

Pupil premium strategy statement



Cogenhoe
Primary School

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	Cogenhoe Primary
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	April 2022
Date on which it will be reviewed	Dec 2022
Statement authorised by	Charley Oldham Headteacher
Pupil premium lead	Sian Blackwell, Deputy Headteacher
Governor / Trustee lead	Alison Barrett, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,865
Recovery premium funding allocation this academic year	£1232
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£500
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	The funding for 2020-21 = £24,865 (£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

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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 strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and Vocabulary</p> <p>To narrow the gap between the attainment of PP pupils and national – PP pupils.</p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Maths</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 50% of our disadvantaged pupils arrive below age-related expectations compared to 85 % of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Social, emotional mental health and Family Life</p> <p>To improve PP and disadvantaged pupil’s softer skill set which supports social, emotional and mental health.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Our assessments (including wellbeing survey), observations, Boxhall tracking, EDUKEY Concern tracking and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to behaviours for learning, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour for learning.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 25 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs, with 20(12 of whom are disadvantaged) receiving small group interventions.</p>

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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 oral language skills and vocabulary among disadvantaged pupils.	<p>The gap between attainment of PP pupils</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in red card incidents and EDUKEY Safeguarding Concerns • a significant increase in participation in sporting, Booster, parent child workshop enrichment activities, particularly among disadvantaged pupils

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: Teaching Salaries 13,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Boxhal renewal, standardised diagnostic assessment, Accelerated Reader.</p> <p>Training for staff to ensure they can deliver follow up intervention inc Switch on Reading , Inference, Fresh Start.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Book Talk refresher</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Ongoing Training all staff - of a DfE validated Systematic Synthetic Phonics programme – Essential Letters and Sounds to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>All PP pupils invited to attend Maths Booster clubs after school. TRG focus linked with SDP to focus on training and demos from Maths Lead.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>3</p>

<p>Enhancement of our maths teaching and curriculum through TRG planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Role of ELSA to be developed. Improve the quality of social and emotional (SEL) learning through SCARF.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ - as salaries

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, musical narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Reception to receive 2 x10 week MPAT funding 2 music teachers working on projects.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted through booster catch up for disadvantaged</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	2

<p>pupils who require further phonics support. Phonics pack available and key parents sign posted to parent workshop/ website support.</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring 3rd Space Learning and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management school to join local hub, training On-Line safety and anti-bullying approaches (links with local school through school council) with the aim of developing our school ethos and improving behaviour across school.</p> <p>School to continue funding PP children to attend Frank Bruno Academy.</p> <p>PP children given a place at STAR club or breakfast club to access enrichment experiences/ healthy food.</p> <p>PP children provided with £100 voucher to be spent on inform, clubs</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

enrichment. PP funded/part funded for school trips and residential.		
	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified including inform/ food bank.	All

Total budgeted cost: 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 = **£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
TOTAL	£15,920	5256	1232	1182

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

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line with the previous 2 years in key areas of the curriculum. Despite the impact from covid and being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefor realised 66% left kst2 AT 33% left working above the expected

Our assessment of the reasons why these figures were not even higher points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and T4W support packs.

Edukey concern monitoring, boxhall targets and outcomes and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted booster interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Third Space Learning	External tuition
French sessions yr 5/6	Independent provider.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation.

Our PP lead completed the training with Marc Rowland Unity School Research and this plan was submitted.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the training provided by Marc Rowland to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

