

Pupil premium strategy statement 2022-2023

Cotford St Luke Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022-July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Nick Gilding-Headteacher
Pupil premium lead	Mr Adrian Jones Deputy Headteacher
Governor / Trustee lead	Dr Irfan Ali-Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,615.00
Recovery premium funding allocation this academic year	£2,973.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£33,210.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£104,798.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about using Pupil Premium funding, we have considered research conducted by the EEF and their value for money.

When we consider the challenges faced by vulnerable pupils (for example those who are looked after / previously looked after, have a social worker and young carers), we need to make decisions that provide the highest possible outcomes whilst providing the highest value for money so we can support more.

Our aim is for pupils at Cotford St Luke to make the expected progress in all areas of the curriculum, through quality-first teaching. Therefore, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

This is proven to have the greatest impact on closing the disadvantaged attainment gap and will also benefit the non-disadvantaged pupils in our school.

EEF research has found that disadvantaged children have been worst affected by partial school closures and the attainment gap has therefore widened.

We will ensure that disadvantaged pupils are challenged in the work that they are set and we will act early to intervene at the point need is identified.

We will ensure disadvantaged pupils have access to quality interventions focused on their individualised needs.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We hope that children will become responsible citizens in their communities and we will enable them to succeed in our ever- changing modern world.

Challenges

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

Challenge number	Detail of challenge
1	Challenging home environments sometimes leading to poor engagement in learning opportunities. Breakdown of relationships, poor parenting skills, previous trauma, poor attendance, lack of support, lack of encouragement and low parental expectations identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.
2	Low ambition linked to life experiences Through observations, discussions and pupil conferencing it is apparent that our disadvantaged pupils have less life experiences which impacts on their intrinsic motivation.
3	Social and Emotional well-being Our assessments and observations indicate that the social and emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.
4	Attainment in core subjects Our assessments and observations indicate that knowledge gaps lead to disadvantaged pupils falling further behind age-related expectations.

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
To ensure staff receive high quality CPD, enabling the school to effectively support social and emotional learning across the school, with a particular focus on Pupil Premium children.	Social and Emotional Learning is explicitly taught across the school and skills are integrated and modelled through daily teaching.
To work closely with the families, to ensure that all stakeholders are aspirational for our children.	The school provides practical strategies to support learning at home (support and guidance information and explanation sessions, support surgeries) The school encourages positive dialogue about learning.
To promote attendance of enrichment opportunities and ensure that pupil premium learners are fully engaged and	Prioritised places are available on trips for PP learners to ensure fair access. Activity leads are aware of the need to promote PP attendance and

participating in the school's rich extracurricular offer.	promote/invite/prioritise PP learners. Teachers help identify barriers to attendance of clubs, such as transport.
To promote the attendance of Pupil Premium pupils.	The attendance of PP learners meets the school target. PP Leads meet regularly with the Head teacher and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and with the guidance of the PP lead have plans in place to support these. PP Lead to contact families of children whose attendance is dipping and find out what the issues are so they can be addressed in a timely manner.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Monster Phonics which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (EEF Teaching and Learning toolkit)	4
Training for staff in Monster Phonics	In order for all pupils including those who are disadvantaged to succeed with phonics, staff need the correct training to know how to teach the new programme allowing children to improve their accuracy of reading. Ensure that professional development effectively builds knowledge, motivates staff, develops	4

	teaching techniques, and embeds practice.(EEF guidance on professional development)	
Training for the whole school on newly developed school based SEND graduated response identified through a recent external SEND review and a focus of our SDP.	All schools should have a clear approach to identifying and responding to SEN. All those who work with children and young people should be alert to emerging difficulties and respond early. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions.SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. (SEND Code of Practice)	1,2,3,4
Curriculum development to have a coherent and well sequenced curriculum	Providing a broad, balanced yet exciting curriculum will allow children opportunities to aspire to more. The DFE states a well sequenced, scaffolded and knowledge rich curriculum allows all pupils to access the curriculum and raise attainment across core subjects.	1,2
Funding of an experienced teacher to act as a PP Tutor for catch up purposes and intervention support. This teacher will be class based every Tuesday.	Tuition targeted at specific needs and children's individual gaps in knowledge and understanding are addressed in 1:1 or small group situations with tailored specific support from a qualified teacher. These members of staff liaise closely with class teachers to ensure consistency and further enhance pupil understanding by supporting them to transfer skills taught in 1:1 or small group sessions across the curriculum. Evidence tells us that teachers should prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving	4

	specific approaches into every day, high quality classroom teaching. (EEF Guidance on supporting pupils with SEND)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monster phonics	This new programme provides rapid catch up to those pupils with the biggest phonics gaps.	4
Funding of a trained ELSA-Toni McCarthy	SEMH needs are continually growing throughout the school. Therefore, it is essential that we include emotional wellbeing and mental health as part of our curriculum. Giving children opportunities to learn about the importance of looking after our bodies including our emotional health and wellbeing, is key, as well as teaching children strategies to manage their emotions in a range of situations, that may include ways to calm. Providing children with opportunities to challenge themselves and take risks builds their resilience and boosts self-confidence and self-esteem. ELSA pre /post data will show an improvement in an identified area of specific need such as emotional awareness, social skills, friendship skills, self-esteem or anger management. This will be evident through both staff and pupil ELSA assessments. This will include higher self-image profiles. (EEF Teaching and Learning toolkit)	1,2,3
Targeted Forest School-Tom Ridout	Small group Forest school provision for identified individuals. Through Forest School, disadvantaged pupils gain increased awareness of the consequences of their actions on	3

	peers through team activities such as sharing tools and participating in play. It increases confidence and independence and allows children to succeed in non-academic areas.	
Music lessons (1:1) or 2:1-Louise Lawrence and Joe Winn Woodwind and Guitar	Through funding additional music lessons, children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences.	1,2,3
After-school and Holiday clubs	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences.	3
School Trips	Through funding school trips, children are given a broad and balanced curriculum and the opportunity to broaden their learning experiences outside of the classroom. (EEF Teaching and Learning toolkit)	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Music and RE teachers for both curriculum and extra-curricular learning.	EEF states that whilst these subject areas discreetly would have benefit to children in increasing life opportunities, they also state the added benefits of these subjects on wider attainment especially in core subjects. (EEF Teaching and Learning toolkit)	2,3
Forest School	All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions. Reinforce SEMH skills.	3

Lunchtime sports clubs	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences. (EEF Teaching and Learning toolkit)	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2
TAs in class	Research shows that when TAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make additional progress.	1,3,4
Joint funding with the TVP for a shared PFSA	A PFSA is someone who works in school providing help for parents and families. They support parents with some of the everyday problems that they might be having with their children so that the children are happy to attend school and engage in their learning.	1,2,3
Parent workshops	EEF states that positive parental engagement is key to raising attainment. Engaging with parents in helping them to understand how and why we teach something will increase their chances of confidently helping their own children.	1,2,3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2021 - 2022 the school invested in a range of assessment tools to support teacher assessment including PIRA, PUMA, FFT.

Following school evaluation of data available to us, we have identified improving outcomes for vulnerable pupils needs to be a priority focus. Therefore this has become a significant whole school focus for 2022-2023.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data.

However, we have carefully analysed the outcomes for disadvantage pupils using FFT and through termly Pupil Progress meetings.

Individual Pupil Premium reports are also updated termly which help teachers identify the needs and barriers to learning for disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PSHRE (SCARF)	Coram Life Education
Maths (Times Table Rockstars)	Maths Circle
Communication (Class Dojo)	Renaissance Learning