

Pupil Premium Strategy Statement

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

Detail	Data
School name	Coddington Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2022 <u>2022-2023</u> 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Tim Head, Headteacher
Pupil premium lead	Lesley Penn, PP Lead
Governor / Trustee lead	PP Governor Sarah Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52630
Recovery premium funding allocation this academic year	£3481
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	none
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56111

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- All children to have access to high-quality teaching as this has been shown to have the greatest impact on closing the gap.
- All children, regardless of their background and challenges, make good progress and achieve in all areas.
- All pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- All pupils have confidence and self-esteem.
- All pupils to be given the skills to look after their social and emotional wellbeing and to develop resilience.
- All children to become self-motivated, enthusiastic, and creative learners keen to achieve their full potential.
- All pupils will learn independently and collaboratively.
- All children to be self-aware, sensitive, caring individuals with respect for others and the environment.
- All children should be able to form and express ideas and questions and communicate effectively.
- All pupils enjoy their learning, experience success and be proud of their achievements.
- All pupils have the personal and social skills to be able to play an active and constructive role in society.
- All disadvantage children, including the high attainers, have access to targeted interventions in maths and writing
- Our Pupil Premium strategy forms part of our plans for education recovery across the school

Challenges

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

Challenge number	Detail of challenge
1	Some children, including disadvantage pupils, did not pass the phonics screening in Y1 and Y2. This impacts on their progress in reading in Key Stage 2.
2	<p>Reading comprehension 2020 outcomes for Year 6 in Reading were 88% at or above. 80% of FSM children were at or above. FSM6 86% were at or above.</p> <p>2021 baseline assessments in Reading for Year 6 were 67% of PP were below. 69% of the year group are on track. A lack of engagement with home learning during Lockdown. PP assessments in Reading is below the National for 2021.</p> <p><u>2021 – 2022</u> KS2 SATS EXP National 74% KS2 SATS Coddington FSM6 – 88.9% were at expected standard or above. KS1 SATS Coddington FSM6 70% on track or above</p>
3	<p>Maths</p> <p>2020 outcomes for Y6 in Maths were 76% were at or above. FSM 40% were at or above. Only 57% of FSM6 were age related and above.</p> <p><u>2021 to 2022 KS2 SATS</u> <u>National</u> 71% EXP 22% GD FSM6 LA 54.7%</p> <p><u>Our School</u> KS2 75% EXP 33.9% GD FSM6 44.4% EXP or above</p> <p><u>2021 to 2022 KS1 SATS</u> <u>National</u> 68% EXP 15% GD <u>FSM6 National</u> 52% <u>LA</u> 52.3%</p> <p><u>Our School</u> KS1 71% EXP 14% GD</p>

	FSM6 70% EXP or above
4	<p>Writing</p> <p>Writing has been identified as an issue within the school and forms a main part of this year's SIP.</p> <p><u>2021 to 2022 KS1 SATS</u></p> <p>National 58% EXP or above LA 59% EXP or above LA 7.2%GD</p> <p>FSM6 LA 50.4% EXP or above</p> <p><u>Our School KS1</u> 67.9% EXP or above 12.5% GD</p> <p>FSM6 60% EXP or above</p> <p><u>2021 to 2022 KS2 Teacher Assessment</u></p> <p>National 69% EXP or above LA 70.7% EXP or above LA 13.1% GD</p> <p>FSM6 LA 55.7%</p> <p><u>Our School KS2</u> 71.4%EXP 0 GD</p> <p>FSM6 44.4% EXP or above</p>
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantage pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantage pupils than their peers.
6	During our INSET day, teachers completed a barrier to learning audit, they also completed observations, and had discussions with parents where they have identified some children with an emotional and social need.
7	Teachers have noted that some PP children have had issues with accessing technology to complete homework tasks. During lockdown PP were the least likely to participate in Zoom / online learning. Lockdown brought up issues around the lack of technology in the home. Children didn't have the devices to complete their homework tasks. Our times tables and spelling homework is online through TTRockstars and Spelling Shed.
8	Attendance Through analysing the data and conversations with staff lateness was highlighted as a concern for several of our disadvantage pupils. Some of our new PP (refugee) children also have an issue to attendance.

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
Improved phonic knowledge in KS2.	<p>Observation of Fresh Start lessons across KS2 and records kept show that these lessons take place regularly. Assessment shows an improvement in phonic levels and reading and writing shows improvement in phonic skills being used.</p> <p>Phonic levels are regularly assessed to check progress.</p>
Improve writing attainment for disadvantage pupils.	<p>There is evidence of interventions taking place and these lead to an improvement in writing levels for disadvantage pupils, so they are closer to school expectations.</p> <p>This year a TA has been employed to deliver extra writing interventions. Progress is monitored every half term, through keeping assessments, moderating children's writing and through progress in NO More Marking.</p>
Improved maths attainment for disadvantage pupils.	<p>Regular interventions are taking place across school and termly assessments are being used to monitor and evaluate progress.</p> <p>By 2023-2024 KS1 and KS2 maths levels for disadvantage pupils are now closer to National expectations.</p>
To achieve and sustain improved wellbeing for our disadvantage children.	<p>Pupil questionnaires and parent consultations show wellbeing has improved. Evidence shows that enrichment activities have taken place.</p>
Children to have access to technology so that they can complete their homework.	<p>Children are accessing the homework clubs and have completed their tasks (Times Tables Rockstars and Spelling Shed).</p> <p>Laptops are available for some children to use at home and school, and these are being used to complete set tasks.</p> <p>Maths's homework club takes place and PP children are attending and growing in confidence.</p>
Ensure quality first teaching in writing and maths.	<p>Staff have had training on writing and maths.</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>
Improve Teaching Assistants knowledge and delivery of interventions.	<p>Fresh start training refreshed.</p> <p>Training has been through the school's RWI lead and observations of other members of</p>

	<p>staff. Resources are purchased where needed to support the learning.</p> <p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistants are also supported to deliver writing and maths interventions.</p>
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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: £22, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching in writing, maths and reading.	The English and maths leads have introduced new schemes. Some staff meetings and INSET days will be used to support staff to fully embed these schemes across the school. Microsoft Word - Teachers Impact report final.docx (suttontrust.com)	1-5
Improve Teaching Assistants knowledge and delivery of interventions.	Fresh start training refreshed. Training has been through the school's RWI lead and observations of other members of staff. Resources are purchased where needed to support the learning. Fresh Start EEF (educationendowmentfoundation.org.uk)	1
SALT A part time teacher SALT teacher has been employed to work with those children who teachers feel need extra support with their speech.	Oral language interventions EEF (educationendowmentfoundation.org.uk) SALT teacher leads some interventions. She also completes assessments and passes on reports to the class teacher. These reports contain suggestions for activities that the class TA or parent may carry out to support the child's speech.	5
PP lead has time to carry out their role of coordinating and monitoring PP across the school.	Time for Pupil Premium lead to plan, monitor and evaluate the strategy.	1-8
<i>ELSA training</i>	Emotion Coaching training course	6

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

Budgeted cost: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional writing interventions groups for all PP children.</p>	<p>A TA has been employed part time to deliver writing interventions for PP children.</p> <p>Writing groups with a TA or in a small tutoring group can add an extra 4 months.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Fresh Start intervention groups in KS2. This will provide phonic sessions for those children who need extra support in this area.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Children are identified who do not have access to technology at home. A homework group will be established to allow them to complete their homework in school.</p>	<p>Evidence for homework clubs: The definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours. Digital technology has an impact of up to 6 months.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>
<p>Maths's intervention groups will take place regularly for all children who are seen to be requiring extra support. PP children will receive extra maths support</p>	<p>Pre and post teaching Groups no more than 6 or 7 3 times a week. Teaching Assistants, when trained, have shown to make progress with intervention groups</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving our maths teaching and the curriculum planning in line with the DFE</p>	<p>3</p>

	Maths guidance KS 1 and 2.pdf	
Additional reading intervention groups will take place for those children who are seen to be significantly behind their peers. Comprehension	Add up to 6 months extra progress EEF KS2 Purchase a programme to support the teaching of reading. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 14,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure staff are trained and available to support children with emotional and wellbeing issues.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) SQ and NH will work with children who are experiencing emotional needs. NH will do a morning check in with some of our children who need extra support.	6
Ensure enrichment activities are provided to develop children's self-esteem and confidence.	Arts participation EEF (educationendowmentfoundation.org.uk) Weekly enrichment group is provided for several our disadvantage pupils. A forest school experience is also provided for the children.	6
Provide a Breakfast club to improve punctuality. Work with parents to improve attendance.	Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk) Research into how attendance can impact attainment The Key for School Leaders (thekeysupport.com)	8

Total budgeted cost: £56,111– Based on the figures above.

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 2021 to 2022 academic year.

Improved phonic knowledge in KS2.

2 teaching assistants had some in school training on Fresh Start.

Fresh Start

Data from Autumn 2 to Summer 2

12 children have accessed Fresh Start (50% PP)

2 groups have had daily sessions.

75% (9) of the children have **accelerated** progress in reading.

42% (5) of the children have **made more than double** the expected amount of progress.

17% (2) of the children have **made 4 years progress** in one year.

Improved reading attainment for disadvantage pupils.

New reading scheme/reading approach introduced this year by our English Lead.

Reading staff meetings

NFER results – progress monitored in termly pupil progress meeting. There is a PP section to pupil progress forms. The children's reading levels were monitored termly using Scholar Pack. When on the Spring data children were shown to have not made the required progress those children were targeted in the summer term. At the end of the year there was 5 PP children across the school did not make expected progress in reading. 4 of these children have SEND.

FSM6	Our school FSM6	Notts FSM6	National FSM6
EYS (ELG)	100%	49.7%	65.2%
KS1	70%	50.4%	51.4%

KS2 combined	33.3%	41.9%	
KS2 reading	88.9%		

In KS 2 the combined was pulled down by the writing. The writing forms part of this year's SIP and is a focus of the PP strategy.

Improved maths attainment for disadvantage pupils.

New scheme introduced across the school.

Staff meetings on maths

FSM6	Our school FSM6	Notts FSM6	National FSM6
EYS	100%	49.7%	65.2%
KS1	70%	52.3%	52%
KS2 combined	33.3%	41.9%	
KS2 maths	44.4%		

Improve writing attainment for disadvantage pupils

FSM6	Our school FSM6	Notts FSM6	National FSM6
EYS	100%	49.7%	65.2%
KS1	60%	40.9%	41,1%
KS2 writing	44.4%		

Writing forms part of these year's SIP. It is also the focus of the PP strategy. A part time PP teaching assistant has been appointed this year to work with PP children across the school. She will be completely focused on improving writing.

Y3 PP writing

GD 12.5%

EXP and above 37.5%

Although the PP children in Y3 made progress with their writing only 38% made expected progress. 2 of the children have complex SEND needs and had some 1:1 support.

Improved oral language across Foundation Stage and children are identified and the programme is assessed and monitored.

NELI

50 children in Foundation Stage 2 took part in the NELI programme.

The summer report from the NELI programme showed only 5 children had language issues in the whole cohort. 3 children (who were also SEND) had clear concerns and 2 had slight concerns with their language.

For 5 children there were no concerns regarding their language. The rest of the cohort were above average and 22 were much above average in their language skills.

SALT

13 Pupil Premium children were seen by our Speech and Language support. Some went for assessments whilst others had regular sessions.

To achieve and sustain improved wellbeing for our disadvantage children.

ELSA

This academic year there have been 6 PP children that have accessed ELSA. They have had a weekly intervention either on a 1:1 basis or in a small group. The ELSA teacher has worked in conjunction with class teachers to identify the focus area for support and these have ranged from building relationships, developing emotional resilience and building self-esteem. The length of interventions has depended on each child's need. Feedback from sessions has been overwhelmingly positive.

We are currently looking to expand ELSA provision from September 2022 and a teaching assistant is being trained in the Autumn term to deliver ELSA sessions every afternoon.

ENRICHMENT

8 children attended weekly enrichment sessions.

Comments from the children during our Pupil Voice report.

'It helps me when I get stressed.'

'Come out of class, have a breather, relax, do fun things, and go back to class. Helps me feel calm.'

'I like it because we do fun stuff, nice to have a quiet space.'

One child had a very negative response to my Pupil Voice in the Autumn term, but in the summer term it was a lot more positive, and she liked school a lot more (although she still disliked maths).

Magic Maths

Years 3 to Year 5 (20 children) Pupil Premium children attended 6 Magic Maths sessions on a Friday afternoon. These were paid for out of the PP budget.

During my Pupil Voice meeting the children all said they really enjoyed the Magic Maths Sessions.

Children to have access to technology so that they can complete their homework.

The laptops arrived in school however it took a long time to have them set up.

Attendance for disadvantage pupils has improved. Children also arrive on time to their lessons.

Autumn and Spring terms FSM6 absence of 5.3% FSM6 persistent absence 13.2% No severe absence

Breakfast Club- breakfast club was offered to several families.

PP Tutoring programme established across school to look at individual needs.

17 children completed all the tutoring sessions

Review of School Led Tutoring **for 2 terms**

100% of the children made at least **expected progress**.

53% made **more than** expected progress (at least 6 points).

12% made **more than double** the expected progress in at least one of the areas (RWM).

6% made **double the expected progress in all 3 areas** (RWM).

Homework

A homework club was set up at lunchtimes. Attendance varied but was not widely used.

Laptops took too long to arrive and when they did it took ages for them to be set up.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Training for ELSA and Therapeutic conversations to support children in times of uncertainty and transition. Classroom support for pupils
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.