

Pupil Premium Strategy Statement 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	53
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2022 2022-2023 <u>2023-2024</u>
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Headteacher Rebecca Major
Pupil premium lead	Lesley Penn, PP Lead
Governor / Trustee lead	Sam Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,080
Recovery premium funding allocation this academic year	£7,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Just from PP budget not recovery	£8,329.93
Total budget for this academic year	£98,609.93

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 reading, 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	<p>All FSM6 KS1 children achieved their phonics level this year. We now need to continue with the phonic programme but close the gap between phonics and reading levels in KS1.</p> <p>At KS1 100% FSM6 passed their phonics but only 60% reached the reading standard.</p>									
2	<p>Reading at KS1 there were 60% readers on track. Last year there was 70%. Challenge is to increase the number of FSM6 children who attain expected at KS1.</p> <p>For the last 2 years in KS2 88.9% of FSM6 children have achieved Expected or above in reading.</p> <p>Resources are needed to support the bottom 20% of readers.</p> <p>A teaching assistant is working 5 afternoons on the bottom 20% of readers in KS2. Baselines and regular assessments are being kept.</p>									
3	<p>Maths</p> <table border="1"> <thead> <tr> <th>Maths SATS results in our school</th> <th>2021 to 2022</th> <th>2022 to 2023</th> </tr> </thead> <tbody> <tr> <td>FSM6 KS2</td> <td>44.4%</td> <td>77.8%</td> </tr> <tr> <td>FSM6 KS1</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table> <p>Above are the results for the last 2 years of following our new maths scheme. The challenge for this year is to continue to improve the percentage of children reaching the expected standard in maths in KS1 and KS2.</p>	Maths SATS results in our school	2021 to 2022	2022 to 2023	FSM6 KS2	44.4%	77.8%	FSM6 KS1	70%	80%
Maths SATS results in our school	2021 to 2022	2022 to 2023								
FSM6 KS2	44.4%	77.8%								
FSM6 KS1	70%	80%								
4	<p>Writing</p> <p>Writing had been identified as an issue within the school and formed a main part of the previous year's SIP (2022 to 2023) and the main focus for last year's PP strategy.</p> <table border="1"> <thead> <tr> <th>Writing in our school</th> <th>2021 to 2022</th> <th>2022 to 2023</th> </tr> </thead> <tbody> <tr> <td>FSM6 KS2</td> <td>44.4%</td> <td>55.6%</td> </tr> <tr> <td>FSM6 KS1</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table> <p>The above data shows that more children reached expected in KS2 than the previous year (11.2% increase) Results for KS1 remained the same. Last year was our first year introducing a new writing progression</p>	Writing in our school	2021 to 2022	2022 to 2023	FSM6 KS2	44.4%	55.6%	FSM6 KS1	60%	60%
Writing in our school	2021 to 2022	2022 to 2023								
FSM6 KS2	44.4%	55.6%								
FSM6 KS1	60%	60%								

	document. At KS1 the level was above local and national for FSM6 children. At KS2 it was just below local (1.5% below) and national (2.7%). The challenge this year is to continue to improve our writing levels and to be at least exceeding local and national levels. Resources are needed to support writing within the classroom and during interventions.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantage pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantage pupils than their peers.
6	During a previous 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. 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 PP children also had poor attendance.
9	To make the curriculum accessible to all children, including those with complex needs.

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
Improve reading.	Teaching Assistant works with bottom 20% to support reading.
Improve writing attainment for disadvantage pupils.	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. Last year a TA was 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.

	At least 60% of the FSM6 to reach Expected in writing at the end of KS2. 2023/2024
Improved maths attainment for disadvantage pupils.	All children receive quality first teaching. Regular interventions are also 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. Data shows that this was achieved in 2023. Now the challenge is to close the gap between non FSM6 and FSM6.
To achieve and sustain improved wellbeing for our disadvantage children.	Pupil questionnaires show wellbeing has improved. Evidence shows that enrichment activities have taken place. This year a parenting engagement officer has been employed to improve lines of communication with parents. They are also responsible for making daily check ins with our vulnerable children.
Children to have access to technology so that they can complete their homework.	Children are accessing the homework clubs and have completed their tasks (Times Tables Rockstars and Spelling Shed). Laptops are available for some children to use in school, and these are being used to complete set tasks.
Ensure quality first teaching in writing and maths.	Staff continue to have training on writing and maths. Microsoft Word - Teachers Impact report final.docx (suttontrust.com)
Improve Teaching Assistants knowledge and delivery of interventions.	Teaching Assistants are also supported to deliver writing and maths interventions.
Adapted Curriculum	Implement our new Coddington Adapted Curriculum to support our disadvantage children across the school so that all children have access to it.

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: £33,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching in writing, maths and reading.</p>	<p>Over the last 2 years the English and maths leads have introduced new schemes. Some staff meetings and INSET days have been used to support staff to fully embed these schemes across the school.</p> <p>This year staff should be fully embedding these schemes and adapting them to the needs of their children.</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>	<p>1-5</p>
<p>Improve Teaching Assistants knowledge and delivery of interventions</p>	<p>Teaching Assistants are confident delivering writing interventions.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>SALT A part time teacher trained in speech has been employed to work with those children who need extra support with their speech.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Speech 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.</p> <p>A teacher, who has been trained in developing speech and language interventions, has been employed for half a day a week to work across the school</p>	<p>5</p>

	with children who have identified as having issues in this area.	
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
Adapted curriculum	This year we are introducing an adapted curriculum so that all of our children have access to all areas of the curriculum. An evidence-informed approach to... Durrington Research School	9

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

Budgeted cost: £ 26,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional writing interventions groups for all PP children.	A TA has been employed part time to deliver writing interventions for PP children. 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
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.	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

<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 of no more than 6 may receive support up to 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>Maths_guidance_KS_1_and_2.pdf</p>	<p>3</p>
<p>Additional reading intervention groups will take place for those children who are seen to be significantly behind their peers (Bottom 20%).</p>	<p>Add up to 6 months extra progress EEF KS2 Purchase extra resources to support the teaching of reading.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £ 38,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff are trained and available to support children with emotional and wellbeing issues.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	<p>6</p>
<p>Ensure enrichment activities are provided to develop children's self-esteem and confidence.</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Weekly enrichment group is provided for several our disadvantage pupils.</p>	<p>6</p>

<p>Provide a breakfast club to improve punctuality and support some of our vulnerable families. Work with parents to improve attendance.</p>	<p>Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</p> <p>Research into how attendance can impact attainment The Key for School Leaders (thekeysupport.com)</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>Our family engagement officer liaises with families</p>	<p>8</p>
<p>Improve attendance and punctuality.</p>	<p>Our family engagement officer liaises with families on attendance and punctuality</p> <p>An evidence informed approach to... Durrington Research School</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>8</p>

Total budgeted cost: £98,609.93 Based on the figures above.

Part B: Review of outcomes in the previous academic year

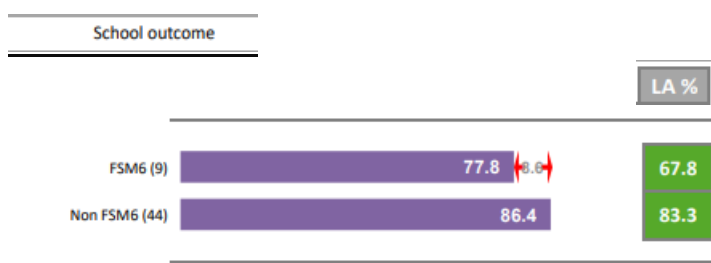
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

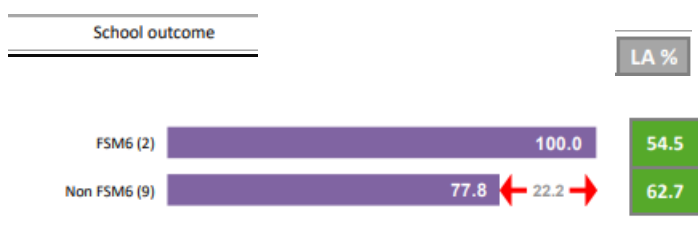
. Teaching

Improve Teaching Assistants knowledge and delivery of phonics.

Year 1 Phonics



Phonics Recheck for Year 2



Improved phonic knowledge in KS2.

Phonics 2022 to 2023

TA has been delivering daily (4 days) RWI interventions with a select group of children.

TA has delivered a Fresh Start intervention during the autumn term. All the children completed the scheme in one term. The other group worked through the scheme throughout the year.

This year the Year 3 children have all passed their phonics. What is our concern now is at the end of KS1 all the FSM6 passed their phonics test, however not all these children were EXP in reading at the end of KS1.

Teaching

Ensure quality first teaching in writing, maths and reading.

Reading

Our children continue to have good attainment in reading compared to local and national levels. In KS2 our reading levels for FSM6 were higher than national and local attainment for **all** children. Reading in KS1 was better than FSM6 in local and national levels.

Children are continually monitored through our NFER termly tests and teacher assessment to make sure that this continues. Termly Pupil Progress meeting happen throughout the school.

Reading KS1	Our school	LA	National
KS1 FSM6	60%	54.5%	54%
KS1 all children	71.7% (non FSM6)	68.7%	68%

Reading KS2	Our school	LA	National
KS2 FSM6	88.9%	58.3%	60.3%
KS2 all children	84.9% (non FSM6)	72.3%	73%

NFER results – progress monitored in termly pupil progress meeting. Teachers are asked about the progress of their PP children. The children’s reading levels were also 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.

Looking at reading data across the school 36% of FSM6 children made better than expected progress.

Improved maths attainment for disadvantage pupils.

Last year a new scheme introduced across the school. This year the focus has been about embedding and adapting the scheme for our children.

Staff meetings on mastery maths was moved to the Spring term 2023.

Maths KS1	Our school	LA	National
KS1 FSM6	80%	57.4%	56%
KS1 all children	82.6% non FSM6	72.4%	70%

Our FSM6 children's attainment in maths in KS1 and KS2 is significantly better than the LA and national for FSM6 and non FSM6 children.

Maths KS2	Our school	LA	National
KS2 FSM6	77.8%	59.1%	59%
KS2 all children	84.8% non FSM6	74.6%	73%

Maths was monitored across the school.

Looking at maths data across the school 87% of FSM6 children made expected progress and 52% made better than expected progress.

For the last 2 years FSM6 in maths has increased significantly.

Maths in our school	2021 to 2022	2022 to 2023
FSM6 KS2	44.4%	77.8%
FSM6 KS1	70%	80%

Improve writing attainment for disadvantage pupils

Miss Parker took staff meeting on improving writing in the classroom.

Writing KS1	Our school	LA	National
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KS1 FSM6	60%	44.9%	44.6%
KS1 all children	69.6% non FSM6	60.9%	60%

In writing the FSM6 children have better outcomes than national and local.

Writing KS2	Our school	LA	National
KS2 FSM6	55.6%	57.1%	58.3%
KS2 all children	76.1% non FSM6	72.5%	71%

Note 1 FSM6 child in our school achieved Greater Depth.

Writing interventions and writing within the school is on a 3-year programme.

Writing in our school	2021 to 2022	2022 to 2023
FSM6 KS2	44.4%	55.6%
FSM6 KS1	60%	60%

Looking at writing data across the school 18% of FSM6 children made better than expected progress.

Last year FSM6 children achieved 44.4% in writing at KS2 so although there is an improvement this year, we are expecting it to take at least one more year to see the results of our new Writing approach in lessons and intervention groups.

Writing formed the main part of last year's SIP. It is still the focus of the PP strategy. A part time PP teaching assistant has been appointed this year to work with these children across the school. She focused on improving writing for PP children across the whole school. We are expecting this to take up to 3 years to see real progress.

Last year, several staff meetings were dedicated to writing. On the 31st of August there was one session on using Active English, on the 7th of September there was one on our new school handwriting scheme and on the 22nd February there was one on modelling

and aiming for Greater Depth in writing. There were also three writing moderation staff meetings.

SALT

A part time teacher SALT teacher has been employed to work with those children who teachers feel need extra support with their speech.

A SALT teacher was employed to come in every other week. They did this for 2 terms until they went on leave. Unfortunately, we were unable to replace her for the summer term. There was an **underspend** due to us being unable to replace the SALT lead.

A member of the EYS went on a speech and language course. She then worked for one afternoon a week with children who were assessed to have issues in this area.

To achieve and sustain improved wellbeing for our disadvantage children.

ELSA

Over the past year, ELSA has continued to grow. During the summer term we trained a second member of staff as an ELSA due to increasing demand across the school for pastoral/emotional support.

Children are accessing ELSA through both 1:1 sessions and group sessions depending on their need. Approximately 8 PP children have accessed/are currently accessing ELSA over the last academic year. The need of these children ranges from dealing with difficult emotions to supporting them with issues outside of school. We have seen an increase in the number of children experiencing low self-esteem and anxiety related issues.

In response to this need, I set up an after-school club (summer term) and invited some of our children to attend. Most of these children were PP. We focused on building self-esteem and resilience and the children really enjoyed their time at 'Mindful Mondays'.

ENRICHMENT

Last year 7 children attended weekly enrichment sessions. Comments from the children during our Pupil Voice report.

How does the adult help you?

"helpful"

"keeps things off your mind that you are stressing amount"

"kind/really good ideas"

"fun/ kind"

“It was good knowing the older ones as they shouted for us at sports day, and they can help at playtime and stick up for you. I would like the sessions to continue next year and new children.”

Do you enjoy these sessions – why/why not?

Children said these were fun activities that they really enjoyed.

What do you do in the enrichment sessions? when/where?

“fun, craft, we offer suggestions, and she chooses some”

“relax and have time with different children, the youngers are really nice”

“For those who are nervous for SATs it will really help them chill out.”

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. Two homework lunchtime clubs were set up to support the Year 6 children. Booster sessions also took place after school on a Tuesday for a term and a half.

Absences

<u>Autumn and Spring term 2022 to 2023</u>	<u>Absences</u>	<u>Persistent 90%</u>
<u>FSM6 Notts</u>	11.1%	34.9%
<u>All children Notts</u>	7.1%	19.7%
<u>All children national</u>	7.3%	21.5%
<u>Our school</u>	8.65%	37.97% *

*Two children’s attendance was 37.67% because they returned to Ukraine. Another child did not return after the first half term and was still on role until mid-November.

This year we have appointed a Family Engagement Officer to monitor and help reduce absences across the school, with a particular focus on PP children.

Breakfast Club- breakfast club places were offered to some of our families.

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.