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5, 6

**Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £3235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase annual subscriptions for reading and maths interventions.</p>	<p>Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching &amp; Learning Toolkit: EEF</i>).</p>	<p>2, 5, 6</p>

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	3
Purchase of a programme (Neli) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</u>	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	5, 6

**Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral lead and training PSHE approaches to include mental first aid, Draw and Talk, protective behaviours and emotions training, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving resilience across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6</p>
<p>Additional support, nurture, parental support etc, targeted at disadvantaged pupils with multiple vulnerabilities.</p>	<p>To be most effective, creating a three-way relationship between tutor (SENDCo), teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focussed on areas where pupils would benefit from additional practice or feedback.</p>	<p>6</p>
<p>Additional support targeted at disadvantaged pupils and their successful transition back to school.</p>	<p>Forming relationships that ensure that school and parents can work together in improving attendance have previously shown good impact.</p>	<p>6</p>
<p>Additional support (alongside sports funding) targeted at providing extra-curricular opportunities for disadvantaged pupils.</p>	<p>Summer/holiday support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdowns.</p>	<p>6</p>

**Total budgeted cost: £ 19,437.98**

## 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.

*Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was mostly in line with and in some areas better than the non-disadvantaged pupils. This is a consistent pattern as seen in previous years and predicted for 2021/22.*

*Our assessment of the reasons for when the performance of disadvantaged pupils' outcomes are lower than non-disadvantaged points primarily to those pupils with mixed vulnerabilities (PP/SEN) and the impact of Covid-19. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils including those with multiple vulnerabilities, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution and staff commitment, including the provision of funded resource, to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.*

*Overall attendance in 2020/21 was higher than in the preceding 2 years at 97.45%, and above the national average. The difference in attendance between disadvantaged and non-disadvantaged pupils are not significant and is a result of consistent and robust monitoring and well-being support.*

*Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and subsequent pupil (and parent/carer) anxieties. We used pupil premium funding (alongside sports funding) to provide wellbeing support for all pupils, and targeted interventions where required to aid transition into school. We are building on that approach with the activities detailed in this plan.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
White Rose Maths	White Rose
Kinetic Letters	Kinetic Letters
Real PE	Create Development
RM SHINE/Assessments	RM/Hodder
Holiday Activity & Food programme,	Department of Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A