

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Cogenhoe Primary School
Pupils in school	214
Proportion of disadvantaged pupils	7.90%
	The funding for <b>2020-21 = £24,865</b> (£20,175 PP + £4,690 LAC)  The funding for 2021-22 is a total of £25,858 and is based on the following:  14 Ever 6 = £18,830  3PLAC = £7,035
Academic year or years covered by statement	2021-2022
Publish date	7.6.21
Review date	7.6.22
Statement authorised by	Charley Oldham
Pupil premium lead	Sian Blackwell
Governor lead	Alison Barrett

## Disadvantaged pupil progress scores for last academic year

Not reported on - internal data only.

Last reported data 2018 making more than expected progress

Measure	Score
Reading	-2.57
Writing	+4.01
Maths	-8.44

## Strategy aims for disadvantaged pupils

Not reported on - internal data only March 2020

## **Statement of Intent**

### **School vision: Inspire Aspire Achieve**

**Inspire** - 'Inspire' to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire".

**Aspire** - 'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach.

**Achieve** - 'Achieve' is to ensure that all of our pupils successfully reach their academic goals through sheer hard work, determination and persistence.

At Cogenhoe Primary School, our ultimate objective for our disadvantaged pupils are the same for all our pupils: Inspire Aspire Achieve. Our aspiration is for all pupils to leave Cogenhoe Primary School with a love of learning and the academic and personal skills that will enable future success. They will be resourceful, independent thinkers with the resilience and confidence to adapt to change and rise to challenges. They will excel in communication in its many forms. As members of the school, local and wider communities, Cogenhoe pupils will know that they belong, understand their responsibilities, and be prepared for life. Our intention, therefore, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium and disadvantaged strategy is to support those identified pupils to achieve that goal, including progress for those who are already high attainers. At Cogenhoe Primary School, our strategy plan takes a holistic whole child approach to supporting pupil outcomes. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside Pupil Premium Pupils. Each individual Pupil Premium child has a tailored programme of support with evidence to back up their progress and attainment. Our wider strategies, support the wellbeing and good mental health of all our pupils, including Pupil Premium and disadvantaged pupils. Cogenhoe Primary School believes that the accumulative impact of Pupil Premium intervention over successive years has a direct correlation to progress and attainment longer term. This is supported by our internal data and pupil and parent voice.

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	66%
Achieving high standard at KS2	33%
<b>Measure</b>	<b>Activity</b>
Priority 1	1) To raise standards (and close gaps post lock down) in Maths for all PP children, so that particularly those that are higher attaining, achieve above national expectations at each phase and make sustained progress; ensuring a greater combined measure in KS2. All PP children will achieve at least the national expected level. All PP children will have secure knowledge and skills and can demonstrate these through reasoning and problem solving.
Priority 2	1) Behaviour for learning will be improved as barriers to learning (post covid lock down) will be effectively removed through the use of the Boxhall diagnostic tool and the role of the ELSA/ pastoral support team in school. Pupils' attitudes to their education are positive.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole class teaching interventions. Ensuring parents are engaged with supporting the school with behaviour for learning. Children need to be committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in kst2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in kst2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in kst2 Maths	July 2022
Phonics	Achieve national average expected standard in PSC	May 2022
Other	Ensure disadvantaged children behaviour red card incidents and parental contact sheets are in line with non- disadvantaged children.	Update every half term.

**We will focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Establish small group maths intervention for disadvantaged pupils falling behind age –related expectations. Monitor the delivery and impact of 121 third space learning. Work with the Enigma Maths Hub and purchase textbooks to embed Teaching for Mastery across kst2.</p> <p>Purchase resources- physical manipulates. Maths support pack provided for al PP children .</p>
Priority 2	<p>The PP Lead is attending the County Training Sessions delivered by Marc Rowland and the following documents have been used to inform this strategy.</p> <p>Addressing Educational Disadvantage in schools and colleges (Marc Rowland; 2021)</p> <p>Closing the Vocabulary Gap (Alex Quigley; 2021)</p> <p>Oral Language Interventions (EEF; 2021) Oral language interventions   EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted support for behaviours at play and lunch times-targeted structured provision including use of specialist sports coaches. Funding for ELSA 121 support within the nurture hook using resources to support individual children. All PP children in Yr 5 invited to attend interview for becoming a Sport</p>

	<p>Crew Leader. Spot check pupil voice regarding behaviours.</p> <p>All PP children have a regularly updated Boxall. Targets, resources and activities based around Boxall Profile. PP children invited to well-being and curriculum boosters clubs. ELSA uses Boxall profile to base restorative conversation with families during Drop in Clinic. Parents and child classes- focus on life skills and healthy eating.</p>
Barriers to learning these priorities address	<p>Parental attitude toward the engagement of Maths After School Catch up Booster groups and Mathematic home learning.</p> <p>Poor Attendance within wider curriculum opportunities.</p>

### Wider strategies for current academic year

Measure	Activity
Priority 1	All PP children to invited to attend Booster Maths Groups with specialist Maths Lead. PP children invited to attend Breakfast Club and well-being grps to boost self- confidence and self- esteem.
Priority 2	<p>Links with Frank Bruno Academy (Booking Summer 2022). All PP children funded to attend weekly sessions to improve self- worth and explore strategies for dealing with frustration. All PP invited to accept a free space on Holiday day club run by Sport Coaches. Spot check pupil voice record on Child Voice Pupil Profiles.</p> <p>All children provided with free tickets for the Cogenhoe School Circus- engage families.</p> <p>Increase opportunities for parent and child work shops – JOGO, Simon Aston On-line Safety</p> <p>Sign Post and Support PP Families to access the Government has funded the Holiday Activities and Food (HAF) programme in Northamptonshire since 2021. The programme provides healthy and active activity camps and meals.</p> <p>All PP families to access Food Packs delivered to school.</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged children.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development through reflection and TRG.	Use of INSET days, TRG sessions planned for next year with a focus on Supporting the PP child. Staff to team teach and create reflective videos – looking at PP engagement
Targeted support	Timetable and monitor ELSA support effectively to ensure key children and parents are supported.	Deputy Headteacher to update EDUKEY and Boxall and focus on PP child during Teacher Performance Management and Pupil Progress Meetings. Drop in clinic for PP children.
Wider strategies	Engaging the families facing most challenge	Working more closely with LA, other school to seek out sign posts for parents. ELSA to attend regular network meetings for updates.

## Review: last year's aims and outcomes

Aim	Outcome
To raise standards in Maths for all PP children, so that particularly those that are higher attaining, achieve above national expectations at each phase and make sustained progress; ensuring a greater combined measure in KS2.	Good outcomes and progress for PP children in KST2 (no reporting on data internal data only) leaving AT (66%) or Above(33%) national 2020-21 despite the lockdown due to specialist teaching from Maths Lead via zoom, home learning packs for PP children a Good outcomes for PP child leaving Kst1 (no reporting on data and only one PP child in cohort ). Focus area now to be Yr 5 as progress and attainment has dipped post lockdown. As a result, mastery will be embedded across the school to ensure we meet the aim. All PP children in Yr in 5/6 to be allocated place on Third Space Learning and After School Booster Maths session. Catch Up Funded
To develop and embed a rich curriculum which provides opportunities for extended writing. Standards will be raised in writing across the curriculum and children will be engaged, enthused and motivated to	Book Look scrutiny has demonstrated that there has been steady improvement and the gap between PP children and Non PP children has narrowed. Most PP children have been allocated a place on

write. PP children will leave school at the national level.	our writing catch up interventions inc Fresh start, get reading of GD challenge writing group with PP lead. Close monitoring of these intervention will be needed next year to assess which children need which intervention depending on data.
Behaviour for learning will be improved as barriers to learning will be effectively removed through the use of the Boxall diagnostic tool and the role of the ELSA/ pastoral support team in school.	Pre Lock down there was a decrease in reported Red Card incidents and Parental Contact sheets. All PP were invited to attend school alongside Key worker and vulnerable children. Behaviours and attitudes to learning were improved. See Behaviour Chart Reports. Since the whole school returning to school there has been a sharp increase in incidents consequently this aim will carry forward to the new Pupil Premium Strategy Statement.

### **Pupil Premium – Academic year 20-21**

Total of spending from 1.9.20 to 31.8.21	
Milk	£124.03
Resources re covid	£109.90
Resources for ELSA	£118.17
Training	£10.00
Uniform	£61.82
Staffing	£23,036.81
Residential/Trips	£129.75
Software - Boxall Profile	£30.00

Total spending for academic year 20-21 = **£23,620.48**

### **Pupil Premium – Academic year 21-22**

Resources for LAC child	£10.82
OT for LAC child	£900
ASC sessions	£290
Wellbeing music sessions	£395.14
Milk	£68.08
Uniform	£1299.78
Swimming	£15
Salaries	£13,874.74

Total spending for academic year 2021-22 to date (27.1.22) = **£16,853.56** Covid Funding

Date funding received	Covid Catch up Grant	Covid Response Grant	Recovery Premium Grant	School Led Tutoring Grant
October 2020 Transfer - Autumn payment	£3,940			
March 2021 transfer		5,256		
March 2021 transfer - Spring payment	£5,350			
June 2021 transfer - May payment	£6,630			
October 2021 transfer				591
October 2021 transfer			616	
January 2022 transfer			616	
January 2022 transfer				591
<b>TOTAL</b>	<b>£15,920</b>	<b>5256</b>	<b>1232</b>	<b>1182</b>

Used to fund Virtual Class 121maths 3<sup>rd</sup> Space Learning, Ruth Miskin Literacy – Remote Phonics, Fresh Start delivered by Teacher and Fast Track. PP, SEN and Vulnerable Pupils access.