

## Pupil premium strategy statement

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	Coton Green Primary School (ATLP)
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	14% (43 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 2021-22 2022-23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr R E Osborne
Pupil premium lead	Mrs E Pursehouse
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490 (based on 42 pupils)
Recovery premium funding allocation this academic year	£ Pooled into MAT
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,490

# Part A: Pupil premium strategy plan

## Statement of intent

At Coton Green Primary School, we aim to offer a stimulating and inspiring learning environment to all our pupils, where they feel safe and ready to learn. All pupils experience a broad, balanced curriculum which engages and motivates them. All staff at Coton Green have high expectations of all pupils, and pupils have high aspirations for their own future. Our main aim is that the attainment and progress of disadvantaged pupils at Coton Green Primary School is at least in line with their peers with similar starting points who are now eligible for the Pupil Premium.

All children have access to high quality first teaching to enable them to thrive academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning.

Key interventions and approaches are adopted on a whole school level. Our strategies target the individualised needs of our children in receipt of Pupil Premium where funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

At Coton Green our current strategy prioritises teaching of core skills such as early reading and mathematical conceptual understanding. Funding also provides equal opportunities to the wider curriculum such as subsidised music tuition. In addition to this, access to specialist services for disadvantaged pupils is also provided. e.g. EWW support, family support and specialist teaching. Coton Green also acknowledges the importance of supporting teachers with high quality CPD, resources and evidence based approaches to the curriculum, in order to improve the outcomes for children.

## Challenges

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

Challenge number	Detail of challenge
1	In KS1 attainment is not as high for all children as previous years due to impact of school closures on children. There is also a gap developing between PP and their peers in LKS2 (Year 3 & 4 2020-21) across the core areas of English and Mathematics.
2	School has ambitious and challenging targets for all groups of pupils including for 2021 – (FFT 20 at least, used as indicator - despite impact of Covid-19)
3	As a result of COVID, attendance for some pupil premium children/families has been a challenge. For the last academic year (20/21) attendance for whole school was 97%, attendance for pupil premium children was below that of the non-pupil premium group.
4	The PP group in school have complex family circumstances that impact pupil's welfare. For example, the PP group have a dis-proportionate amount of pupils accessing further support through LAC, Early Help, Malachi Support or Child Protection.
5	Mobility: Pupil Premium children who join Coton Green from another setting historically perform less well than those who have been at the school since EYFS. This group has higher mobility than non-pupil premium

6	As a result of Covid-19 restrictions, pupils social, emotional and mental and physical health is less developed. This has impacted on pupil's behaviour for learning, self-esteem and independence.
7	Parents have also been isolated from school, especially those from a dis-advantaged background themselves. This has in some cases and dis-proportionately to the PP group led to less engagement in education (e.g. attendance at Parent consultations, PP homework, MS Teams).

## 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>The progress and attainment of pupils in receipt of Pupil Premium across the school, is at least in line with their peers with similar starting points. This is the case for all prior attainment groups.</p> <p>In particular for 2021:</p> <ul style="list-style-type: none"> <li>- KS1 – Attainment</li> <li>- Year 3 and 4 – Attainment</li> <li>- Year 5 and 6 – high ambitious targets</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and pupil outcomes show that, teaching and learning is consistently good or better.</li> <li>- Planning for pupils encompasses the tiered model approach:               <ol style="list-style-type: none"> <li>1. High quality teaching.</li> <li>2. Targeted academic support</li> <li>3. Wider strategies.</li> </ol> </li> <li>- Targeted CPD for Maths and English ensures staff have a good knowledge and understanding of the pedagogy of these subjects.</li> <li>- Small group evidence-based interventions (reading and maths) for disadvantaged pupils falling behind age related expectations are in place and monitored for effectiveness.</li> </ul>
<p>Pupil Premium children's attainment and progress in Reading Y1-6 means that they achieve as well as their peers in school and nationally.</p>	<ul style="list-style-type: none"> <li>- CPD and coaching sessions lead by English lead and Phonic lead.</li> <li>- RWI embedded across year groups EYFS –Y4, with daily phonic sessions, so that reading fluency is increased and progress is accelerated.</li> <li>- Children who need to make accelerated progress receive high quality targeted intervention.</li> <li>- The use of the 'Reading Rubric' ensures the teaching of reading is of a high standard and children's use of vocabulary is widened.</li> <li>- All children have access to Reading Plus which enables them to access a library of reading materials at home.</li> </ul>
<p>Social, Emotional and Mental Health outcomes for children are improved across school so their readiness to learn is improved.</p>	<ul style="list-style-type: none"> <li>- Pupils and families are well supported by pastoral leads in school.</li> <li>- Teaching and learning of PSHE specific topics meet the needs of all learners and school context.</li> </ul>

	<ul style="list-style-type: none"> <li>- RSE planning incorporates legal requirements.</li> <li>- Pupil premium children's social, emotional and mental health needs are being identified and appropriately supported.</li> <li>- Well-targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.</li> <li>- Use of 'My Concern' and 'BromCom' to record and analyse incidents and measure progress and improvements.</li> </ul>
<p>Assessment for Learning (AFL) is effective and consistent to ensure planned and in the moment learning is meeting the needs of all children.</p>	<ul style="list-style-type: none"> <li>- AFL Rubric is implemented so that formative assessment is accurate and it impacts positively on teaching and learning on a daily basis.</li> <li>- AFL is central to classroom practice.</li> <li>- Effective feedback means pupils and teachers know how well the children are doing and what they need to do to improve.</li> </ul>
<p>All disadvantaged pupils will arrive at school on time. They will meet national expectations for attendance and persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>- Parents are actively engaged in supporting their children's learning at school.</li> <li>- Attendance/punctuality is monitored and any persistent absenteeism (and late registration) is followed up by working with parents on the importance of attendance.</li> <li>- The school has positive working relationships with families so that teachers are able to recognise individual needs.</li> <li>- Children are rewarded for attendance and punctuality in whole school celebration assemblies.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: c.£29,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding RWI programme across school including LKS2 where appropriate – consultancy support and CPD, resources, Leadership time	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months Reading Comprehension Strategies = +6 Phonics = +5 Within Class attainment grouping = +2 Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1 2 5 6 7
NCTEM – Mastering Number Programme- Reception – Year 2 This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning = +5  NCTEM report 2019. States that teaching for mastery programme is having a significant positive impact teacher knowledge and children’s learning.	1 2 5 6 7
Leadership – Instructional coaching model adopted for: i) Read Write Inc ii) Reading KS2 iii) Assessment for Learning iv) Early Career teachers v) NCTEM – early maths	DFE research states that instructional coaching ‘raises standards of teaching by harnessing staff’s own potential, and helps teachers to successfully coach each other.’	1 2 5 6 7

Developing metacognition strategies	Evidence taken from the Education Endowment Foundation – Teaching and Learning Toolkit: +7 months	12356
Subject leadership time	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1 2 5
Engagement in ATLP curriculum development groups	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	1 2 5

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

Budgeted cost: c.£ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Plus</i> Reading Intervention - all pupils in KS2 that can decode – Reading Plus programme at least three times a week	In 2019, we introduced Reading Plus for 30 pupils. (This came from a reading project as part of NPQEL qualification of HT) We targeted PP children in Yr6 and Yr5. As a result of their accelerated progress and attainment this was extended. With the evidence of the impact of this programme, we have increased our licenses to a full school license.  Reading Comprehension Strategies =+6	1 2 5 6 7
<i>RWI Catch up Mentor</i> Additional support for children requiring one to one tutoring and small group teaching	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction = + 4 Months One-to-one tuition = +5 months Metacognition & self-regulation =	1 2 5 6 7
<i>Pastoral care:</i> One to one or small groups	+7 Months Small group tuition = +4 Months Teaching assistant supervision = +4 Months	6
<i>Small Group tutoring and booster classes:</i> Class teachers.		1 2 5 6 7

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

Budgeted cost: £12,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWB sessions for PP pupils below 90% attendance and with poor punctuality</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	3
<i>Pastoral Support – 5 x PM one to one or small groups</i>	Social and Emotional Learning =+4 months	6
<i>Music tuition – Whole class teaching of Music in Year 3 and 5 alongside subsidised peripatetic teaching for disadvantaged pupils</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: Arts participation =+3 months	2 3
<i>Access to wider curriculum activities such as residential trips – subsidised for disadvantaged pupils</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	ALL

**Total budgeted cost: £ 65,000**

## 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.

Year	PP Pupils	READING (exp+)		WRITING (exp+)		MATHS (exp+)	
		PP	Non PP	PP	Non PP	PP	Non PP
1	2	100%	40%	50%	31%	50%	52%
2	7	71%	71%	71%	57%	57%	70%
3	5	40%	51%	18%	40%	40%	58%
4	6	50%	74%	-	27%	-	55%
5	8	75%	84%	77%	88%	88%	84%
6	12	77%	80%	71%	83%	70%	78%

Attainment is generally in line for PP and non –PP pupils at expected standard across the school.

In KS1 PP pupils are out performing their peers in English. This may be due to prioritised attendance and successful previous strategies applied for these children.

In Years 3 and 4 there is a gap – this cohort is a priority area.

In Years 5 and 6 successful strategies in reading have enabled PP pupils to make good rates of progress to close the gap with their peers in reading.

Our current year 6 (YEAR 5 in Table) are achieving in line with their peers. The progress for PP in this cohort is out performing their peers and the proportions of pupils looking to achieve greater depth are high – in line with the cohort.

- -Progress over time using internal Teacher Assessment – PP group are in line with non-pp children for expected progress across RWM.
- -The PP group in general have higher rates of more than expected progress over time than their peers.
- The success in reading at KS2 – Reading Plus / Investment in CPD – Pedagogy of reading / Investment in Time, effort and resource.
- Investment in devices for PP children at home so that pupils could access on-line learning.
- Emphasis on pastoral support and effective partnership and sharing of information with parents has enabled staff to personalise children’s learning and offer support with social and emotional needs.
- Places given to PP children in school during ‘Lockdown’.
- High percentage of children accessing learning opportunities during ‘Lockdown’. (paper copies, remote learning, in school.)



## 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
RWI – including consultancy support to provide support for implementation of phonics Scheme	Oxford Owl Oxford University Press
Reading Plus	Reading Solutions
Entrust Music Service	Entrust Education Services

## 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

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