

Pupil premium strategy statement – Coundon Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	501
Proportion (%) of pupil premium eligible pupils	11.78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Natasha Maude
Pupil premium lead	Natasha Maude
Governor / Trustee lead	Peter Howarth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108, 240.00
Recovery premium funding allocation this academic year	£10, 440
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118, 680

Part A: Pupil premium strategy plan

Statement of intent

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

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment is lower for pupils eligible for PP than for other pupils
2	Behaviour following lockdown has slipped with PP children displaying inconsistencies around our expectation for a consistent culture around behaviour and relationships
3	Reading attainment is lower for pupils eligible for PP than for other pupils.
4	Maths attainment is lower for pupils eligible for PP than other pupils (except Year 6 where it is higher)

5	Academic year 2021-2022; attendance of pupils eligible for PP in KS2 is below that of other pupils.
6	An increase in PP+ who present with emotional and social difficulties
7	Many of our PP children also present with SEND difficulties.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2.	<p><u>Mathematics</u></p> <p>Improved teaching of Maths across the school.</p> <p>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.</p> <p>PUMA tests are undertaken each term.</p> <p>Data analysed by Maths lead and leadership team with gaps in learning identified.</p> <p>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.</p> <p>Numeracy interventions are well resourced to support closing the gaps.</p> <p>Pupils eligible for PP who are also identified as having SEND make measured progress against their targets.</p> <p>Pupils eligible for PP show accelerated progress in maths in all year groups.</p> <p>PP children attending 'Catch up' Maths classes after school from Years 2 – 6.</p> <p>Work on growth mind-set and increasing pupil knowledge of how they learn (metacognition) has enhanced pupils in taking greater ownership of their learning</p>
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2.	<p><u>Writing</u></p> <p>Pupils eligible for PP have access to the 'Write Stuff' to develop key writing skills.</p> <p>Teachers have clarity around the 'mechanics' of the teaching of writing whilst ensuring the 'emotive magic and creativity' is nurtured in pupil's style.</p> <p>Pupils eligible for PP show accelerated progress in writing in all year groups.</p> <p>Pupils eligible for PP who are also identified as having SEND make measured progress against their targets.</p> <p>PP children have a bank of vocabulary to incorporate into their written work.</p> <p>Work on growth mind-set and increasing pupil knowledge of how they learn (metacognition) has enhanced pupils in taking greater ownership of their learning</p>

<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2.</p>	<p><u>Reading</u> 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. The bottom 20% of readers have improved in reading attainment across the school.</p> <p>Work on growth mind-set and increasing pupil knowledge of how they learn (metacognition) has enhanced pupils in taking greater ownership of their learning</p>
<p>Enhance pupil's cultural capital by providing breadth of experiences.</p>	<p>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. Through pupil voice; pupils eligible for PP are able to discuss aspirations for their future All visits are subsidised for pupils eligible for PP for enhancement of the curriculum and learning.</p>
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.</p>	<p>Attendance is closely monitored by the senior leadership team and attendance officer. Pupils are identified who are falling behind National will be discussed by the Attendance Team. Welfare issues are dealt with swiftly to minimise impact on children's learning. Overall PP attendance improves in line with 'other' pupils. Attendance is recognised through weekly celebration Assemblies and termly Governor Assemblies.</p>
<p>To improve overall behaviour in line with school values.</p>	<p>Challenging behaviour is supported with a tailored support package to meet individual needs.</p> <p>PP with special educational, emotional or behavioural needs are treated fairly and with respect, with a strong emphasis on improving behaviour and ensuring that they feel included and respected at school.</p>

Support pupils eligible for PP with SEMH needs to reduce impact on learning	<p>Fully operational inclusion team, including a learning mentor, SENCO and inclusion support staff.</p> <p>Identification and plans in place to support children (including support from Learning Mentor)</p> <p>Support from SEMHL; observations lead to identified strategies and resources to support positive learning behaviours.</p> <p>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.</p> <p>Staff fully understand the 'Thrive' approach in supporting emotional and social development of our pupils.</p>
Families are supported with parenting; signposting food banks, housing and referrals	Learning Mentors work with families to ensure appropriate support is in place.

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: £34 090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Write stuff approach to teaching writing.</p> <p>Inset for all Teachers & Teaching Assistants.</p> <p>Whole school moderation</p> <p>Monitoring of teaching, planning support and live coaching.</p>	<p>September 2022 we will be teaching writing across the school from Years 2 (once completed RWI Phonics programme) – Year 6, using the 'Write Stuff Approach' to ensure that there is a consistent approach to the teaching of Writing. Teachers will be using the Jane Considine English Unit Plans to ensure that children are exposed to high quality texts and an ambitious, skills based English curriculum in order to raise attainment in Writing.</p>	1 & 7

Purchase additional reading books throughout the school which support a rigorous approach to the teaching of reading	Ensuring children become fluent and engaged readers at the very earliest stages helps avoid the vicious circle of reading difficulty and demotivation which makes future interventions more challenging for pupil premium children.	3 & 1
Paul Dix (Behaviour specialist) to provide CPD on relational behaviour practice. Emotional Coaching from Inclusion Team. Thrive Sessions – Learning Mentor	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)	2, 6 & 7
Management Time for Maths and English Leads	Use the gaps analysis so that the gaps in literacy and maths skills in pupils eligible for pupil premium. Leading staff to use assessment knowledge, shared by teachers to address gaps in learning and monitor these effectively.	1,3 & 4
Subject leaders to have time dedicated to evaluating data and considering next steps.	Curriculum Assessment days to allow subject leads to be released from teaching commitments to analyse data including data related to specific groups of children.	1 & 3
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	1,3 & 4
CPD for Learning Mentor linked to Thrive - Shine a light - Rupture & Repair - Protective Behaviours To be able to support with emotional & social targets. In particular working with PP+	CPD for learning Mentor to ensure upskilling takes place for emotional coaching & family support.	6 & 7

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

Budgeted cost: £26 875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception teachers to carry out Welcomm assessment as part of the EYFS Baseline Assessment to assess Reception children's speech and language ability; identifying problems before they become more serious, with intervention groups put into place for children who need support.	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, 3 & 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
Extra SEMHL & CCT Behaviour support	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
Cover for additional hours of support for Inclusion	Internal interventions to ensure progress across the curriculum	2,3,4
Targeted language support	Speech therapist	6 & 7
Purchase additional reading books throughout the school which support a rigorous approach to the teaching of reading	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.	3

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

Budgeted cost: £ 59 565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor 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.	5, 6 & 7
All visits are funded for pupils eligible for PP for enhancement of the curriculum and learning.	Enhance pupil's cultural capital by providing breath of experiences.	5 & 2
Resources purchased to support speech and language and interventions where needed.	Age appropriate resources to be purchased for speech and language activities.	6 & 7
Breakfast Club	Evidence (Frontiers in Human Neuroscience) suggests beneficial effects of breakfast for on-task behaviour in the classroom.	1,2,3,4,5,6 & 7
Reading for pleasure for all children	All PP children have access to a wish list of books that will increase their reading for pleasure and exposure to reading. Half termly they will be able to buy a book from the wish list.	3

Total budgeted cost: £ 119 530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium attainment is below that of non-pupil premium (although this is closer in Y6)
Deeper analysis of data shows that the gap has reduced in Y1 and Y2 (all subjects), Y3 and Y5 (Maths)

KS2 Pupil Premium gap is closing in Reading and Writing
At the end of KS2 PP are achieving higher than non-pupil premium in Mathematics.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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