

Pupil Premium Strategy and Recovery Premium Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	321
Proportion (%) of pupil premium eligible pupils	17% (54children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024- 25
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr R E Osborne
Pupil premium lead	Mrs E Pursehouse
Governor / Trustee lead	Adam Cannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,309 (based on 54 pupils)
Recovery premium funding allocation this academic year	£ 6,676
National Tuition Income	£2,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£97, 820

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 some subjects and in some year groups, current data shows that there is a gap developing between PP and non-PP. i.e. Writing Y1-6. Reading Y1 +Y5.
2	Y2 attainment was lower than other cohorts in writing. Pupils have lower starting points in writing due to COVID – 19.
3	The attendance for PP children 2022-2023 was 90.2% National is currently 94.1% The school has set an attendance target of 96.5% for the academic year of 2023-24.
4	Some PP group in school may have complex family circumstances that impact pupil's welfare. For example, some PP group may have a dis-proportionate amount of pupils accessing further support through LAC (Looked After Children), 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 in children from EYFS- KS1. This has impacted on pupil’s behaviour for learning, self-esteem and independence. A focus on speaking and listening skills in these year groups especially.
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 2023:</p> <ul style="list-style-type: none"> - Lowest 20% readers in each cohort - Writing across the school <p>2023 Y2 and Y6 reading 2023 Y2 and Y6 maths.</p>	<ul style="list-style-type: none"> - Monitoring and pupil outcomes show that, teaching and learning is consistently good or better. - Clear explanation and modelling in lessons (E.g. I do, we do, you do, CHECK, model in mathematics) - Questioning for understanding having a clear impact on progress. - Planning for pupils encompasses the tiered model approach: <ol style="list-style-type: none"> 1. High quality teaching. 2. Targeted academic support 3. Wider strategies. - Targeted CPD for Maths and English ensures staff have a good knowledge and understanding of the pedagogy of these subjects. - Small group evidence-based interventions (reading and maths) for disadvantaged pupils falling behind age related expectations are in place and monitored for effectiveness.

<p>Pupil Premium children's attainment and progress in Maths Reasoning and Problem Solving Y1-6 means that they achieve as well as their peers in school and nationally.</p> <p>All pupils to improve mathematical fluency and recall through digital technology.</p>	<ul style="list-style-type: none"> - CPD and coaching sessions lead by Maths lead ensures that all staff members have an awareness of the maths vision, mastery model and the importance of a consistent sequence of learning. - Children who need to make accelerated progress receive quality first teaching, high quality targeted intervention. - All children have access to T.T.Rockstars which enables them to access to fluency opportunities at home. - White Rose 1 minute maths to improve subitising, fast recall and fluency of Maths - Clear explanation and modelling in lessons (E.g. I do, we do, you do, CHECK, model in mathematics) - Questioning for understanding having a clear impact on progress.
<p>For all learners to have access and to continue to participate in the Children's University Scheme funded by ATLP. so that they can make the most of their abilities and interests.</p> <p>Through participating in this scheme children will have the opportunity to raise their aspirations, celebrate and boost achievement and foster a love of learning,</p>	<ul style="list-style-type: none"> - All children have access to participate in the Children's University Scheme. - Children have the opportunity to participate in a variety of extra-curricular enrichment activities - Participating in extra-curricular activities, means that it is having a positive impact on attainment and building self-confidence and resilience. - All children who participate show a positive impact: raise their aspirations, celebrate, and boost achievement and foster a love of learning. - The focus control group of Pupil Premium children across the school, access the Children's University the same or better than the non-pupil premium children.
<p>Social, Emotional and Mental Health outcomes for children are improved across school so their readiness to learn is improved.</p> <p>The amount of provision is increased by 8 hours so that the outcomes for children are improved.</p>	<ul style="list-style-type: none"> - Pupils and families are well supported by pastoral leads in school. - Teaching and learning of PSHE/RSE specific topics meet the needs of all learners and school context. It is a key part of prevention and promoting awareness of mental health. - Pupil premium children's social, emotional and mental health needs are being identified and appropriately supported. - Well-targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.

	<ul style="list-style-type: none"> - Use of 'My Concern' and 'BromCom' to record and analyse incidents and measure progress and improvements.
<p>Teachers use clear modelling and concise, clear explanation in lessons. Embed the 'I do, We do, You do, CHECK' model.</p> <p>Improve teacher questioning for understanding.</p>	<p>Due to the improvement in effective modelling and explanations – internal data shows positive impact on pupil outcomes including most vulnerable.</p> <p>-Questioning for understanding is having a positive impact on pupil progress.</p>
<p>All disadvantaged pupils will arrive at school on time. They will meet national expectations for attendance and persistent absenteeism. Currently the attendance figure for Disadvantaged children is 90.4%. Non disadvantaged is 94.2%</p>	<ul style="list-style-type: none"> - The attendance target for the whole school is 96.5%. Disadvantaged children will match or exceed this target. - Parents are actively engaged in supporting their children's learning at school. <ul style="list-style-type: none"> - Attendance/punctuality is monitored and any persistent absenteeism (and late registration) is followed up by working with parents on the importance of attendance. Attendance is monitored closely with the Educational Welfare Officer. - The school has positive working relationships with families so that teachers are able to recognise individual needs. - Children are rewarded for attendance and punctuality in whole school celebration assemblies.

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.£59,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enhancing RWI programme across school including LKS2 where appropriate – 3 days consultancy support and CPD, resources, Leadership time, access to Oxford Owl website, access to the Read Write Inc Portal. The use of VIPERS to develop comprehension skills.</p>	<p>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</p>	<p>1 2 5 6 7</p>
<p>Leadership – Instructional coaching model adopted</p> <p>Modelling and clear explanations Checking for understanding. Early Career teacher using metacognition strategies</p>	<p>DFE research states that instructional coaching ‘raises standards of teaching by harnessing staff’s own potential and helps teachers to successfully coach each other.’</p> <p>Evidence taken from the Education Endowment Foundation – Teaching and Learning Toolkit: +7 months</p>	<p>1 2 5 6 7</p> <p>12356</p>
<p>Appointment of a Vulnerable Leader across the whole school.</p> <p>To ensure Vulnerable students that have emotional, social and developmental barriers to learning achieve the best outcomes.</p> <p>Information shared with parents on the web-site.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending</p>	<p>1 2 5</p>
<p>Increased leadership for teaching and learning and curriculum. Increased dedicated leadership time.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending</p>	<p>1 2 5</p>
<p>Engagement in ATLP curriculum development groups</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months</p>	<p>1 2 5</p>
<p>Specialist support for Pupil Premium who are also SEND</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending</p>	<p>1 2 5</p>

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

Budgeted cost: c.£ 12,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading Plus</i> Reading Intervention - all pupils in KS2 that can decode – Reading Plus programme at least three times a week.</p> <p>Developing reading comprehension using VIPERS</p>	<p>Evidence within school that our pupils who constantly work on the programme, make accelerated progress.</p> <p>A full school license. (c.£9,000 3 years)</p> <p>Reading Comprehension Strategies =+6</p>	<p>1 2 5 6 7</p>
<p><i>RWI Catch up Mentor</i> Additional support for children requiring one to one tutoring and small group teaching</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction = + 4 Months One-to-one tuition = +5 months Metacognition & self-regulation = +7 Months</p>	<p>1 2 5 6 7</p>
<p><i>Pastoral care:</i> One to one or small groups Emotional coaching sessions. Attachment and trauma informed approach to improve engagement, remove barriers to learning, improve attendance.</p>	<p>Small group tuition = +4 Months Teaching assistant supervision = +4 Months</p>	<p>6</p>
<p><i>1:1 and Small Group tutoring and booster classes:</i> Class teachers. School Led Tutoring.</p>		<p>1 2 5 6 7</p>

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

Budgeted cost: £25,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EWO 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, class trips – subsidised for disadvantaged pupils.</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	ALL
<i>Increase access to enrichment activities.</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending.	ALL

Total budgeted cost: c.£97, 820

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 2022 to 2023 academic year.

Year	PP Pupils	Reading (exp+)		Writing (exp+)		Maths (exp+)	
		PP	Non-PP	PP	Non-PP	PP	Non-PP
1	7	57%	80%	43%	78%	57%	89%
2	10	63.6%	67.6%	45.5%	61.8%	63.6%	67.6%
3	5	66.7%	73%	50%	62.2%	50%	62.2%
4	7	71.4%	82.9%	42.9%	71.4%	57%	54.3%
5	11	45.5%	81.1%	27.3%	70.3%	54.5%	70.3%
6	9	66.7%	84.8%	66.7%	87.9%	33.3%	78.8%

Reading

Current Y2 Pupil Premium children are in line with their peers in reading. Children in EYFS and KS1 receive high quality teaching following the Read Write Inc Programme. The subject lead has used the coaching model and this has led to a rapid improvement in the teaching and learning of early reading.

Y2 attainment was lower than in other cohorts, 2021-22. School has had ambitious and challenging targets for pupils in Year3 for Reading for 2022 – 2023. The impact of targeted interventions, using RWInc programme, children accessing Reading Plus Programme on their I-pads and good quality teaching and learning, has meant that Pupil Premium children are now in-line with non-Pupil Premium in Reading in both Year3 and Year4.

At Coton Green we promote a 'love of reading' where children are encouraged, motivated and rewarded for their love of books through competitions, challenges and the refurbishment of the new library.

Maths

Pupils have improved their mathematical fluency and recall, through the use of digital technology. All children from Y1-Y6 possess their own ATLP I-pad, which has meant that they have been able to access fluency opportunities at home. The Y4 Multiplication Check, which determines whether pupils can recall their times tables fluently, showed the impact of TTRockstars, as well as other games, on the children's recall of times tables. (43%) PP and 54.8% of non-pupil premium children scoring full marks (27% of children nationally).

Attainment in maths shows that Pupil Premium children are broadly in line with their peers in Years 2,3,4. All units of study follow the concrete, pictorial, abstract approach and because of this, children are both conceptually and procedurally competent. School has benefitted from Tom

Manners (Trust maths lead) who has provided leadership support for maths. Knowledge and skills have since been disseminated to staff through ongoing CPD.

School recognises that Writing is now a focus for all children and especially Pupil Premium.

Social, Emotional and Mental Health

Children at Coton Green receive a high-quality PSHE curriculum and effective pastoral support. Children who are dis-advantaged, are well supported by the pastoral leads within school. This has meant that many children’s emotional needs have been identified and targeted support has been given. Due to the success of this support, the school has increased the amount of time, and therefore funding, to this provision.

Enrichment.

Since September 2022, The Children’s University has had a positive impact on the children at Coton Green Primary School as it has encouraged children to participate in extra-curricular activities outside school. Research has shown the positive impact CU has on raising aspirations, building self-esteem, increasing attendance, improve attitude to learning. By the summer term, 89% of Pupil Premium children had participated in Children’s University with 40 children in the whole school receiving a Gold Award at Birmingham University. 7/54 children pupil premium (17%) compared to 23/266 non- pupil premium. (8%)

School Led Tutoring

Pupil Premium were targeted directly for school led tutoring. 43 (80%) Pupil Premium children took the offer of teacher led tutoring during Spring and Summer terms. Children made good progress in these teacher-led groups. For example: In the Read Write Inc teacher led sessions in Year 1 and 2, 100% pupil premium children made expected progress.

Music

18 (56%) of PP children in KS2 have benefitted from music tuition this year. This has culminated in a concert for the community where children performed to their parents with those from other schools.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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
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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

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?	School does not currently have children of service personnel
What was the impact of that spending on service pupil premium eligible pupils?	N/A

V 1 2023-2024

Mrs E. Pursehouse- Pupil Premium Champion

Mr R Osborne- Head Teacher

July 2023