

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

Detail	Data
School name	Coddington Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tim Head, Headteacher
Pupil premium lead	Lesley Penn, PP Lead
Governor / Trustee lead	Janice Addison Sarah Evans PP Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£12400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£63,510

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 reading.
- 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, need not pass the phonics screening in Y1 and Y2. This impacts on their progress in reading in Key Stage 2.
2	<p>Reading Comprehension</p> <p>40% of our PP children were below age related in reading at the start of this year.</p> <p>26% of all children were below age related at the beginning of this term.</p> <p>10% of our PP were exceeding expectation at the beginning of this year.</p> <p>16% of our children were exceeding at the start of the year.</p> <p>Our formative and summative assessments and observations indicate that attainment in reading for our disadvantage pupils is below our non-disadvantage.</p> <p>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 are 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>
3	<p>Maths's interventions</p> <p>41% of our PP children were below age related at the beginning of the academic year.</p> <p>26% of all children were below age related at the beginning of the school year.</p> <p>6% of our PP children were exceeding at the start of the year.</p> <p>14% of our children were exceeding at the start of the school year.</p> <p>Our formative and summative assessments and observations indicate that attainment in maths for disadvantage pupils is below our non-disadvantage.</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>
4	<p>Writing has also been identified as an issue for disadvantage children in Y3.</p> <ul style="list-style-type: none"> • Average writing age of Non-PP is 8 years and 2 months • Average writing age of PP is 6 years and 4 months.
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	Teachers have completed a barrier to learning audit, 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 a staff survey and through looking at our data attendance and lateness were highlighted as a concern in several of our disadvantage pupils.

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.	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. Phonic levels are regularly assessed to check progress.
Improved reading attainment for disadvantage pupils.	NFER tests each term monitor progression. By 2023 to 2024 KS1 and KS2 reading levels for disadvantage children are closer to National expectations.
Improved maths attainment for disadvantage pupils.	Regular interventions are taking place across school and termly assessments are being used to monitor and evaluate progress.

	By 2023-2024 KS1 and KS2 maths levels for disadvantage pupils are now closer to National expectations.
Improve writing attainment for disadvantage pupils.	There is evidence of interventions and tutoring taking place and these lead to an improvement in writing levels for disadvantage pupils, so they are closer to school expectations.
Improved oral language across Foundation Stage and children are identified and the programme is assessed and monitored.	NELI has been implemented in Foundation Stage and in Nursery and the children's progress in this area has been monitored. There are records of SALT interventions to show an improvement in oracy.
To achieve and sustain improved wellbeing for our disadvantage children.	Pupil questionnaires and parent consultations show well being has improved. Evidence shows that enrichment activities have taken place.
Children to have access to technology so that they can complete their homework.	Children are accessing the homework clubs and have completed their tasks (TimesTablesRockstars and Spelling Shed). Laptops are available for some children to use at home and school, and these are being used to complete set tasks. Maths's homework club takes place and PP children are attending and growing in confidence.
Attendance for disadvantage pupils has improved. Children also arrive on time to their lessons.	Breakfast clubs should help improve punctuality. Work with parents to improve attendance.
Tutoring programme established across school to look at individual needs.	Tutoring programme will lead to attainment and progress in targeted groups, such as with Year 3 writing.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI FS2 and Nursery Speech and language Children in Early Years will be assessed, and children will put on the NELI programme as required. A SALT teacher has been employed one day a week to work with those children who the teachers feel need extra support with their speech.</p>	<p>Training for 2 members of staff to deliver the programme. Children are assessed at the beginning of the programme and then they are monitored throughout the sessions. Oral language interventions EEF (educationendowmentfoundation.org.uk) Interventions 3 times or more a week make the most progress.</p>	<p>5</p>
<p>Establish a PP lead in school and designate time for them carry out their role of coordinating and monitoring PP.</p>	<p>Time for Pupil Premium lead to plan, monitor and evaluate the strategy.</p>	<p>1-8</p>
<p>Ensure quality first teaching in reading, writing and maths.</p>	<p>Staff have had training on reading and maths. The maths lead has been working with the LEA to develop the maths provision. Staff meetings and INSET days have been planned. The reading leads have been supported by the LEA to develop the teaching of reading throughout the school. Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>	<p>1-5</p>
<p>Improve Teaching Assistants knowledge</p>	<p>Fresh start training is completed. Training has been through the school's RWI lead and observations of other members of</p>	<p>1</p>

and delivery of interventions.	staff. Resources are purchased where needed to support the learning. Fresh Start EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish Fresh Start intervention groups in KS2. This will provide phonic sessions for those children who need extra support in this area.	Phonics EEF (educationendowmentfoundation.org.uk) Fresh Start EEF (educationendowmentfoundation.org.uk)	1
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
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.	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. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) Improving our maths teaching and the curriculum planning in line with the DFE	3

	Maths guidance KS 1 and 2.pdf	
Writing intervention groups will take place regularly for all children who are seen to be requiring extra support.	Writing groups with a TA or in a small tutoring group can add an extra 4 months. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	4
A teacher has been recruited to carry out interventions.	A teacher has been employed to take the lead for extra PP interventions and to monitor the role of the teaching assistants.	2,3,4 and 5
School led National tutoring programme to provide extra support individual needs.	School led tutoring. Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3,4 6
Children are identified who do not have access to technology at home. 2 homework clubs will be established. One will be to complete their homework and the other session is for a maths club.	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. Homework EEF (educationendowmentfoundation.org.uk)	7

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

Budgeted cost: £ 10,010

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 to work with children who are experiencing emotional needs. We have a Teaching Assistant (ER) who is trained to deliver Emotions Games to support children within the school.	6
Ensure staff are trained and available to give support to children who need 1:1	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6

help through Therapeutic conversations	The school has 2 Teaching Assistants (AB and NH) who are trained to deliver Therapeutic Conversations.	
Ensure enrichment activities are provided to develop children's self-esteem and confidence.	Arts participation EEF (educationendowmentfoundation.org.uk)	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: £63,510– 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 2020 to 2021 academic year.

The Read Write Inc program was fully implemented in the Foundation Stages and Key Stage 1. The relevant staff have all been trained and lessons have been regularly monitored. There has already been a big improvement in phonic scores in Y1. Next, we are planning to introduce Fresh Start for those children in Key Stage 2 who still need phonics interventions. Fresh Start has been purchased as has the associated training. This is included in this year's strategy.

Maths No Problem is used in most of the school. During lockdown differentiated work was uploaded online for the children to use. Due to Covid Bubbles very little monitoring has been done so the impact is hard to measure. Pre and post teaching of maths has been carried out in the classroom. Maths will continue to be the focus for the coming year.

Reading for pleasure was introduced last year and continues to be implemented this year.

Fun Fit -This could not be in place across the school due to Covid Bubbles.

Catch up sessions have taken place in Bubbles. After Lockdown teacher's ran catch up sessions within their own year groups. LA review found that although these sessions were happening, further accountability measures were needed to capture the impact of these sessions.

Sessions arranged to support pupils emotionally due to issues caused by covid/lockdown. This was provided through ELSA and therapeutic conversations. This has been essential in enabling pupils to reengage with school.

Agreement made with NTP provider to provide catch up tutors, but this did not happen. No tutors were provided so the school employed a teacher to lead PP catch up for the autumn term. In the summer term some teachers were given extra time to have Catch Up groups.

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.