

# Cotsford Primary School Pupil Premium Strategy Statement 2021/22

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	Cotsford Primary
Number of pupils in school	157 (88 eligible)
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	January, April & July 2022
Statement authorised by	R. Cook
Pupil premium lead	R. Cook
Governor lead	T. Haynes, W. Smith, R. Nuttall & A. Simpson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,560
Recovery premium funding allocation this academic year	£ 12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 143,320</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Cotsford Primary we want all of our pupils, regardless of their circumstances, to be:

- Aspirational
- Resilient
- Respectful
- Confident and
- Successful

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. Therefore, key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. We reserve the right to allocate the Pupil Premium funding and to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our overall aim, when allocating funding, is that children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium or socially disadvantaged. Therefore, we aim:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To involve parents in their child's education, this includes the importance of attending school every day and on time.

We will work towards achieving these objectives by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Ensuring all pupils receive quality-first teaching by embedding regular coaching, in addition to CPD which reflects current educational practice and meets individual staff needs to strengthen teaching and learning
- Effective deployment of staff to support disadvantaged children
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our Safeguarding Lead, Parent Support Advisor and Place 2 Be Project Manager

- Supporting families financially through subsidised trips, breakfast and after school clubs, enrichment opportunities and experiences out of school.

We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

## Challenges

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

Challenge number	Detail of challenge
1	Children typically enter Cotsford Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
2	In some year groups and in some subjects there is lower attainment by pupil premium/disadvantaged children resulting in gaps with their non-disadvantaged peers. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
3	There are significant barriers to learning in terms of high levels of adverse childhood experience. This can affect their ability to concentrate on academic activities, be confident and resilient, and for knowledge to fully embed and be retained.
4	There is lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	High levels of issues with adult Literacy & Numeracy with low aspirations results in less engagement in supporting children at home. This means that staff have to ensure there are opportunities in school to support.
6	Some pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, stationery and technology (such as computers, Wi-Fi etc).
7	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.

## 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>Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.</p> <p>The language deficit for pupils in receipt of pupil premium funding is diminished.</p>	<p>A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.</p>
<p>Improved attainment in Reading, Writing and Maths which is comparable with non-disadvantaged peers.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p> <p>Provision in Year 1 is resourced and developed to ensure a smooth transition from EYFS.</p>	<p>Pupils make rapid progress from their individual starting points.</p> <p>The gap is narrowed in the attainment of PP and non-PP children.</p>
<p>Improve behaviours for learning, resilience and confidence through use of Place 2 Be, Jigsaw, Zones of Regulation and intervention.</p>	<p>Children can talk about and use strategies to improve their emotional wellbeing, self-regulation and to overcome challenges. Lesson observations will demonstrate pupils' positive attitudes and behaviours to learning.</p>
<p>Improved attendance and reduced number of persistent absentees.</p>	<p>There are increased attendance rates for Pupil Premium children and a reduced number of persistent absentees.</p>
<p>All pupils are well supported to meet their individual targets in English and Maths.</p>	<p>Pupils who lack support from home are provided with additional support in school to ensure that they maintain progress and attainment levels with their peers.</p>
<p>Pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils have access to a range of high quality and engaging resources to support their learning and develop their passions.</p> <p>All children have access to appropriate technology at home during enforced periods of home learning.</p>	<p>Children will be exposed to a wide range of memorable social, cultural, enrichment and sporting experiences within and outside of the school day to inspire and enhance learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p>

	<p>Pupils have access to appropriate technology with internet access which allows their learning to continue during periods of home learning.</p> <p>Pupils will have access to a range of online subscriptions such as Reading Plus, Nessy, TT Rockstars and Purple Mash to support their learning both within and beyond the school day.</p>
<p>Provide children with high quality teaching and feedback to ensure progress in lessons.</p>	<p>Pupils will make rapid progress and there will be increased proportions of pupils who will reach ARE in English and Maths across the school.</p>

## 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: £53,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EY, Y1 and Y2 staff to complete Mastering Number CPD and implement strategies.</p> <p>Release time for Maths Lead to provide support and additional CPD.</p>	<p>The Maths Lead alongside Teachers has identified that number, operations and place value knowledge requires strengthening in KS1 and EY, plus multiplication facts in KS2.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	1, 2
<p>All staff to complete training to develop pedagogy on reading for pleasure.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p> <p>Purchase books to develop pleasure for reading and allow children to choose their home reader.</p> <p>Release time for English Lead to provide support and additional CPD.</p>	<p>Internal observation, following the introduction of a new home reading system, shows engagement and enjoyment of books beginning to increase.</p> <p>A growing number of studies show that promoting reading can have a major impact on children and their future. <b>Clark and Rumbold (2006)</b> identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>• Reading attainment and writing ability;</li> <li>• Text comprehension and grammar;</li> <li>• Breadth of vocabulary;</li> <li>• Positive reading attitudes;</li> <li>• Greater self-confidence as a reader;</li> <li>• Pleasure in reading in later life;</li> <li>• General knowledge;</li> <li>• A better understanding of other cultures;</li> <li>• Community participation; and</li> <li>• A greater insight into human nature and decision-making</li> </ul>	1, 2, 6
<p>Online subscriptions to provide home and school access to targeted reading and Maths support – Reading Plus (Yrs 4, 5 &amp; 6), Nessy (Yrs 2-6), TTRS (Yrs 3-6) and Bug Club (R –Y3)</p>	<p>Improves access to reading, spelling and maths activities at home.</p> <p>Matches Reading and Maths demands, and is trackable.</p>	1, 2, 5

All staff to complete Talk 4 Writing CPD to develop knowledge and pedagogy.	The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. Analysis shows that Talk for Writing schools, despite serving more challenging areas, attain at a significantly higher standard than the national average.	1, 2
<p>New staff to access RWI training through portal to ensure consistency in this approach to phonics across the school.</p> <p>All staff to access portal to refresh training and hone skills.</p> <p>Pupils to access appropriate phonic videos at home and in the event of staff absence.</p> <p>Purchase RWI resources</p>	<p>Data already showing progress and impact of program / 1:1 intervention.</p> <p>Read write Inc is a DfE accredited systematic synthetic phonics programme.</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p>	
DHT to provide increased support, bespoke CPD and monitoring across school to enhance teaching & learning and accelerate progress.	DHT is a skilled practitioner across the primary phase as well as a Literacy Specialist who has a proven track record of whole school impact.	7
Develop year 1 classroom to support transition of pupils from EY.	Pupils have missed a significant amount of their EYFS time and many are still working at a level below ELG so a bridge is needed to support their transition and stage of development to a formalised curriculum.	2, 7

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

Budgeted cost: £66,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement Nuffield Early Language Intervention with pupils identified through assessment as being below average.</p> <p>Speech and Language Therapist SLA - bespoke programmes are put in place and supported through indirect therapy by TAs.</p> <p><i>Mable Speech and Language Support</i> (contribution – remainder met through school budget)</p>	<p>All pupils involved in the NELI intervention last academic year made gains on their baseline scores and were no longer considered 'below average'.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b> <b>NELI - additional 10 months progress</b></p>	1, 2
<p>Teaching Assistant targeted support / intervention for Phonics and Reading.</p>	<p>Internal data shows good progress and pupils attainment improving.</p> <p><b>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</b></p>	2, 5, 7
<p>Teaching Assistant support in English &amp; Maths lessons.</p>	<p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	2, 7

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place 2 Be counselling support (contribution – remainder met through school budget)</p>	<p><b>EEF toolkit: Social &amp; Emotional Learning - additional 4 month progress.</b></p>	3
<p>Continue to employ a Parent Support Adviser to support parents with strategies to improve attendance, improve behaviour and SEND, and engagement in learning.</p>	<p>Parents have valued support and shown improvements in understanding and managing their child's needs which has resulted in improved engagement and attendance.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	3, 4
<p>Subsidised school trips, breakfast and after</p>	<p>Experience has shown that there is greater engagement in school provided activities and</p>	4, 6

school clubs. Provision of essential clothing / equipment.	events where there is a subsidised, or no, cost ensuring equal opportunity and access for all.	
Cultural Capital experiences for each year group	Discussion with pupils and parents identifies that many of the memorable learning and personal development experiences have come from enrichment activities, particularly when they may not be readily accessible at home. Planning for all subjects and year groups reflects additional experiences for children linked to equality of opportunity/cultural capital.	2, 3, 6
Admin Assistant to: <ul style="list-style-type: none"> <li>• Make daily phone calls to absentees</li> <li>• Monitor attendance daily</li> <li>• Prepare letters re: attendance fortnightly</li> <li>• Prepare AIT documentation</li> <li>• Prepare half termly attendance rewards / certificates</li> </ul> Attendance rewards	More specific targeted support required for certain families where attendance is inconsistent or below average	4

**Total budgeted cost: £140,900**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Desired Outcome	Impact
<p>To support the mental health of pupils returning to school after the closure.</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Vast majority of children returned to school happy, settled and keen to engage in learning.</li> <li>• Building up concentration was a strong focus alongside emotional wellbeing.</li> <li>• Pupils accessing P2Talk expressed concerns and confusion re: restrictions, loss, missing family members and worry of taking the virus home. Class circle time provided opportunities to share worries and to offer reassurance and coping skills.</li> <li>• PSHE Jigsaw CPD was provided to all staff in Sept '20 and the program was introduced within classes.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Monitoring and welfare calls identified that families were finding the Spring lock down more challenging with a general sense of fatigue, boredom and loss. The children also felt this more this time around. Therefore, we placed an emphasis on emotional wellbeing prior to, and returning to, school in March.</li> <li>• Returning in March '21 the children generally required more settling and struggled with their concentration and behaviours for learning, and in some cases their social skills.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Some classes required higher levels of support in terms of social interactions and behaviour including support from EWEL. Others have required more emotional support through P2B.</li> </ul>
<p>To identify and redress widened attainment gaps which will have grown over the period of lockdown.</p>	<p>Good or better progress was made across Reading, Writing and Maths in Reception, Years 1, 2, 3, and 5, Year 4 Maths and Year 6 Writing and Maths.</p> <p>Progress slowed particularly across KS2; engagement rates with home learning for some cohorts was poor and families have required more support through Zoom sessions with Teachers to understand the content.</p> <p>Spring baseline data on return to school identified that core skills and knowledge within subjects needed to be prioritised. Schemes of work were adapted in some subjects to focus on gaps and core knowledge.</p> <p>Assessments identified the need to focus on place value and number operations during the summer term in order to address gaps in knowledge and understanding. There was a greater focus on practical skills in the foundation subjects; the Spring lock down had impacted on what could be taught and how due to a lack of certain</p>

	resources being available at home. In addition, families who engaged with home learning were more focused on English & Maths.
<p>To achieve expected in Reading, Writing and Maths (ELG &amp; KS)</p> <p>To make at least expected / good progress from initial starting points.</p>	<p><b>Reading</b></p> <p>The children in Year 2, and some in Year 3, completed their rescheduled Phonics Screen Check. Year 2 achieved 92% which is an increase of 5% from 2019 and 10% above national. Of the Year 3 pupils who were resitting this, 75% achieved the pass mark. 1 child did not pass but improved their score from the previous year. Attainment did not fully recover, as expected, in the Autumn term and was typically lower across all year groups in writing. Attainment showed stronger recovery in KS1 reading.</p> <p>During the Spring lockdown, with the increased time online and a reduction in access to physical books, parents reported more resistance with reading tasks. For our early readers we began to provide books for home on a weekly basis and Year 3 + all received a class text and tasks were planned linked to the story which was then continued when the children returned to school. Pupils were also provided with access to the equivalent text they are reading in school, online.</p> <p>In the Summer term all support staff were allocated to providing phonic and 1:1 reading intervention targeting the lowest 20% of pupils and those who do not read regularly at home.</p> <p>In the majority of classes, reading levels recovered to be more in line with attainment levels seen in the Autumn term.</p> <p>% of pupils making accelerated progress in reading:</p> <p>Rec – 4%</p> <p>Y1 – 36%</p> <p>Y2 – 58%</p> <p>Y3 – 41%</p> <p>Y4 – 11%</p> <p>Y5 – 38%</p> <p>Y6 – 6%</p> <p><b>Writing</b></p> <p>Attainment levels showed significant regression following lockdown periods. The focus improved presentation skills, basic skills in grammar and punctuation and placed greater emphasis on spelling.</p> <p><b>Maths</b></p> <p>Attainment did not fully recover, as expected, although showed stronger recovery in Maths than other subject areas.</p> <p>In the Spring term, progress slowed particularly across KS2; engagement rates with home learning for some cohorts was poor and families required more support through Zoom sessions with Teachers to understand the content.</p> <p>Our Maths curriculum was streamlined in order to fill gaps and consolidate learning in place value and the 4 operations.</p> <p>% of pupils making accelerated progress in the Summer term</p> <p>Rec – 4%</p> <p>Y1 – 36%</p> <p>Y2 – 75%</p> <p>Y3 – 67%</p> <p>Y4 – 0%</p> <p>Y5 – 19%</p>

	Y6 – 31%
Support language and communication issues and deficits.	NELI program was started later than initially anticipated (Due to start Jan'21) and the decision was made not to carry this on into the Year 1 Autumn term. Despite not completing the program in its entirety, all 5 pupils who accessed the program improved their scores and met the criteria to be judged 'average' and no longer having language concerns. Percentile improvements ranged from 6% - 42%.
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.	All support staff were allocated to providing in class support during English and Maths lessons, and phonic and 1:1 reading intervention targeting the lowest 20% of pupils and those who do not read regularly at home.
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.	Isolation periods have disrupted some pupils more than others impacting on progress in all areas. Pupils have been supported through P2B services and through the development of in class strategies. PSA support was not consistent due to the post holder leaving in the Autumn and the new recruit not coming into post until Summer. Families were provided with support through P2B.
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.	There has been a greater need for, and emphasis on, developing behaviours for learning. Pupils have worked hard to improve presentation standards, resilience and stamina. The pace of learning has been slower whilst the children have been supported to re-establish basic skills, concentration levels and pride in their work.
To improve attainment by reducing rates of absence, including persistent absence. Figures based on March 20 Dis pupils: 93.3% (19-20) School: 94.4% (19-20) Persistent Absence: Dis pupils: 23.1% (19-20) School: 18.4% (19-20)	High levels of support have been provided to encourage and support families with symptoms to book, attend and understand COVID 19 tests. This has impacted well on the majority of families during the year to limit children missing school. First day calling plus follow up calls, letters home use of AIT have supported improved attendance levels. Figures – July '21 Dis pupils: 95% (20-21) School: 95.4% (20-21)  Persistent Absence: Dis pupils: 14.7% (20-21) School: 12.8% (20-21)
To ensure PP pupils are able to access all provision.	<ul style="list-style-type: none"> <li>• All reception parents connected and accessing Class Dojo.</li> <li>• Disappointing engagement in Autumn term from self-isolating pupils and bubble closure.</li> <li>• Technology survey identified those to be prioritised for devices to use at home and internet access.</li> <li>• Welfare calls, Dojo messaging and engagement registers supported improved engagement in the Spring term.</li> <li>• Technology survey became outdated following receipt of Xmas gifts and older siblings being prioritised for devices within the home due to live learning provided by the Secondary schools.</li> </ul>

	<ul style="list-style-type: none"> <li>Families in need were often reluctant to admit to this and were muddling through with phones until offered an alternative.</li> <li>12 x devices purchased and loaned, internet support provided x 2. This resulted in 11 pupils with improved engagement and access to learning.</li> </ul> <p>Engagement in home learning for individual pupils in isolation was limited and often non-existent. This was improved when whole classes were in isolation.</p> <p>Pupils / families identified as struggling were given free access to breakfast club and were provided with essential uniform, clothing &amp; footwear.</p>
Release time for subject leads to develop assessment systems and to monitor impact of teaching and intervention.	<p>English and Maths assessments have improved in accuracy and the results of assessment information is increasingly being used to inform future planning to narrow gaps in learning. Subject Leads have a good understanding of their subjects including strengths and areas for development.</p> <p>Foundation subjects assessments have been created and Subject Leads have had monitoring time, albeit limited.</p>

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

