

Coton Green Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Coton Green Primary School
Pupils in school	312
Proportion of disadvantaged pupils	50
Pupil premium allocation this academic year	c.£64,560
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	February 2021
Statement authorised by	Richard Osborne Headteacher
Pupil premium lead (author)	Liz Pursehouse

Disadvantaged pupil progress/attainment scores for last academic year 2018-19 (2019-20 not available)

Measure	Score
Reading	-5.06
Writing	-0.51
Maths	-2.64
Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	4%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increased Progress and Attainment for Pupil Premium children across the school, for all prior attainment groups.
Priority 2	To increase children's attainment and progress in Reading Y1-6 so that Pupil Premium children achieve as well as their peers in school and nationally.
Priority 3	To improve the Social, Emotional and Mental Health outcomes for pupil premium children across school.

Priority 4	Assessment for Learning is effective and consistent to ensure planned and in the moment learning is meeting the needs of all children.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Additional SEND needs such as moderate or specific learning needs; • Complex family circumstances having an impact on pupil welfare – E.g. LAC, Early Action, Family Support, Child Protection; • Punctuality issues for specific year groups; • Pupil Premium children who join Coton Green • Historically have not achieved as well as those who have been at the school since the start of Early Years; • Behaviour – pupils with specific social and emotional needs which affect their learning; • Self- esteem and independent learning. • Lack of pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks. • Lack of parental involvement. • Attendance of Pupil Premium has been lower in certain year groups than that of their peers. • COVID lockdown has resulted in gaps and lost learning. • COVID isolation has impacted on attendance.
Projected spending	<p><u>Staffing:</u> Teachers, TA, Pastoral c.£40,000</p> <p><u>Reading Interventions:</u> Reading Plus c.£5,000 (3 years) Read Write Inc materials. c.£10,000</p> <p><u>CPD</u> Read Write Inc CPD c £5,000 Wider opportunities c£5,000</p>
TOTAL:	<u>c. £65,000</u>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	90% to make expected progress. 30% to make better than exp progress.	September 2021
Progress in Writing	90% to make expected progress. 30% to make better than exp progress.	September 2021
Progress in Mathematics	90% to make expected progress. 30% to make better than exp progress.	September 2021
Phonics	To achieve the national average expected standard in Y1 phonics screening check. Currently 90% to reach the expected standard	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Raise attainment with Pupil Premium pupils, consistently narrow the gap with non-Pupil-Premium pupils. Targeted CPD for Maths and English to ensure staff have a good knowledge and understanding of the pedagogy of these subjects. Establish small group interventions (reading and maths) for disadvantaged pupils falling behind age related expectations.
Priority 2	English lead to work with new phonic lead to deliver CPD and coaching sessions. Whole school staff to receive phonics CPD. (RWInc) Embed use of RWI across year groups EYFS –Y4, with daily phonic sessions, to increase reading ages and accelerate progress. Catch-up mentor and class teacher/TA to deliver catch-up programmes. Targeted intervention to ensure all children reach the expected standard.

	<p>Staff to use Reading Rubric to ensure the teaching of reading is of a high standard.</p> <p>Purchase of Reading Plus licences for all children.</p>
Priority 3	<p>Pupils and families are well supported by pastoral leads in school.</p> <p>Ensure Teaching and learning of PSHE specific topics meet the needs of all learners.</p> <p>Ensure that all pupil premium children's social, emotional and mental health needs are being identified and appropriately supported.</p> <p>Well-targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.</p> <p>Staff CPD on use of 'My Concern'</p>
Barriers to learning these priorities address	<p>Ensure all staff have received relevant training and deliver lessons in line with guidance.</p> <p>COVID lockdown has resulted in gaps and lost learning.</p> <p>COVID isolation has impacted on attendance.</p> <p>COVID lockdown has impacted on the Social, Emotional and Mental Health of children.</p>
Projected spending	<p>Purchase of RWInc CPD</p> <p>Purchase of resources including remote reading packages and specific reading resources</p> <p>Staffing for specific interventions</p> <p>Leadership for phonics lead and English lead to monitor practice.</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Enable Pupil Premium children to attend all enrichment activities through providing financial support.
Barriers to learning these priorities address	COVID has impacted on this priority as currently children are unable to participate due to government guidance.

Projected spending	£5,000
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure a thorough programme of support is given to allow for staff professional development using instructional coaching approach. (Reading and AfL)	Planned CPD programme for Reading, Maths and Assessment for learning. Leaders to monitor.
Targeted support	RWInc CPD for whole staff. EYFS-Y2 targeted support on phonics and reading. CPD KS2 reading. Ensuring Reading Plus is enabled across KS2.	Senior team to monitor provision. Leaders to monitor RWInc and Reading Plus. IT resources Extension of Reading plus licence.
Wider strategies	Funding for non-academic use to increase pupils' confidence and resilience, encourage pupils to be more aspirational. Pastoral Support – PP children can access provision in school.	Outcomes of pupils to be monitored closely to ensure impact such as: learning walks, pupil discussions, discussions with parents, case studies, observations.

Review: last year's aims and outcomes

Aim	Outcome
Increased Progress and Attainment for Pupil Premium children across the school, with a focus on the most- able and Middle prior attainment from KS1.	Mid-year assessments suggested that pupil premium children were on track to achieve EXS in most cohorts in the areas of reading, writing and maths. In Year 1 and Year 4, children were out-performing their peers.
To increase children's attainment in Reading Y1-6 so that Pupil Premium children achieve as well as their peers in school and nationally.	Mid-year assessments showed that pupil premium students were achieving EXS+ in EYFS, Y1/2, Y5/6. Pupils in Y3/4 were stronger than their peers at achieving GDS.
To increase children's attainment in Maths Y1-6 so that Pupil Premium children achieve as well as their peers in school and nationally.	Purchase of MNP for Year groups 1-5 has impacted on all children. Children taught in Year groups instead of mixed aged classes. Attainment in Maths in February showed that children who achieved EXS+ were in line with non-pupil premium children. School is to target progress so

	that there is an increase in children achieving GDS.
To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.	The school places great emphasis on pastoral support and effective partnership and sharing of information with parents. This has enabled staff to personalise children's learning and offer support with social and emotional needs.
To improve the attendance and punctuality of Pupil Premium children compared to Non Pupil Premium children.	For the period September 2019-March 2020: Attendance: for pupil Premium and Non-Pupil Premium is c95% Lateness is still an issue for children who are Pupil Premium. 0.66%/0.18%

Mrs E Pursehouse.

November 2020.