



# Coton in the Elms Primary School

## Pupil Premium Strategy Statement

academic Year 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Metric	Data
School name	Coton-in-the-Elms CofE Primary School
Pupils in school	137
Proportion of disadvantaged pupils	22 pupils = 16%
Pupil premium allocation this academic year	Pupil Premium - £1345 = £29,590 LAC - £2,410 per pupil = £4,820 recovery premium = £4,230 TOTAL: £38,640
Academic year or years covered by statement	2021 – 2023
Publish date	2 <sup>nd</sup> October 2022
Review date	April 2023
Statement authorised by	L. McIntosh
Pupil premium lead	L. McIntosh
Governor lead	L. Ainge

### Statement of Intent

The aims for disadvantaged pupils at Coton-in-the-Elms C of E Primary School is that they achieve at least the same academic achievements (attainment and progress) as non-disadvantaged pupils with similar starting points; that they have equal access to the extended curriculum and enrichment opportunities; and finally that poor mental health is not a barrier to academic and emotional success.

As a school, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved and as such the focus of this pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our current strategy supports these aims by ensuring pupils receive high quality first teaching in all subjects, but with a specific focus on mastery maths, writing, phonics and reading. Funding is also targeted to ensure disadvantaged pupils are offered our extended curriculum at a reduced cost agreed with individual families. We employ a school based pastoral and inclusion manager to work with children and their families to support their well-being, mental health and safeguarding needs.

Professional development of all staff is also a key component of this strategy, ensuring that quality first teaching is available to all pupils. Evidence-informed research is used to support, guide and advise staff in the most effective teaching strategies to use that will have the best possible outcomes for pupils,

Rigorous procedures are in place to ensure that progress is carefully tracked in order that support is implemented effectively and appropriately.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils are more likely to be at risk of falling behind if the staffing resource of the school is not at its very best. New teachers to the profession require a carefully considered program of CPD delivered through whole staff CPD sessions as well as through the use of an instructional coaching model to support them in honing their practice. up to speed with developments across curriculum and safeguarding aspects. A well-structured, broad and balanced curriculum, with carefully crafted sequence of learning for all subjects is essential in ensuring pupils have the best possible learning opportunities, tailored to their needs,
2	Writing outcomes have fallen across the school. The impact of Covid-19 has been significant. Children working from home have had significantly fewer opportunities to complete extended writing pieces. GLD at the end of 2022 for reception was significantly impacted by the writing strand in the EYFS Framework.
3	Maths Mastery curriculum is relatively newly implemented. Change in staffing also means CPD and implementation of this is affected. Pupils ability to reason and problem solve independently is found to be weak.
4	The difference between the attendance of disadvantaged pupils (90.9%) compared to non-disadvantaged pupils (93.3%), at the end of the academic year 2021 - 2022 is 2.4%. Financial restrictions on families are causing more families to take holidays in school term. Some parent apathy towards school life since Covid has resulted in more children being absent more easily. There are a number of pupil premium pupils with additional needs including SEND, emotional and mental issues resulting in being school refusers.
5	Social and Emotional needs of pupils is high. This is as a result of the school closure during lockdown, as well as specific individual needs of some pupils. Assessment for Nurture using the Boxall Profile shows that a number of pupils require additional social and emotional support.

## 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																																															
1	Upskilled staff, who use evidence-informed research to improve their practice.  CPD is of a high quality and has a direct impact on the quality of learning and teaching.	<p>The curriculum is designed to show progression of skills and knowledge. Staff utilise their knowledge of the Science of Learning to structure lessons.</p> <p>Monitoring findings show that the quality of teaching is at least good. Support is provided for teachers who are early in their career allowing them to develop into outstanding practitioners.</p> <p>A rigorous and closely monitored process is in place for teachers early in their career.</p> <p>A schedule of CPD is provided through weekly staff development meetings, PD days and external providers.</p> <p>Actions generated following CPD are monitored for effective implementation.</p> <p>All staff have access to appropriate training and information is shared through embedded communication channels.</p>																																															
2	Improved writing outcomes for all groups of pupils.	<p>The data lead provides regular analysis of assessment data, sharing areas of strength and areas for development in both attainment and progress. Pupils are identified through this analysis of data as well as through informal and formal assessments.</p> <p>All staff within a year group are aware of disadvantaged pupils and teaching staff report on these pupils through Pupil Progress meetings.</p> <p>There is enhanced 1:1 verbal feedback on learning; increased targeted classroom support; effective deployment of the academic mentor. This additional support supports outcomes for pupils</p> <p>Current gaps in each year group is closed so attainment is the same.</p> <p>Current gaps are evident for Y2 – 6 pupils based on internal teacher assessment from July 2022 are:</p> <table><tr><th></th><th colspan="3">Pupil Premium</th><th>Non - Pupil Premium</th><th rowspan="2">Gap</th></tr><tr><th></th><th>% Below Exp</th><th>% At Exp+</th><th>% Above Exp</th><th>% At Exp+</th></tr><tr><td><b>Writing</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Year 2 (3)</td><td>40</td><td>60</td><td>20</td><td>81%</td><td>21%</td></tr><tr><td>Year 3 (9)</td><td>67</td><td>33</td><td>0</td><td>71%</td><td>38%</td></tr><tr><td>Year 4 (4)</td><td>100</td><td>0</td><td>0</td><td>25%</td><td>25%</td></tr><tr><td>Year 5 (4)</td><td>100</td><td>0</td><td>0</td><td>71%</td><td>71%</td></tr><tr><td>Year 6 (3)</td><td>75</td><td>25</td><td>0</td><td>81%</td><td>56%</td></tr></table>		Pupil Premium			Non - Pupil Premium	Gap		% Below Exp	% At Exp+	% Above Exp	% At Exp+	<b>Writing</b>						Year 2 (3)	40	60	20	81%	21%	Year 3 (9)	67	33	0	71%	38%	Year 4 (4)	100	0	0	25%	25%	Year 5 (4)	100	0	0	71%	71%	Year 6 (3)	75	25	0	81%	56%
	Pupil Premium			Non - Pupil Premium	Gap																																												
	% Below Exp	% At Exp+	% Above Exp	% At Exp+																																													
<b>Writing</b>																																																	
Year 2 (3)	40	60	20	81%	21%																																												
Year 3 (9)	67	33	0	71%	38%																																												
Year 4 (4)	100	0	0	25%	25%																																												
Year 5 (4)	100	0	0	71%	71%																																												
Year 6 (3)	75	25	0	81%	56%																																												

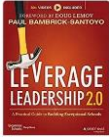

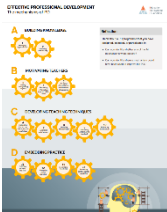
3	Teaching of maths adopts the maths mastery approach. Lessons include the 5 big ideas. Improved fluency.	<p>Mastery in maths is used in EYFS and KS1 (and as intervention as required in KS2) to improve fluency.</p> <p>Book and planning monitoring shows that lessons include variation in maths. Pupils are able to apply their learning to a range of reasoning and problem solving tasks.</p> <p>Arithmetic scores in Year 6 are high.</p> <p>TTRS is accessed by Y2 – 6 pupils regularly to support embedding times tables.</p> <p>Year 4 pass multiplication test in June.</p> <p>Current gaps in each year group is closed so attainment is the same.</p> <p>Current gaps are evident for Y2 – 6 pupils based on internal teacher assessment from July 2022 are:</p> <table><tr><th></th><th colspan="3">Pupil Premium</th><th>Non - Pupil Premium</th><th rowspan="2">Gap</th></tr><tr><th>Maths</th><th>% Below Exp</th><th>% At Exp+</th><th>% Above Exp</th><th>% At Exp+</th></tr><tr><td>Year 2 (3)</td><td>40</td><td>60</td><td>0</td><td>69%</td><td>9%</td></tr><tr><td>Year 3 (9)</td><td>67</td><td>33</td><td>0</td><td>81%</td><td>48%</td></tr><tr><td>Year 4 (4)</td><td>67</td><td>33</td><td>0</td><td>56%</td><td>23%</td></tr><tr><td>Year 5 (4)</td><td>50</td><td>50</td><td>0</td><td>71%</td><td>21%</td></tr><tr><td>Year 6 (3)</td><td>75</td><td>25</td><td>0</td><td>81%</td><td>56%</td></tr></table>		Pupil Premium			Non - Pupil Premium	Gap	Maths	% Below Exp	% At Exp+	% Above Exp	% At Exp+	Year 2 (3)	40	60	0	69%	9%	Year 3 (9)	67	33	0	81%	48%	Year 4 (4)	67	33	0	56%	23%	Year 5 (4)	50	50	0	71%	21%	Year 6 (3)	75	25	0	81%	56%
	Pupil Premium			Non - Pupil Premium	Gap																																						
Maths	% Below Exp	% At Exp+	% Above Exp	% At Exp+																																							
Year 2 (3)	40	60	0	69%	9%																																						
Year 3 (9)	67	33	0	81%	48%																																						
Year 4 (4)	67	33	0	56%	23%																																						
Year 5 (4)	50	50	0	71%	21%																																						
Year 6 (3)	75	25	0	81%	56%																																						
4	The gap in attendance is significantly reduced.	<p>The current gap of continues to reduce.</p> <p>Pupils enjoy coming to school.</p> <p>Parents have an improved attitude to school. Number of holiday request forms</p> <p>National data as of June 2022 shows disadvantaged pupils attendance is 1% better than non-disadvantaged pupils.</p>																																									
5	SEMH offer is utilised by pupils and supports their well-being.	<p>A pastoral manager is employed by the school, providing weekly sessions for vulnerable and disadvantaged pupils. Basic pastoral needs are met so children can focus on learning in the classroom. Parents are supported as required.</p> <p>Wider opportunities broaden experiences and build self-esteem.</p> <p>Positive impact on attendance.</p> <p>Pupils have access to a safe space to talk about their feelings and have a member of staff who is trained to respond accordingly or signpost them and their families to additional support where needed.</p> <p>Outside agencies are involved where needs require additional support and intervention.</p> <p>Close networking and communication between the school and these agencies takes place with the best interests of the child at the centre.</p> <p>The SENCo has weekly release time to support staff in providing for those pupils who, as well as being vulnerable or disadvantaged, have addition needs in accessing the curriculum.</p> <p>Pupils access Forest School, building self-esteem and confidence.</p>																																									

Activity in this academic year

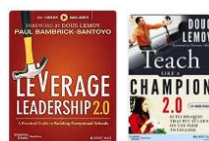
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

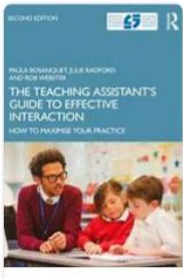


Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to complete CPD with a whole school focus on cognitive science.</p> <p>Two expert coaches trained in instructional coaching to lead coaching</p> <p>£60 for the course for 2 delegates</p>	<p>Instructional coaching CPD for leaders. Leverage Leadership</p>  <p>Atul Gawande (2011) ‘coaching done well may be the most effective intervention designed for human performance.’</p> <p>ECT mentors supported by Appropriate body through webinars.</p>   <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium/">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,5



<p><i>English leader will receive management time to monitor and implement strategies to improve standards in writing. Coaching, mentoring, team teaching and planning support will all be used.</i></p> <p><i>Leadership time dedicated to English = £200 per term</i></p> <p><i>Talk for Writing CPD package = £2,000 (£1000 contribution towards this)</i></p> <p><i>Cover to attend conferences = £600</i></p> <p><i>Conference costs £125 per delegate (x10)</i></p> <p><i>Research materials (Rosenshine, TLAC = £120)</i></p> <p><i>Leadership time for Instructional Coaching CPD = £400</i></p>	<p>We are looking to adopt the Talk for Writing approach to the teaching of writing.</p> <p>Following Ofsted's Research Review Series: English (May 2022) which outlines the importance of vocabulary progression, 'Talk for Writing' compliments this approach.</p> <p>The EEF 'Improving Literacy in Key Stage 2' recommendation 4 (Teaching writing composition strategies through modelling and supported practice) and 5 (developing pupils transcription and sentence construction skills through extensive practise) supports this approach further.</p> <p>Rosenshine's Principles for Effective Instruction outlines effective approaches to modelling and deliberate practice.</p> <p>Instructional coaching CPD for leaders. Leverage Leadership</p>	<p>1, 2</p>
<p><i>Maths leader leadership release each week to provide coaching and mentoring support in the delivery of mastery maths</i></p> <p><b>MATHSHUBS</b></p> <p><i>Leadership time dedicated to Maths = £200 per term</i></p>	<p>Mastery Maths is the approach strongly encouraged by the DfE as a result of research carried out in Shanghai.</p> <p>NCETM's report 2019 'What is happening in Primary Maths, and what next?' States that teaching for mastery programme is having a significant, positive impact at a number of levels: teacher knowledge, skills and practice. Children are learning maths more securely.</p> <p>EEF toolkit shows that mastery learning approaches can add an additional 5 months progress, on average, over a year. Following a review carried out by Professor Jeremy Hodgen – Chair of Mathematics Education at the UCL Institute of Education – EEF says that his guidance strongly encourages mastery.</p> <p>Integrating evidence into maths teaching – a checklist for problem solving. A monthly series supporting teachers and maths leads in implementing the evidence from the EEFs 'Improving mathematics in key stages 2 and 3 guidance report'. (Series 6 – focus on problem solving)</p>	<p>1, 3</p>





<p>Structured interventions led by TAs and Academic Mentor.</p> <p>£6528</p> <p>Use of volunteer reading helpers and student teachers to provide additional capacity.</p> <p>Leadership release time for training volunteers</p> <p>£100</p> <p>Provide CPD for TAs</p>	<p><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> 	<p>1, 2, 3, 5</p>
<p><i>Structured conversations to improve attendance of disadvantaged children.</i></p> <p><i>Early Help offer from Pingle (contribution of £500)</i></p> <p><i>Pre-COVID tracking and initiatives will be reintroduced.</i></p>	<p>Structured conversations document in the EEF shows a clear parental engagement impact on the harder to reach disadvantage families.</p>  <p><a href="#">Working with Parents to Support Children's Learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1,2,3,4,5</p>
<p><i>Pastoral support improves pupils self-esteem so pupils have better focus in lessons and improved learning behaviours</i></p> <p><i>Contribution to pastoral salary £4,000</i></p>	 <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4, 5</p>

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

Budgeted cost: £20,802


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children in Reception, Yr1 and Yr2 are taught reading in small groups for 30 minutes a day, 3 or 4 days a week. Three TAs and an academic mentor, work with the class teacher to ensure all children practice reading in small groups. Our target is for all children to leave KS1, confident, competent, fluent readers.</p> <p>Following the new Little Wandle Phonic programme, children who are not secure with the learning from the day's session will receive additional intervention that same day or before the next session. This intervention could be in the form a small group or be 1:1.</p> <p>Small group and 1:1 intervention in current Yr3 and Year 4 delivered by TAs, academic mentor and class teacher to support 'catch up'.</p> <p>New Little Wandle programme for children who did not achieve phonics threshold at the end of Yr2.</p> <p>Targeted support from teachers / teaching assistants = £14,472</p>	<div data-bbox="555 371 746 439">  Education Endowment Foundation         </div> <p>EEF's toolkit evidence that small group tuition has an average impact of four additional months over a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In the first year of introducing Little Wandle 83% of our children passed the phonic screening check in June 2022. Daily AfL, consistency in teaching approach, high quality resources matched to pupils' ability and intervention alongside focused intervention made significant impact.</p> <div data-bbox="1155 521 1299 667">  </div>	<p>1, 2, 3</p>



Additional reading opportunities and small group tuition for children at risk of falling behind. <i>Academic mentor salary contribution (included above)</i>		EEF's toolkit evidence that small group tuition has an average impact of four additional months over a year.	1, 2, 3, 5
<i>Structured conversations to improve attendance of children.</i>  <i>Tracking and monitoring of attendance will be rigorous.</i> <i>Reports provided to governing board.</i> <i>Cover for professionals meetings</i> <i>£600 (3 days cover)</i>		Structured conversations document in the EEF shows a clear parental engagement impact on the harder to reach DA families.	1,2,3,4,5
<b>Additional spending allocation:</b> £4230** – Recovery Premium funding for targeted intervention/tutoring. £3000 – Training to deliver intervention programmes in-line with EEF research £1500 – enhance books to support phonics and love of reading across school. TOTAL = £20,802			

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

Budgeted cost: £2,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music enrichment beyond the curriculum – children offered the choice of learning to play an instrument (vocal, guitar, flute, recorder) Outdoor education residential visits in Y4 and 6 provided at a reduced cost. School day trips provided at a reduced cost (voluntary contribution only) All these experiences are part of our curriculum offer.  £880	 EEF toolkit states that arts participation approaches like music can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported.	1, 2, 3, 4, 5

<p>SEMH support provided for children with emotional needs (high anxiety levels, attachment, early trauma, current trauma). This is also extended to parents.</p> <p>Pastoral Support = <i>included above</i></p> <p>Nurture Group Support = £1200</p>	<p>Accessing the right help at the right time is a huge challenge. Children with poor mental health cannot be put on a waiting list for the help they need (CAMHS) or be told their level of need is not severe enough to access this help They need help now to prevent it escalating and impacting on their education and future. We know that helping parents who have poor mental health also has a positive impact on their children's life. Access to Behaviour Support/ external provision will be subsidised for key pupils on a case by case basis.</p> <p>Provide pastoral support and ensure children are 'ready to learn':</p> <ul style="list-style-type: none"> <li>- Positive Play</li> </ul> <p>Nurture Group support</p> <p>Forest Schools supports improving self-esteem and engagement in school.</p>	<p>1, 2, 3, 4, 5</p>
--	--	----------------------

Total budgeted cost: £38,640

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Yr 6 SAT outcomes

Expected+	All pupil attainment (19 pupils)	PP attainment (2 pupils)	End of KS2 Gap (Gap at KS1)
Reading	84%	100%	+16% (%)
Writing	63%	50%	-13% (%)
Maths	84%	100%	+16% (%)

The strategies implemented for reading and maths this academic year alongside the impact of both our catch-up mentor and school-led tutoring has shown improvement for pupil premium pupils at the end of KS2 from their end of KS1 outcomes. Gaps have closed in these two subjects.

Yr1 phonic outcomes were 100% for pupil premium pupils, compared to 90% of all pupils. The Little Wandle Letters and Sounds Revised has made a significant impact on all phonic outcomes alongside school-led tutoring and planned intervention.

This data identifies the need for greater focus on writing for next academic year.

### Review: last year's aims and outcomes

The Government has not yet released details as to how progress will be evaluated this year. As such, this is a provisional evaluation based on historical methods of calculating progress.

Aim	Outcome
Achieve national average progress scores in KS2 Reading	Progress should be above average or above average with average scaled score (104)
Achieve national average progress scores in KS2 Writing	Progress below average. All 3 children were at EXS at end of KS1. Only 1 child was at EXS at end of KS2. GPS (106)
Achieve national average progress scores in KS2 Maths	Progress should be above average or above average with average scaled score (105)
Achieve national average expected standard in PSC	All PP children passed their phonics check
Improve attendance so that a higher number of disadvantaged pupils have attendance in line with school average.	Overall school attendance 92.9%. Non-Pupil Premium = 93.3% Pupil Premium attendance 90.9%