

Pupil premium strategy statement – Cowling Community Primary School 2023/24

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	128
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kate Dawson Headteacher
Pupil premium lead	Kate Dawson
Governor / Trustee lead	Victoria Wakeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35, 512
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,168
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£36,680

Part A: Pupil premium strategy plan

Statement of intent

The Cowling Community Primary School Vision for 2025 reflects our intent for all students, including the disadvantaged:

- The skilful teaching of reading develops a positive culture whereby children achieve reading standards above national average.
- Teaching quality is consistently a high standard across school and all subjects so that progress across the school compares favourably to national standards.
- To develop and further the school's vision through high expectations of all behaviours.

Our intention of our Pupil Premium Strategy is to support all pupils irrespective of their background to make good progress and achieve at least age related expectations across all areas of the curriculum, higher for those that are high attainers. Our focus is to ensure disadvantaged pupils have the solid foundations to achieve this goal.

At Cowling Community Primary School we will adopt a whole school approach where all staff take responsibility for all pupil's outcomes, considering the challenges faced by disadvantaged pupils. High quality teaching is at the heart of our approach and we are mindful of areas where these pupils require the most support. Other approaches include:

- Employment of additional teaching staff to enable smaller class and group sizes (single year group teaching in certain subjects)
- High quality CPD to ensure that teaching staff have good subject knowledge.
- Specific equipment and resources.
- Interventions and/or pre teaching.
- Referrals to NY services and outside agencies (eg SELFA) to support need.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

We believe in educating the whole child and our students are provided with a range of enriching opportunities outside the classroom. In addition, financial support is provided for pupils receiving Pupil Premium Funding so they can access all aspects of the wider curriculum including after school clubs, swimming lessons, school visits and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	<i>The 2023 maths progress score, from KS1 to KS2, for disadvantaged children was -1.40.</i>
2	Attendance and punctuality for our disadvantaged children is below the whole school average for attendance.
3	Upon entry, communication and language levels are lower for disadvantaged students than non-disadvantaged students, which has the potential to impact on their progress in and other subjects.
4	Financial barriers: the cost of uniform and PE kit, music lessons, school visits and after school clubs is prohibitive for some families.
5	Mental wellbeing: some of our disadvantaged pupils have additional social, emotional and mental health needs including anxiety which have an impact on their learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve progress score for disadvantaged students in maths.	Progress scores in maths for disadvantaged students is at least in line with national progress scores for non-disadvantaged students.
Improved attendance for disadvantaged students.	No gap between attendance for disadvantaged and non-disadvantaged students. This is sustained year on year.
Improve communication and language levels, and to provide them with firm foundations in phonics for our disadvantaged students in EYFS	Disadvantaged students in EYFS will receive keep up intervention in communication and language to ensure that their GLD is at least in line with national scores for non-disadvantaged students. I higher percentage of pupils to pass the y1 phonics screening assessment.
Financial support to cover the cost of school visits and out of school activities and for some families to purchase school uniform improves mental well-being, cultural capital and self-esteem of disadvantaged pupils.	All disadvantaged pupils take part in school visits and residential visits. All disadvantaged pupils have access to out of school clubs and music lessons. All disadvantaged pupils have the correct school uniform and PE kit.
Targeted support and/or intervention has improved emotional regulation, resilience and mental wellbeing for specific disadvantaged pupils.	Use of targeted behaviour plans and targeted adult support. Reduction in number of challenging behaviour incidents recorded on CPOMS. Reduction in number of recorded wellbeing incidents on CPOMS.

	Referral to relevant services: Compass Buzz, Emotional and Wellbeing Hub, Early Help, Healthy Child Team, CAMHS, SELFA, Data from Health and Wellbeing Surveys
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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: £ 17,330

Train the Tutor Update £250

Staff Release Time £2500

Reduced class sizes £14,300

Fluency Bee £80

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Little Wandle Programme Catch up Intervention.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. See EEF Phonics Toolkit	3
CPD to improve understanding and skills required in Maths through the White Rose Maths - Train the Tutor programme.	The DFE non-statutory guidance in conjunction in the NCETM draws on evidence based approaches: Maths Guidance KS1 and KS2	1
Improve the quality of social and emotional learning. PSHE Curriculum to be reviewed and approaches will be embedded into routine educational practices	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	5

and supported by professional development and training for staff.		
CPD and staff release time to monitor the maths across school.	Effective approaches to improve the teaching of Maths have a positive impact on all pupils including disadvantaged pupils EEF Toolkits for: EYFS and KS1 Maths KS2 Maths	1
Release time for members of staff to monitor children's language and early literacy skills using Nuffield Early Language Intervention and CPD for Launchpad to Literacy Programme. One member of staff - release time to disseminate information about Early Language Training programme	Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise. EEF research	3
CPD for Fluency Bee to improve Maths key skills in arithmetic in Year 1 and Year 2	The DFE non-statutory guidance in conjunction in the NCETM draws on evidence based approaches: Maths Guidance KS1 and KS2	1

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

Budgeted cost: £ 10,150.80

Train the Tutor £2670.80

Phonics Keep up £5800

Fluency Bee £80

Support before School £1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	3

disadvantaged pupils who require further phonic support. All children who did not achieve age related in Phonics to be assessed for gaps in Phonetical understanding and fluency.	impact on pupils, particularly from disadvantaged backgrounds. Targeted Phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. EEF Phonics	
Purchased Fluency Bee for targeted children to improve their gaps	Tuition targeted at specific needs and knowledge gaps can be an effective method to support the lower attaining pupils or those falling behind. EEF One to One Tuition and Small Group Tuition	1
White Rose Maths Train the Tutor programme for those children who have gaps in their mathematical knowledge including disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support the lower attaining pupils or those falling behind. EEF One to One Tuition and Small Group Tuition	1
1 to 1 before school support targeted at disadvantaged pupils who require further support with English and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support the lower attaining pupils or those falling behind. EEF One to One Tuition	1,3,5

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on strategies for improving the well-being and behaviour for learning of all pupils. Training for all staff on relationship based behaviour (PACE) Team Teach training	Both targeted interventions and universal approaches can have positive overall effects. EEF Behaviour interventions	4

Additional peer support for children through 'Peer Mentoring' Braithay Trust	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	4
Additional adult support for pupils with SEMH, anxiety and other needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	4
Monitor attendance - putting strategies in place to support families who need it.	Improvements in attendance can have positive overall effects EEF Attendance Interventions	2
Funding to provide access to swimming lessons, school visits and school residential.	Sutton Trust Report on Extra Curricular equalities An unequal playing field report (Social Mobility foundation, 2019)	4
Financial contribution to SELFA towards the cost of disadvantaged pupils accessing out of school and holiday clubs Counselling sessions being offered for vulnerable children	Sutton Trust Report on Extra Curricular equalities	5

Total budgeted cost: £ £ 38480.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using Key Stage 1 and 2 performance data, Phonics assessment data, the multiplication check and our internal assessments.

100% of our disadvantaged children did not achieve a Good Level of development in EYFS. (Challenge 3)

100% of our disadvantaged children past the phonics test in Year 1. The Little Wandle Phonics programme has been very beneficial to identify gaps to enable intervention going forward for the children who need it.

We were unable to analyse our KS1 end of year data as now children were recorded as disadvantaged. However, as a cohort we were above national average in reading and writing and in line with maths. Our combined RWM was above national average.

75% of our disadvantaged pupils in Year 4 scored more than 75% in the multiplication check.

In KS2 our disadvantaged pupils had a progress score of 1.87 in writing. 50% of our disadvantaged pupils met the expected standard or above and 16.5% achieved GDS in writing. In reading 33% of our disadvantaged pupils met the expected standard or above and 16.5% achieved GDS. In Grammar, Punctuation and Spelling 50% of our disadvantaged pupils met the expected standard or above and 16.5% achieved GDS. In maths 66.7% of our disadvantaged pupils met the expected standard or above.

Attendance:

96.77% (non-disadvantaged pupils) compared to 95.73% (disadvantaged pupils).

LAC/PLAC 96.52%

FSM 94.95%

Enrichment:

75% of our disadvantaged pupils were able to swim at National Curriculum level.

66.7% of our disadvantaged pupils went on the residential trip and the 33.3% who did not took part in Outdoor and Adventurous activities in the local area.

All disadvantaged pupils attended at least 1 after school club.

Our assessments and observations indicate that pupil behaviour, well-being and mental health has improved since last year but there are still significant impacts on all children, particularly disadvantaged pupils. We used Pupil Premium funding for training of a Mental Health First Aider. This has helped us to target these children and provide them with the necessary support.

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
Mental Health First Aider	MHFA England
Letters and Sounds	Little Wandle
Peer mentoring	Brathay
PSHE Association Membership	PSHE Association
Ready to Progress Materials	NCETM
Early Language Intervention	Nuffield
White Rose Train The Tutor	White Rose Maths