



Pupil premium strategy statement:

1. Summary information					
School	Cotford St Luke Primary				
Academic Year	2021-2022	Total PP budget	£52,865	Date of most recent PP Review-notes from September 2021	September 2021
		Funding is based on the previous census	Based on figures of 50 Pupil Premium Children	Support has been purchased from our Educational Psychologist to help us engage these PP children who remain difficult to engage 1:1 small group catch-up support in core subjects Additional support in class	
		Service Children	13		
		Looked After Children	2		
Total number of pupils	265	Number of pupils eligible for PP	53 at the last Census	Date for next internal review of this strategy	July 2022

2. Current attainment		
	<i>Pupils eligible for PP (your school) Autumn Term 2021</i>	<i>Pupils not eligible for PP (your school/national average) Autumn Term 2021</i>
% achieving expected standard or above in reading, writing and maths		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Social and emotional Mental Health	
B.	Low ambition	
C.	Low attainment and challenge	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance-Not just because of Covid	
E.	Lack of routine (sleep, food, homework,)	
F.	Past trauma affecting whole family	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Targeted children will improve their individual self-esteem	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues that have occurred in unstructured times in school
B.	To improve the progress of Pupil Premium children in Maths	The selected Pupil Premium children make better than expected progress in Maths PP children achieve in-line with non-PP children
C.	The gap in Reading and Writing will be closing	PP children make better progress in reading and writing than non-PP peers Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children's attainment closes the gaps, moving towards achieving in line with non-PP children.
D.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP ESO involvement will not be needed Attendance for the children is in line with national

E.	To improve the self-esteem of individual children by engaging in extra-curricular activities such as music and PE clubs	PP children will have greater opportunities to engage in extra-curricular activities such as music and PE clubs Pupils show more positive views regarding academic & social aspects of their lives
F.	Children are supported to develop improved social and emotional wellbeing by Mrs Elliott our trained ELSA who works with individual children in the afternoons with a structured program of activities.	Children are having time to talk and work on resilience Children are focussed on the future positively Children are able to talk openly about the past but positively about the future.

5. Planned expenditure					
Academic year	2021-2022				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation?
Targeted children will improve their individual self-esteem	Class teachers and Teaching Assistants will have a focus on their Pupil Premium Children and to try and boost their self-esteem ELSA sessions with Tracey Elliott SEMH time with staff Additional lunchtime staff to improve SEMH outcomes for PP children	Children with an increased self-esteem will tend to enjoy school more and improve their learning	Individual Pupil Premium children will be tracked termly	Adrian Jones Tracey Elliott Ali Kelly (School Staff) £13,000	July 2022
To improve the progress of Pupil Premium children in Maths	Children will receive extra support in their maths Maths interventions	Children will increase their self-esteem by developing a greater confidence with their maths which in turn will help their learning	Individual Pupil Premium children will be tracked termly. Gaps in learning will be identified and TA time in class will be dedicated to supporting pupils to be secure in their learning.	Adrian Jones £11,000	July 2022

The gap in Reading and Writing will be closing	Children will receive extra daily reading with a TA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. Handwriting interventions	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Book week activities	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy	Adrian Jones £11,000	July 2022
The attendance of Pupil Premium children improves	Topics will interest all children and especially PP children.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. Forest school, DT and outdoor learning will be regular.	Adrian Jones Teacher planning time-no cost	July 2022
Total expenditure					£36,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted children will improve their individual self-esteem	ELSA support during the day; this has been increased because Tracey is now out of class full-time due to the increased needs in the school. Structured timetable to target certain children After School Clubs and Activities	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. Children who attend clubs can boost their self-esteem which in turn helps their learning	The ELSA sessions will be monitored with regular discussion between Tracey Elliott and Adrian Jones The clubs and activities that the children undertake are closely monitored and discussed with Adrian Jones and other staff	Adrian Jones Tracey Elliott (ELSA COSTS- See above)	July 2022

Targeted children will improve their individual self-esteem	Targeted children will have music lessons paid for as well as hiring instruments Extra-Curricular Opportunities School Trips such as the Year 6 Residential are paid for to allow Pupil Premium Children to attend	The music tuition in school is quality and all the children who participate benefit from these sessions: Joe Wynn-Guitar Louise Lawrence-Woodwind Tom Lloyd-Drumming School trips are an important part of the curriculum as they provide first-hand experiences	The music lessons are reviewed Individual cases are discussed and reviewed	£13,000 36x£300 11x£200 £1550	July 2022
The gap in Reading and Writing will be closing	Pupil Premium Children will receive daily reading Interventions will take place to boost writing and reading Resources 4 Learning Subscription will be renewed to allow for topic books and reading books to be easily accessed	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. Children will have access to more resource books which will enhance their learning	Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at ‘free time’. This will be monitored throughout the year	Adrian Jones £688	July 2022
The attendance of Pupil Premium children improves	The Education Safeguarding Officer will be involved with families who have regular absences from school. This is usually below 90% Awards are given to children who have good attendance.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	Adrian Jones	July 2022

Engagement with parents will improve (routine, homework, trauma work)	School will communicate with parents around the expectations for the children and how the school can support the family. Tean Rowland (PFSA) will communicate with families the work completed and strategies taught to children around resilience and ambition and ask for support from families.	The children will have clear expectations around homework and attendance as will the parents. They will all see the relevance for the child's future. As the families talk openly about difficulties at home or past trauma they will have support and feel able to work more productively with the school to improve the child's life chances.	Work books on resilience will be monitored. Tean will discuss the family engagement regularly. The children will improve completing homework and attendance will improve. Children will be safe to talk about home difficulties and past trauma completing work with Tean Rowland and our ELSAs.	Adrian Jones ELSA time	July 2022
Targeted children attend Breakfast Club in order to have food before starting school	Clayton Payne runs Breakfast Club and makes sure that Targeted children have a positive start to the day and a substantial breakfast	Some children come to school not having had breakfast and /or possibly not having a settled start to the morning This provision will help the children at the start of the day	This provision will be monitored	Adrian Jones £677	July 2022
Total expenditure					£50,915

6. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Targeted children will improve their individual self-esteem	Class teachers and Teaching Assistants will have a focus on their Pupil Premium Children and to try and boost their self-esteem ELSA sessions with Tracey Elliott SEMH time with staff	Children with an increased self-esteem will tend to enjoy school more and improve their learning	This was happening before the National Lockdown. We will continue to work on this as an on-going target this year.	Adrian Jones Tracey Elliott (School Staff)
To improve the progress of Pupil Premium children in Maths	Children will receive extra support in their maths Maths interventions	Children will increase their self-esteem by developing a greater confidence with their maths which in turn will help their learning	This was tracked through Pupil Progress meetings in the summer term 2021	Staffing costs
The gap in Reading and Writing will be closing	Children will receive extra daily reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. Handwriting interventions	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Books will be on display in the classrooms and work on the walls will show the children’s interest in books. Book week activities	This was happening before the National Lockdown. We will continue to work on this as an on-going target this year.	TA costs Staff costs

The attendance of Pupil Premium children improves	Topics will interest all children and especially PP children.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	This was happening before the National Lockdown. We will continue to work on this as an on-going target this year.	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend ELSA sessions to talk about their feelings.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	We continue to support our ELSA Tracey Elliott The support she needs and receive is charted and talked about in regular meetings	ELSA costs-continuing

7. Additional detail