

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	Cowling Community Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Dawson Headteacher
Pupil premium lead	Kate Dawson
Governor / Trustee lead	Helen Collings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,800
Recovery premium funding allocation this academic year	£3,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£34,680

Part A: Pupil premium strategy plan

Statement of intent

Our intention of our Pupil Premium Strategy is to support all pupils irrespective of their background to make good progress and achieve at least age related expectations across all areas of the curriculum. Our focus is to insure disadvantaged pupils achieve this goal, including progress for those that are already high attainers.

At Cowling Community Primary School we will adopt a whole school approach where all staff take responsibility for all pupil's outcomes, considering the challenges faced by disadvantaged pupils. High quality teaching is at the heart of our approach and we are mindful of areas where these pupils require the most support. Other approaches include:

- Employment of additional teaching staff to enable smaller class and group sizes (single year group teaching in certain subjects)
- High quality CPD to ensure that teaching staff have good subject knowledge.
- Specific equipment and resources.
- Interventions and/or pre teaching.
- Referrals to NY services and outside agencies (eg SELFA) to support need.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected, including non-disadvantaged pupils.

In addition, financial support is provided for pupils receiving Pupil Premium Funding so they can access all aspects of the wider curriculum including afterschool clubs, music lessons, swimming lessons, school visits and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations of pupils indicate that age related attainment is below expectation in reading (phonics), writing and maths for the majority of disadvantaged pupils.</p> <p>Many of our disadvantaged pupils have below age-related scores in Personal and Social Development, Communication and Language, Reading, Writing and Number when they enter Reception and support is needed to accelerate progress towards Age-related expectations.</p>

2	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 other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our observations and discussions with families indicate that some disadvantaged children experience a lack of enrichment activities and exposure to the wider curriculum and SMSC. This has been heightened for all children during school closures. Financial barriers: the cost of PE Kit, music lessons, school visits and after school clubs is prohibitive for some families.
4	Discussions with pupils and families as well as observations have shown that some of our disadvantaged pupils have additional social, emotional and mental health needs including anxiety, which have an impact on their learning.

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 Reading, Phonics, Writing and Maths attainment among disadvantaged pupils.	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> • Ongoing formative assessments in individual, group or whole class reading, writing and maths lessons • Summative half-termly phonic assessments • Summative termly reading, writing and maths assessments. • Monitoring of reading, writing and maths – observations of lessons, book scrutiny and pupil voice. • Targeted support/intervention to support individual pupils • Evidence of progress from the baseline assessments of specific interventions where relevant. • Data from National assessments (EYFS profile in CAL, writing and number, KS1 Phonics check, Year 2 and Year 6 SAT data and Year 4 Multiplication Check) show increase in disadvantaged pupils achieving at least age related expectations.
At least progress and age related attainment in foundation subjects of the curriculum.	<ul style="list-style-type: none"> • High quality curriculum for foundation subjects delivered to all pupils. • Evidence from observation, pupil voice and learning walks. • Knowledge checks show evidence of good progress and at least age-related attainment.
To achieve a wider exposure to enrichment activities, the wider curriculum and SMSC.	<ul style="list-style-type: none"> • By 2024/2025 there will be a significant increase in enrichment activities, particularly amongst disadvantaged pupils. • All disadvantaged pupils will have the option to take part in school visits and residential visits.

	<ul style="list-style-type: none"> • Children entitled to pupil premium will be signposted towards free music lessons provided by NYCC. • All disadvantaged pupils will have the correct school uniform and PE kit.
<p>To achieve and sustain improved well-being for all children in school, particularly our disadvantaged pupils,</p>	<p>Evidence related to individual pupils:</p> <ul style="list-style-type: none"> • Use of targeted adult support by those trained with Compass Buzz (now known as Compass Phoenix). • Reduction of number of challenging behaviour incidents recorded on CPoms. • Reduction in number of cause for mental health concerns recorded on CPoms. • Referral to relevant services: Compass Phoenix, Inclusion Hub, Early Help, Healthy Child team, CAMHS, Selfa • Data from NYCC Health and Wellbeing survey.

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: £16,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a validated Phonics programme (Little Wandle) to secure stronger Phonics teaching for all pupils. All staff to receive 6 hours of Phonics training	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. See EEF Phonics Toolkit	1,2
CPD and staff release time to monitor the reading, writing and maths across school.	Effective approaches to improve the teaching of Reading, Writing and Maths have a positive impact on all pupils including disadvantaged pupils EEF Toolkits for: EYFS and KS1 Literacy KS2 Literacy EYFS and KS1 Maths KS2 Maths	1,2
CPD to enhance the Maths Curriculum on use of NCETM materials to address need and gaps for individual children	The DFE non-statutory guidance in conjunction in the NCETM draws on evidence based approaches: Maths Guidance KS1 and KS2	1,2
CPD for PSHE co-ordinator to train as a Senior Mental Health Lead	Effective approaches to improve the social and emotional learning have a positive impact on all pupils including disadvantaged pupils. EEF toolkit for Social and Emotional Learning	4
Improve the quality of social and emotional learning. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	4
CPD for two members of staff to improve children's language and early literacy	Research shows that oral language skills, the foundations of which are developed by age four, are strongly	1,2

skills using Nuffield Early Language Intervention	associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise. EEF research	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics sessions targeted at disadvantaged pupils who require further phonic support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted Phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. EEF Phonics	1,2
Engaging with the National Tutoring Programme to use school-led tutoring to those whose education has been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support the lower attaining pupils or those falling behind. EEF One to One Tuition and Small Group Tuition	1,2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	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 impact on attainment. EEF Oral Language Interventions	1,2
1 to 1 before school support targeted at disadvantaged pupils who require further support with English and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support the lower attaining pupils or those falling behind. EEF One to One Tuition	1,2

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

Budgeted cost: 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on strategies for improving the well-being and behaviour for learning of all pupils.	Both targeted interventions and universal approaches can have positive overall effects. EEF Behaviour interventions	4
Funding to provide access to music lessons, swimming lessons and school visits.	Sutton Trust Report on Extra Curricular equalities	3
Financial contribution to SELFA towards the cost of disadvantaged pupils accessing out of school and holiday clubs	Sutton Trust Report on Extra Curricular equalities	3
Additional adult support for pupils with SEMH and anxiety (Compass Buzz)	EEF toolkit for Social and Emotional Learning	3,4

Total budgeted cost: £35,241

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 2020/2021 suggested that the performance of disadvantaged pupils was lower than in 2019/2020 in Reading, Writing and Maths. Our assessment of the reasons for these outcomes points primarily 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 funding improvements to teaching and targeted interventions to the degree we had intended.

During this time, a high quality curriculum was maintained which was aided by use of online resources, such as White Rose Maths. Although all pupils were affected by school closures in 2020-2021, some of our disadvantaged pupils attended face to face throughout, unless their class bubble was closed due to COVID cases. When this happened, class teachers used a variety of different ways to support pupils' learning at school and disadvantaged pupils were offered 1 to 1 sessions, when appropriate, online. Please see school **Remote Learning Policy**

Class teachers kept in regular contact with pupils learning at home and provided learning resources via Google Classroom. All of our disadvantaged pupils received Chrome Books to enable them to access home learning. These measures helped some of the COVID restrictions, but did not replace the strong relationships, high quality interactive teaching and high quality resources available when taking place in face to face lessons.

Our assessments and observations indicate that pupil behaviour, well-being 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 begin targeting these children and will further develop this in this academic year.

Externally provided programmes

Programme	Provider
Pathways to Progress	Literacy Company
Pathways to Home	Literacy Company

PSHE Association Membership

PSHE Association