

Cotsford Primary School - Pupil Premium Strategy Statement 2020-21

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils. The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6).

Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence.

1. Summary information	
Total number of pupils on roll	150
Number of pupils eligible for PP	74 (49%)
Amount of Pupil Premium Grant	£1,345 per eligible child (from 1st April 2020)
Total PP budget	£99,530
Date of most recent PP Review	Sept 20
Date for next internal review of	January 2021

2. Barriers to future attainment (for pupils eligible for PP)

Barriers to future attainment for pupils eligible for pupil premium 'Social Mobility and Covid-19' by The Sutton Trust April 2020 Early Years Key Findings:

Early years education is vital for social mobility; the poorest children are already 11 months behind their better-off peers before they even start school. In the short term, the closure of early years settings is likely to have the biggest impact on the poorest children, who benefit most from structured provision and who are less likely to have a positive home learning environment.

Schools Key Findings: As with early years, the closure of schools will have the largest impact on disadvantaged families. It is already known that time away from school, for example during the summer holidays, widens the attainment gap between pupils from different backgrounds. The ongoing economic crisis caused by the pandemic will present many more families with other challenges which indirectly impact on attainment, such as increased poverty and food insecurity. Disadvantaged young people are less likely to have access to additional activities and support at home and will therefore be more reliant on online provision from school. However, they are also the least likely to be able to access the provision. Previous Sutton Trust research found that 34 per cent of parents with children aged 5-16 reported their child does not have access to their own computer, laptop or tablet through which they can access the internet at home. These children are also less likely to have a suitable space in which to study.

In-school barriers	Desired Outcomes
<p>A. Children's speech and language development is delayed / below age related expectations and impacts on their ability to express themselves clearly as well as impacting on their access to the curriculum so they need to catch up rapidly. 12% of those eligible for PP are in need of speech, language or communication support - September 2020</p>	<p>Support language and communication issues and deficits.</p> <ul style="list-style-type: none"> • Improved outcomes for pupils across the curriculum • Removal of barriers to learning for targeted pupils • Attainment gap between disadvantaged pupils and others is narrowed • Children who are entitled to PP make at least expected / good progress.
<p>B. Attainment in Reading needs to improve. Attainment in Reading of pupils who are eligible for Pupil Premium is lower than 'School other' across school and noticeably so in Years 3, 4 and 5.</p> <ul style="list-style-type: none"> • Pupils heard reading do not consistently recognise the sounds letters make or blend confidently and this impacts on fluency. The most able readers need to read with greater expression and infer deeper meaning from texts in order to achieve GD/HS. 	<p>To improve outcomes in reading by ensuring that pupils confidently decode new and unfamiliar words, improve fluency and infer deeper meaning from the texts they read.</p> <ul style="list-style-type: none"> • Pupils make at least expected / good progress from starting points. • Pupils who access intervention from adults show increased rates of progress. • The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with school and national averages (non-disadvantaged pupils). • An increased proportion of PP pupils achieve GD/HS.
<p>C. Attainment in Writing needs to improve. Attainment in Writing of pupils who are eligible for Pupil Premium is lower than 'School other' across school and noticeably so in Years 2, 3, 4, and 6.</p> <ul style="list-style-type: none"> • The quality of writing needs to further improve by embedding basic skills and ensuring that children are prepared for the next year group writing curriculum expectations. 	<p>Improve handwriting, spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • Pupils make at least expected / good progress from starting points. • Pupils who access intervention from adults show increased rates of progress. • The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with school and national averages (non-disadvantaged pupils). • An increased proportion of PP pupils achieve GD/HS.

D.	<p>Attainment in Maths needs to improve. Attainment in Maths of pupils who are eligible for Pupil Premium is lower than 'School other' across school and noticeably so in Year 3.</p> <ul style="list-style-type: none"> Subject expertise in Maths to be further developed to enable: <ul style="list-style-type: none"> greater differentiation effective use of resources and increased opportunities to problem solve 	<p>To increase opportunities for pupils to</p> <ul style="list-style-type: none"> show learning across a structured sequence of lessons with well-matched activities and resources to achieve the lesson outcomes. record in a variety of ways evidence their application of knowledge and understanding and show depth of learning. <ul style="list-style-type: none"> Pupils make at least expected / good progress from starting points. Pupils who access intervention from adults show increased rates of progress. The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with school and national averages (non-disadvantaged pupils). An increased proportion of PP pupils achieve GD.
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External barriers (issues which require action outside of school)	Desired Outcomes
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E.	<p>Children's social and emotional skills are often limited and many children face difficult and changing home circumstances. This can impact on some children's progress and ability to do well at school, complete home learning and value education as much as their peers. Cotsford is an inclusive school, serving one of the most deprived wards in County Durham, in terms of need and demand for social care services, mortality rate, deprivation and educational attainment. Horden South Ward, is ranked in the top 10% (2nd highest in the Easington area) and in the top 5% most deprived for overall deprivation in England. [English</p>	<p>To increase confidence, self-esteem and resilience and develop coping strategies to overcome their own individual barriers to learning, so that the above outcomes are achievable.</p> <p>Teachers report an improvement in behaviour for learning: a readiness to learn; willingness to take part in lessons; greater concentration and staying on task for longer periods.</p> <p>Teachers also report increased emotional stability and confidence.</p>
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F.	<p>Absence of some pupils eligible for PP is persistent and / or below National Average. Punctuality is also impacted.</p>	<p>To improve attendance and reduce persistent absence for PP eligible children.</p> <p>Pupils are supported to attend regularly and on time. Increase attendance from March 2020 figure 94.4% (PP 93.3 %). Reduce % cohort PA from 18.4% (PP 22.1%)</p>
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3. Planned expenditure

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support the mental health of pupils returning to school after the closure.	In in the Autumn 1 Term, we have identified changes to the balance and focus of our curriculum. The plan prioritises the launch of the mindfulness approach to PSHE, and a greater allocation of time for Place 2 Talk and Place 2 Reflect to address mental health and emotional wellbeing.	We recognise that an adjustment of the curriculum and school routines to meet the needs of our learners is needed in order to address the disparity between our disadvantaged pupils and non-disadvantaged pupils which we anticipate will have grown during the Covid-19 closure. We must assess the impact of the closure on both our pupils' mental health and learning and plan to adapt the curriculum to meet these needs.	Monitoring	RC RA AS	Every half term
To identify and redress widened attainment gaps which will have grown over the	In the Autumn Term teaching will revise previous year group objectives in core subjects to redress any gaps. We will also consider how the wider curriculum		Timetable Monitoring	RC VP	Every half term - impact measured from baseline assessments

<p>To achieve expected in Reading, Writing and Maths (ELG & KS)</p> <p>To make at least expected / good progress from initial starting points.</p> <p>(B, C & D)</p>	<ul style="list-style-type: none"> • Improve staff expertise in the teaching of phonics, reading, writing, maths and mastery across the curriculum (£3200 CPD) • Introduce mental maths and SPaG skills sessions into the timetable • Purchase online subscriptions (Reading Plus, TTRS) to encourage parents to support their children's learning at home. Access within school to be timetabled to maximise benefit (£6000) • Further develop marking and feedback to impact on learning and progress • Release time for DHT to support T&L across school during Autumn (£16,500) 	<p>Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole.</p> <p>Evidence from Education Endowment Fund research shows:</p> <ul style="list-style-type: none"> • Phonics approaches are consistently found to be effective in supporting younger readers to master the basics (up to +4 months gains) • A focus on reading comprehension can improve learning with up to +5 months gains • Mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. • Research has shown feedback has positive effects on all types of learning across all age groups <p>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills.</p> <p>Smaller group and cohort provision allows staff to target pupils with more effective teaching and feedback</p> <p>The Teacher Development Trust - Developing Great Teaching - one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement.</p>	<p>Rigorous timetable</p> <p>Robust monitoring</p>	<p>RC / VP</p>	<p>Every half term - impact measured</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Speech, Language & Communication</p> <p>Support language and communication issues and deficits.</p> <p>(A, B, C, D)</p>	<ul style="list-style-type: none"> • Direct 1:1 therapy for identified pupils with Speech & Language Therapist. • Indirect therapy with TA 2-3 times per week under the guidance of SALT. <p>(contribution of £1,500 - remaining costs met through school budget)</p>	<p>The Sutton Trust reports that studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>During the 2018 -19 academic year 40% of referred and ongoing pupils were discharged from SALT and 25% were removed from the SEND register. All pupils made good or better progress in curriculum subjects.</p>	<p>Rigorous timetable</p> <p>Additional provision sheets</p> <p>Robust monitoring</p>	<p>RC</p>	<p>Half termly</p>
<p>Increased support in class for pupils with PP whether or not they have SEND. More focused interventions for those at risk of not achieving targets.</p> <p>(B, C & D)</p>	<p>TAs to support teaching and learning of PP children within class and Teachers and TA's to provide tailor made daily / weekly small group / 1:1 sessions in addition to standard lessons.</p> <p>(£54,000)</p>	<p>The Sutton Trust report/ EEF evidence that 1-1 support and small group sessions had a positive impact on children's attainment and closing the gap.</p> <p>Interventions with highly qualified staff have been shown to be effective in previous years.</p> <ul style="list-style-type: none"> • One to one tuition, that is in addition to class teaching, and is in short regular sessions result in optimal impact for improved attainment • Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class • Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3. 	<p>Rigorous timetable</p> <p>Additional provision sheets</p> <p>Robust monitoring</p>	<p>RC</p>	<p>Half termly</p>

<p>Social and Emotional Learning</p> <p>To increase confidence, self-esteem, emotional stability and resilience, and develop coping strategies to overcome their own individual barriers to learning, so that the above outcomes are achievable.</p> <p>(E)</p>	<p>Intervention for identified pupils with Place2Talk / Place2Be - a counselling service to pupils and their parents. Pupils referred to P2Be for 1-1 counselling are identified through Place2Talk, self-referral, teacher feedback or parents requesting additional support.</p> <p>A parent counsellor provides professional support for parents. An educational psychologist supports staff with classroom practise to support pupils with emotional difficulties.</p> <p>Pupils may also self-refer for Place2Talk.</p> <p>(contribution of £10,000 - remaining costs met through school budget)</p>	<p>On average SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment - 4 months additional progress on average. (Education Endowment Foundation, 2016)</p> <p>Children's improvement in their mental health could be reducing their barriers to learning. According to their teachers, around two-thirds (65%) of children whose difficulties affected their learning before counselling, were less affected after. (Place2Be Report, June 2017)</p>	<ul style="list-style-type: none"> • Termly Report • Annual Report • Pastoral Meetings • SDQ analysis • Feedback from pupils / parents / staff 	<p>RC / RA</p>	<p>Termly</p>
<p>Pastoral Support</p> <p>Teachers report an improvement in behaviour for learning: a readiness to learn; willingness to take part in lessons; greater concentration and staying on task for longer periods</p> <p>Pupils are in school and on time.</p>	<p>P/T Parent Support Advisor</p> <p>Focus on targeted pupils and individual families to provide advice and support.</p> <p>(£1,000)</p>	<p>PSA support has resulted in improved attendance; reduced lateness; improved behaviour in school and at home and an increase in parental involvement in school and its activities.</p>	<p>Weekly update</p>	<p>RC / MD</p>	<p>Half termly</p>

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review implementation?
<p>Attendance</p> <p>To improve attainment by reducing rates of absence, including persistent absence. Figures based on March 20</p> <p>Dis pupils: 93.3% (19-20)</p> <p>School: 94.4% (19-20)</p> <p>National: xx% (19-20)</p> <p>Persistent Absence:</p> <p>Dis pupils: 22.1% (19-12)</p> <p>School: 18.4% (19-20)</p> <p>National: xx% (19-20)</p>	<p>Follow Attendance Toolkit</p> <p>Monitor attendance on a daily basis, record reasons for absence, minutes late & reasons; contact parents to offer support and advice; issue letters; liaise with the LA Attendance and Improvement Team, if further action needs to be taken.</p> <p>Maintain a high profile with parents and children through newsletters, incentives and rewards.</p> <p>Put contracts in place for families causing concern.</p> <p>(£500)</p>	<p>Prioritising attendance, maintaining a high profile within the school community and rigorously monitoring and taking actions has proved successful within school in raising the attendance of pupils.</p> <p>Pupils who attend are then able to take advantage of all that school can offer.</p>	<p>Weekly monitoring of whole school attendance and discussion with HT as to relevant action being taken.</p>	<p>RC / RN</p>	<p>Monthly</p>

To ensure PP pupils are able to access all provision.	Individual funding support when needed for breakfast club, trips, clubs etc. (£2000) Access to technology to continue learning during isolation periods (£1500)	Access to subsidised breakfast club to improve punctuality and attendance and to ensure that children are fed and can concentrate on their learning. No pupils unable to attend clubs or take part in school trips due to lack of funds. Survey results showed that some pupils were unable to access online learning during lockdown due to a lack of devices in the home and / or having to share devices.	Monitor attendance at breakfast and after school clubs.	RC / KP	
Release time for subject leads develop assessment systems and to monitor impact of teaching and intervention.	Release time to develop recording and tracking system and to monitor the progress and attainment of PP eligible pupils. Data is used to accurately identify individual pupils' needs, their progress is reviewed at regular intervals and any underperformance is quickly addressed, with intervention strategies put in place. (£3000)	Pupils make good or better progress from their starting points in reading, writing and maths.	<ul style="list-style-type: none"> Tracking system Pupil progress meetings SIMS data analysis Pastoral meetings Monitoring timetable 	RC	
Total budgeted cost					£99,200

PP ARE Attainment and Target Setting for end of Summer term 2021

Reading	% of PP Pupils who achieved ARE KS1/EYFS	KS 1 Gap compared with National 'other'	% of PP Pupils who achieved ARE March 20	% of Pupils achieving ARE October 20			Number of target pupils	Target to Attain ARE by the end of Summer Term 2021
				PP	Non PP	School Gap		
Y 1 (EYFS 2020)	50%		50%	90%	100%	-10%	6	60%
Y 2 (EYFS 2019)	86%		43%	43%	50%	-7%	4	57%
Y3 (EYFS 2018)	38%		38%	38%	60%	-22%	3	38%
Y4 (KS1 2019)	67%	-16.5%	60%	15%	0%	+15%	10	80%
Y5 (KS1 2018)	83%	+38%	17%	0%	0%	same	7	58%
Y6 (KS1 2017)	75%	-20.7%	18%	18%	0%	+18%	6	55%

Writing	% of PP Pupils who achieved ARE KS1/EYFS	KS 1 Gap compared with National 'other'	% of PP Pupils who achieved ARE March 20	% of Pupils achieving ARE October 20			Number of target pupils	Target to Attain ARE by the end of Summer Term 2021
				PP	Non PP	School Gap		
Y 1 (EYFS 2020)	20%		20%	40%	57%	-17%	6	60%
Y 2 (EYFS 2019)	57%		14%	43%	50%	-7%	3	47%
Y3 (EYFS 2018)	38%		38%	0%	5%	-5%	2	25%
Y4 (KS1 2019)	67%	-11.5%	53%	0%	0%	same	11	73%
Y5 (KS1 2018)	83%	+8.8%	0%	0%	0%	same	1	8%
Y6 (KS1 2017)	75%	-13.7%	0%	0%	0%	same	4	36%

Maths	% of PP Pupils who achieved ARE			% of Pupils achieving ARE October 20	Number of target pupils	Target % of PP Pupils to Attain ARE by the end

	KS1/EYFS	KS 1 Gap compared with National 'other'	% of PP Pupils who achieved ARE March 20	PP	Non PP	School Gap		of Summer Term 2021
Y 1 (EYFS 2020)	60%		60%	40%	86%	-46%	8	80%
Y 2 (EYFS 2019)	71%		14%	57%	100%	-43%	5	71%
Y3 (EYFS 2018)	38%		38%	25%	90%	-65%	3	38%
Y4 (KS1 2019)	60%	-17.5%	80%	73%	100%	-27%	12	80%
Y5 (KS1 2018)	83%	+2.8%	8%	0%	27%	-27%	8	67%
Y6 (KS1 2017)	75%	-29%	0%	18%	17%	+1%	6	55%