

Pupil Premium Strategy and Recovery Premium Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	318
Proportion (%) of pupil premium eligible pupils	21% (66 children)
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 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr R E Osborne
Pupil premium lead	Mr R E Osborne
Governor / Trustee lead	Adam Cannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Published £72,520 based on 49 pupils (Current £97,680 based on 66 pupils as of 18/7/24)
Recovery premium funding allocation this academic year	N/A
National Tuition Income	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£72,520

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.
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%- this increased to 2023-24 92.1% this is still too low. Non disadvantaged in school is currently 95.4% The school has set an attendance target of 96.5% for the academic year of 2024-25.
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 2024-5:</p> <p>1: Close the gap in reading and writing in Year 2.</p> <p>2: Close the gap in Year 3 writing.</p> <p>3: Close the gap in Year 3 in maths.</p> <p>4: Close the gap in Year 6 writing.</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> <p>(Learning by questions for 2024-25)</p> <p>All KS2 children to have access to LBQ to enable targeted assessment and next steps through a more personal approach.</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 / Numbots 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. - LBQ enables the curriculum to be greater matched to individual need - Maths and PP children to be monitored by Vulnerable lead.
<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> <p>(My Happy Mind)</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. - Use of ‘My Concern’ and ‘BromCom’ to record and analyse incidents and measure progress and improvements.
<p>Use Walkthrus instructional coaching to improve teaching and learning. Specifically: Explanation and modelling; checking for understanding and retrieval practice.</p>	<ul style="list-style-type: none"> -Due to the improvement in effective modelling and explanations – internal data shows positive impact on pupil outcomes including most vulnerable. -Questioning for understanding is having a positive impact on pupil progress. -Pupils have regular opportunities to recall their key learning so that they ‘know and remember more.’
<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 92.1%. Non disadvantaged is 95.4%</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. -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 2024-2025

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 coaching and instructional coaching – Instructional model adopted Modelling and clear explanations Checking for understanding. Early Career teachers Developing 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.’ Evidence taken from the Education Endowment Foundation – Teaching and Learning Toolkit: +7 months</p>	<p>1 2 5 6 7 12356</p>
<p>Appointment of a Vulnerable Leader across the whole school. To ensure Vulnerable students that have emotional, social and developmental barriers to learning achieve the best outcomes.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending</p>	<p>1 2 5</p>

Increased leadership for teaching, learning and curriculum. Increased dedicated 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
Specialist support for Pupil Premium who are also SEND	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to spending	1 2 5
Learning By Questions used to personalise assessment and next steps for pupils in core subjects – especially in maths.	Why LbQ works.9June17.docx - Google Docs	1, 5, 7

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>	1 2 5 6 7
<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>	1 2 5 6 7
<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>	6

1:1 and Small Group tutoring and booster classes: Class teachers. School Led Tutoring.

1 2 5 6 7

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 95% 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:

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 2023 to 2024 academic year.

		All	PP	Non PP	GAP PP to NPP	PP w/o SEN	GAP PP to NPP w/o SEN
EYFS	GLD	68%	63%	69%	-7%	83%	14%
Year 1	Reading	81%	44%	89%	-45%	50%	-39%
	Writing	72%	44%	77%	-33%	50%	-27%
	Maths	76%	56%	80%	-24%	63%	-17%
Year 2	Reading	81%	71%	83%	-12%	71%	-12%
	Writing	76%	57%	80%	-23%	57%	-23%
	Maths	79%	57%	83%	-26%	57%	-26%
Year 3	Reading	58%	50%	61%	-11%	67%	6%
	Writing	49%	42%	52%	-10%	56%	4%
	Maths	69%	58%	73%	-15%	67%	-6%
Year 4	Reading	75%	73%	76%	-3%	88%	12%
	Writing	66%	55%	70%	-15%	75%	5%
	Maths	68%	55%	73%	-18%	75%	2%
Year 5	Reading	90%	86%	91%	-5%	100%	9%
	Writing	80%	50%	86%	-36%	80%	-6%
	Maths	80%	75%	81%	-6%	100%	19%
Year 6	Reading	77%	56%	83%	-27%	71%	-12%
	Writing	82%	70%	86%	-16%	78%	-8%
	Maths	66%	55%	69%	-14%	67%	-2%

Pupil Premium 2023-4 - summary

- Money has been spent on a range of academic interventions and enrichment opportunities.
- Academic use of the Pupil Premium funding has included: Booster clubs, RWI interventions, Reading Plus, Number Stacks interventions.
- All PP children have attended at least one club this year. Most have attended at least one club each term. Some have attended more than one club a term.
- All PP children have been on enrichment visits this year. These have included: a visit to France and a theatre trip in Y5/6; visit to buildings of different faiths in Y3/4; a theatre visit in year 2 and a bus ride; a visit to the library in Tamworth and a bus ride in Year 1; a visit to Alvecote Woods and Warwick Play Village in Reception. (See Enrichment Map for full details)
- Year 3 children have learnt to play the violin.
- Year 5 children have learnt to play the ukulele.
- There have been a wealth of sporting and music clubs and school have used positive strategies to encourage PP children's attendance at these clubs.
- PP children have been positively encouraged to attend inter-town competitions such as the Area Sports and Swimming Gala.

Closing the gap analysis

Strengths:

- Year 1 – achievement of the Pupil Premium group across all areas
- Year 5 – achievement of the Pupil Premium group in reading

Focus area	Actions
1. Close the gap in Year 2 reading and writing	1:1 RWI tutoring for x5 Dictated sentences intervention for x5
2. Close the gap in Year 3 writing	Dictated sentences intervention for x2
3. Close the gap in Year 3 maths	Number work and times tables x2
4. Close the gap in Year 5 writing	Handwriting and spelling intervention for x3
5. Close the gap in Y5 attainment for EE	Attendance support for Individual

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
Children’s University	Children’s University
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 2024-2025

Mrs J Tanner- Pupil Premium Champion
Mr R Osborne- Head Teacher

July 2024