# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Coundon Primary School |
| Number of pupils in school  | 523 |
| Proportion (%) of pupil premium eligible pupils | 13% (67) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | September 2021 – July 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Natasha Maude |
| Pupil premium lead | Natasha Maude |
| Governor / Trustee lead | Pete Howarth |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £111,255 |
| Recovery premium funding allocation this academic year | £18,680 |
| Pupil premium funding carried forward from previous years  | £0 |
| **Total budget for this academic year** | £129,935 |

# Part A: Pupil premium strategy planStatement of intent

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| All members of staff and the governing body at Coundon Primary School accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use resources available to help them reach their full potential. Our objectives are:• To raise the attainment of disadvantaged pupils and closing the gap with their peers. • To support parents to ensure that disadvantaged pupils have the same opportunities as their peers.Some of the processes and strategies used by staff at Coundon Primary School include;• Data tracking• Quality First Teaching• Targeted Support• High profile of pupils eligible for free school meals• Full range of educational experiences• Focus on attendance |

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

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| Challenge number | Detail of challenge  |
| 1 | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils.  |
| 2 | Phonics knowledge and application is lower for pupils eligible for PP than for other pupils; impacting on pupil’s reading ability.  |
| 3 | Writing attainment is lower for pupils eligible for PP than for other pupils (Y2-Y5) |
| 4 | Maths attainment is lower for pupils eligible for PP than for other pupils |
| 5 | Academic year 2020-2021; attendance of pupils eligible for PP is below that of other pupils (with the exception of one class) |
| 6 | Pupils eligible for PP have less access to ‘life experiences’ which could impact on future aspirations and require further SEMH 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.

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| Intended outcome | Success criteria |
| Oral language skills for pupils eligible for PP in Reception is in-line with all pupils. Measured through Welcomm  | Teachers have an understanding of the starting point of children’s communication, identifying those who might be experiencing delays with speech and language.Wellcomm is implemented and identifies pupils in EYFS who have delays with speech and language. Interventions are in place Pupils eligible for PP in Reception classes make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations.  |
| Maths achievement across the school is in-line or above national average and is not significantly below for PP | Improved teaching of Maths across the school.Pupils eligible for PP in Y6 achieve roughly in-line with all pupils and are in-line or above national average.Bright Pi Education Consultancy coaching, mentoring and carrying out lesson observations in Y1 and EYFS to ensure continuity between these phases. All staff have exemplification folders to assist with the assessment of mathematics across the school; and are able to use assessments to identify further interventions. PUMA tests are undertaken each term. Data analysed by Maths lead and leadership team. Maths ‘Shine’ interventions support those identified children across the school who are falling just below expected standards in one or more areas of learning within mathematics. Numeracy interventions are well resourced to support closing the gaps.Pupils eligible for PP who are also identified as having SEND make measured progress against their targets. Pupils eligible for PP show accelerated progress in maths in all year groups. |
| Children are more fluent in their reading and the gap between those children who read widely and those that don’t are closing. The bottom 20% of readers have improved in reading attainment across the school.  | Books facilitate success, so children enjoy and make progress in their reading. At the early stages of learning to read, reading materials are closely matched to reader’s phonics knowledge. Struggling readers have targeted books that have age-appropriate visuals and subject matter but more accessible text, so children are motivated as well as able to start reading and making progress.Phonics assessments identify those pupils who require additional interventions to close gaps. Interventions are evident across the school to address underperformance. Pupils eligible for PP pass phonics screening and make significant progress in phonics knowledge in year one.Targeted intervention groups to address fluency in reading using ‘Shine’. Those pupils underperforming in phonics in key stage two will also access ‘Fresh Start Recovery Programme’ (Read, Write Inc)Engaging ‘Buddy Sessions’ involving older pupil premium readers mentoring younger pupil premium readers.  |
| Attainment in writing to improve; with key skills being evident across the school and improvement in overall presentation.  | Teachers have clarity around the ‘mechanics’ of the teaching of writing whilst ensuring the ‘emotive magic and creativity’ is nurtured in pupil’s style.Pupils eligible for PP show accelerated progress in writing in all year groups. Pupils eligible for PP who are also identified as having SEND make measured progress against their targets. |
| Support pupils eligible for PP with SEMH needs to reduce impact on learning | Fully operational inclusion team, including two learning mentors, SENCO and inclusion support staff.Identification and plans in place to support children (including support from Learning Mentors) Support from Beacon Behaviour; observations lead to identified strategies and resources to support positive learning behaviours.Pupil’s mental health and well-being is positive; having a strong emphasis on emotional literacy, building resilience and nurturing mental health supporting the negative impact school closure has on well-being. |
| Families are supported with parenting; signposting food banks, housing and referrals | Learning Mentors work with families to ensure appropriate support is in place.  |
| Enhance pupil’s cultural capital by providing breath of experiences.  | Curriculum is balanced and carefully sequenced and the creative curriculum allows opportunities for cultural development. Embed understanding and knowledge through a thematic approach; including enhancement of pupil’s long-term memory through the way we teach and our curriculum design. Range of experiences organised through curriculum ‘Wow’ days. Strong links with Warwick University to increase aspirations for further education. Children from Y4-6 have access to music tuition with an instrument of their choice. Through pupil voice; pupils eligible for PP are able to discuss aspirations for their futureAll visits are funded for pupils eligible for PP for enhancement of the curriculum and learning.  |
| Increased attendance rates for pupils eligible for PP  | Attendance is closely monitored by the senior leadership team and attendance officer.Pupils are identified who are falling behind National and are referred to educational welfare officer.Welfare issues are dealt with swiftly to minimise impact on children’s learning.Overall PP attendance improves in line with ‘other’ pupils.  |

## Activity in this academic yearThis 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: £45,666.60

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Bright Pi Education Maths Professional Development TrainingReview of teaching, planning support and live coaching in year 1Standardisation and moderation support for Maths Lead Whole School INSET for standardisation | Accredited by NCETM as Professional Development Leads and support individual schools as well as networks with bespoke packages of support, tailored to specific need and context | 4 |
| Beacon Behaviour support24 hours behaviour support2 Twilight Sessions | Research-backed strategies for supporting teachers to manage challenging behaviours in the classroom (including practical ways of supporting pupils with special needs like autism, ADHD, FASD or attachment disorder) | 6 |
| HLTA Manager; supporting in the organisation and  | Use the gaps analysis so that the gaps in literacy and maths skills in pupils eligible for pupil premium  | 2,3,4 |
| Whole School CPD: Implementation of Read, Write Inc Phonics across the school | EFF is currently undertaking an efficacy trial. Read, Write Inc. Phonics uses techniques with younger children with the aim of preventing reading difficulties so that later interventions are not required or so that the number of children who need them is minimised. | 2 |
| Management Time for Maths and Literacy Leads | Leading staff to use assessment knowledge, shared by teachers to address gaps in learning and monitor these effectively.  | 2,3,4 |
| Pupil Progress Meetings | Pupil Progress Meetings focus on raising achievement and attainment of pupils eligible for pupil premium. Staff to have thorough knowledge of progress and identify strategies to accelerate progress | 1,2,3,4,5,6 |
| Leadership and Early Years CPD: Developing Early Years Curriculum(Jeannette Hyatt) | EYFS reforms came into force in September 2021. Staff working with new materials, understanding the new language and approaches. Development of curriculum pertinent for our learners and school community.  | 1,2 |

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

Budgeted cost: £19,541

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implementation of Read, Write Inc Phonics across EYFS and KS1Purchase additional reading books throughout the school which support a rigorous approach to the teaching of reading | EFF is currently undertaking an efficacy trial. Read, Write Inc. Phonics uses techniques with the aim of preventing reading difficulties so that later interventions are not required or so that the number of children who need them is minimised.Ensuring children become fluent and engaged readers at the very earliest stages helps avoids the vicious circle of reading difficulty and demotivation which makes future interventions more challenging for pupil premium children. Government Approved Scheme to ensure staff are well equipped to teach Read, Write Inc Phonics as the main route to the teaching of early reading development.  | 2 |
| Purchase and implement Rising Stars – Progress in Understanding Mathematics Assessment | Rising Stars developed assessments through trial and reviews. Assessments identify gaps and appropriate interventions. | 4 |
| Wellcomm Screening Tool | The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospital NHS Trust with the aim of providing easy to use support for children. Identifies gaps in use of language.  | 1 |
| Cover for additional hours of support for Inclusion | Internal interventions to ensure progress across the curriculum | 2,3,4 |

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

Budgeted cost: £70,349

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensure pupils eligible for PP are offered school trips and extra-curricular clubs at price reduction if needed to increased attendance | Research has shown that school visits, especially school residentials have a positive impact on aspiration, self-esteem and intrinsic motivation. A number of pupil premium in the past have not access clubs or trips due to the cost.  | 6 |
| Ensure pupils eligible for PP are offered support for Music Tuition | The research from the Musicians’ Union (MU) reveals families with a total household income of less than £28k are half as likely to have a child learning an instrument as more affluent peers with a family income of £48k or more.  | 6 |
| Learning Mentors and Family Support Worker | A number of families of pupils eligible for pupil premium, find themselves in difficulty with housing, relationships, finance and parenting and require someone to support.  | 6 |
| Support pupils eligible for PP with SEMH needs to reduce impact on learning | Thrive promotes pupils emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities. | 6 |
| Visits from authors and illustrators | A number of pupils eligible for pupil premium did not access enrichment activities due to costings. | 2,3 |
| Support with transport costs to and from school (Distance from school; pupil premium) | Safeguarding information outlines benefits of pupil remaining at Coundon Primary.  | 5 |
| Transport costs for pupil to access provision for re-integration into school | Allows child who is at risk of permanent exclusion to access behaviour intervention to prevent this happening.  | 5 |
| Purchase additional manipulatives for Numeracy across the school, including Multiplication Tables Resources (Levels 1-20) | Interventions to be well resourced and to assist children in forming strong schema in their understanding of mathematics.  | 4 |
| Education Welfare Officer to support attendance | Attendance has dipped below target of 96%. Welfare officer to support families to improve attendance.  | 5 |
| Breakfast Club  | Evidence (Frontiers in Human Neuroscience) suggests beneficial effects of breakfast for on-task behaviour in the classroom.  | 6 |

 **Total budgeted cost: £135,556.60**

# 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.

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| Internal data for Maths shows that the achievement gap at the end of key stage two between pupils who are eligible for PP and those who are not, closed. Y6 assessments in 2019 showed a gap of 26%. The gap in 2021 was 4%. Due to Covid-19, performance measures have not been published for 2020-2021 and therefore comparison between school and national data is not possible. Covid-19 had an impact on attendance figures in the academic year 2020-2021 and as a school this meant that overall attendance figures dropped.  |

## Externally provided programmes

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| Programme | Provider |
| Wellcomm Screening Tool | GL Assessment |
| Read, Write Inc Phonics | Ruth Miskin |
| PUMA (Maths Assessments) | Rising Stars |
| SHINE (Maths Interventions) | Rising Stars |