

# Pupil Premium Strategy Statement

## Cottingley Village Primary School Pupil Premium Statement 2021-2024



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	Cottingley Village Primary
Number of pupils in school	427 including Nursery.
Proportion (%) of pupil premium eligible pupils	15.4% (66)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	30 November 2021
Date on which it will be reviewed	5 <sup>th</sup> September 2022
Statement authorised by	Nichola Geale
Pupil premium lead	Andrea Mannings
Governor / Trustee lead	Tim Clarke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,818
Recovery premium funding allocation this academic year	£10,989
School Led Tutoring	£9,033.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£122,840.75</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Cottingley Village Primary School we want all our children to achieve well. Pupil Premium and Recovery Funding is used to ensure that the needs of each child are met and that barriers to education or development resultant of socio-economic disadvantage are identified and addressed effectively. As a result of this we ensure that the difference in achievement and opportunity between children who are disadvantaged, and other learners is diminished.

We strive to ensure that all our disadvantaged pupils:

- Have high levels of wellbeing and self esteem
- Attend school regularly
- Have the support of both home and school
- Are confident and happy young people
- Have access to a broad, balanced and rich learning curriculum with opportunities that extend beyond the classroom.
- Develop high levels of cultural capital
- Have outcomes inline with their non disadvantaged peers both within the school and nationally.
- Develop high levels of literacy, language and vocabulary and communication skills, including social skills.

## Challenges

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

Challenge number	Detail of challenge
1	Many children enter school with below, what is typical, communication, language and vocabulary skills. This is a barrier to learning in their initial time at school, particularly in Nursery to Year 2.
2	Children have not had the same exposure to reading at home. Experience of reading in a wide variety of situations has declined in the home.
3	Comprehension and inference skills in reading are poor. Some more able children are weaker in inferential skills.
4	Lockdown/Covid absences has adversely affected pupils communication, language and vocabulary acquisition skills.
5	Low standards of development in written form due to Covid related absences and Lockdown.
6	Social and emotional needs are increasing, this includes anxiety.
7	In Maths verbal reasoning/written reasoning are lower in standard.

8	A number of disadvantaged children have fallen behind their peers in terms of basic skill development due to Lockdown.
9	Assessment data indicates that some more able children are at risk of underperforming as a result of Lockdown's, especially in the next two years.
10	Pupil behaviour and learning attitudes have become passive due to the impact of online learning and Lockdown/Covid related absences.
11	Persistent absence/lateness to school
12	Parents understanding of how to support their children at home with confidence.
13	Pupil's cultural capital has been diminished as a result of Covid and remaining at home for long periods of time.

## 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
Children who are disadvantaged develop high quality levels of written and spoken language, including the use of vocabulary they communicate with.	<ul style="list-style-type: none"> <li>▪ Disadvantaged chn language and communication gaps are identified early and show improved levels of oracy, developed vocabulary, confidence in articulation and the ability to communicate well.</li> <li>▪ Reading, phonics and writing fluency improves, outcomes demonstrating they are at least inline with disadvantaged pupils nationally and at greater depth.</li> <li>▪ The curriculum and learning environments have a vocabulary focus.</li> <li>▪ Develop a love of reading.</li> <li>▪ Read daily both at school and are encouraged to do the same at home.</li> </ul>
Disadvantaged children attain at least as well as non-disadvantaged children nationally.	<ul style="list-style-type: none"> <li>▪ All disadvantaged chn across the school attain at least in line with their non disadvantaged peers in R, W and M.</li> <li>▪ Disadvantaged chn consistently attain highly in each key stage.</li> <li>▪ More able disadvantaged chn make good progress inline with their aspirational targets.</li> <li>▪ Targeted intervention is bespoke to ensure they make accelerated progress.</li> <li>▪ Intervention outcomes demonstrate a highly positive impact.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Staff – teachers and leaders as well as intervention support, are aware if the targets, attainment, progress and outcomes for disadvantaged chn.</li> </ul>
Disadvantaged pupil attend school regularly.	<ul style="list-style-type: none"> <li>▪ Attendance is inline or better than non-disadvantaged chn nationally.</li> <li>▪ Persistent absence is lower than the national figure.</li> <li>▪ Their families understand the importance of school.</li> <li>▪ They enjoy coming to school.</li> <li>▪ Attendance plans are in place for key individuals.</li> </ul>
All pupils including those who are disadvantaged have a curriculum of quality that is broad and rich to access.	<ul style="list-style-type: none"> <li>▪ The curriculum is ambitious and inspirational for all chn, including disadvantaged.</li> <li>▪ The evaluation outcomes of leaders demonstrate high quality outcomes, high quality first teaching and high-quality impact for disadvantaged pupils.</li> <li>▪ Disadvantaged pupils are enabled to access all residential, educational experiences and after school enrichment activities via the pupil premium funding, ensuring they have equality opportunities to their non disadvantaged peers.</li> </ul>
Disadvantaged pupils have high levels of cultural capital are achieved.	<ul style="list-style-type: none"> <li>▪ Acquisition of the knowledge and cultural capital needed for them to succeed in life.</li> <li>▪ Access to a wide a varied curriculum, rich in experiences and opportunities, included extra-curricular enabling them to develop their interests and talents.</li> <li>▪ All disadvantaged pupils access residential and educational opportunities that have been planned for their class.</li> <li>▪ There is a strong uptake of extra-curricular opportunities that are provided by the school.</li> </ul>
Disadvantaged pupils have confident home support to meet individual needs because parents are engaged in their child’s learning.	<ul style="list-style-type: none"> <li>▪ All disadvantaged pupils engage with remote learning when this is needed.</li> <li>▪ Parents are engaged in their child’s learning and use school support and information well at home with their child.</li> <li>▪ Parents are informed about what their child will learn and how they can help them.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Parents are provided with help, support and information to help their child learn at home, nurture a positive learning attitude to enable them to read and be encouraged to develop a love of reading.</li> <li>▪ Parents are more confident to support pupils emotional needs and help them to regulate at home.</li> <li>▪ Parents and school have strong, positive working relationships.</li> </ul>
<p>Disadvantaged pupils have high levels of wellbeing</p>	<ul style="list-style-type: none"> <li>▪ Disadvantaged chn exhibit engaged, positive learning behaviours. They are engaged, motivated and want to learn.</li> <li>▪ Evaluation and outcomes demonstrate that pupil premium have high levels of wellbeing in school.</li> <li>▪ They are nurtured to have a growth mindset and are resilient with cognitively challenging learning.</li> <li>▪ They make very positive contribution to the school culture and life of the school such as through sporting activities or taking part in such things as being a member of school council.</li> <li>▪ All pupil premium chn have access to full school uniform which is supported by pupil premium funding.</li> <li>▪ Are able to access a counsellor if required.</li> </ul>
<p>Disadvantaged pupils have positive learning attitudes and behaviours.</p>	<ul style="list-style-type: none"> <li>▪ They attend school regularly and enjoy their learning.</li> <li>▪ They have a positive, growth mindset and are keen to grapple with cognitively challenging learning.</li> <li>▪ They understand how to preserve and grapple with challenges and complex problems, they thrive on this and see it as a positive learning experience.</li> <li>▪ Disadvantaged chn contribute to creating a positive learning ethos across the whole school both in their classroom learning and beyond.</li> </ul>

## 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: **£ 20,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Little Wandle Phonics Scheme, a complete synthetic phonics programme, complete teaching scheme and staff CPD package.</p> <p>Based on school and staff research.</p> <p>Purchase of Big Cat Phonics books to replace current reading scheme.</p>	<p>The phonics approaches have been found to be consistently effective in supporting younger children’s reading and enabled them to master the fundamental basics of reading. On average there is an additional 4 months progress in impact. (Education Endowment Foundation – Phonics + 4 months).</p> <p>This programme focuses on developing phonically understanding into reading and reading comprehension.</p> <p>Ofsted research in the framework highlights the point that if a child cannot read, they will not be able to access the curriculum and will be disadvantaged for life.</p>	<p>1,2,3,4,5,8,9,13</p>
<p>Dedicated staff meeting time/CPD time focusing on a key texts and website resource: WALKTHROUGHS by Oliver Caviglioni and Tom Sherrington.</p> <p>Books purchased and website subscribed to.</p>	<p>Effective delivery research and impact from sources such as Teacher Development Trust’s Developing Great Teaching and DfE teaching standards implementation of professional guidance supported our focus for staff CPD.</p> <p>The Sutton Trust 2011 report showed that high quality teaching is especially significant for children from disadvantaged backgrounds.</p>	<p>1,2,3,4,5,6,7,8,9,10,13</p>
<p>Reflection and impact of Staff CPD from WAKTHROUGHS</p> <p>Staff have demonstrated impact of their strategies such as reading and writing conferences – the impact before and after these strategies were developed.</p>	<p>Ownership of learning and contributing to school improvement and collegiate CPD is an effective tool for professional development.</p> <p>Being able to use real life examples and impact motivates and engages staff. It provides positive CPD as well as contributing to feeling valued, staff wellbeing and consistent team focus.</p>	<p>1,2,3,4,5,6,7,8,9,10,13</p>
<p>Paired reading training development for the reading team.</p>	<p>Ofsted research in the framework highlights the point that if a child cannot read, they will not be able to access the curriculum and will be disadvantaged for life.</p>	<p>1,2,3,4,8,9,10,13</p>

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

Budgeted cost: £64,578.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Sharply focused phonics intervention:</b> Small groups- specific phases of phonics specifically in Y1 &amp; 2.</p> <p>1:1 phonetical reading intervention</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred.</p> <p>Our strategy is to personal the intervention to the direct needs of the pupils. We do not use a scheme. We may use elements if this is suitable.</p> <p>Use of specialist intervention support person.</p>	1,2,3,4,5,13
<p><b>NELI in EYFS:</b> Early Language intervention programme 3 x 3 small groups 1:1 targeted support as identified twice per week.</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred.</p> <p>EEF research impact showed + <b>3 month's additional progress</b> in oral language skills compared to children who did not receive NELI.</p> <p>Made more progress + 2 months in early word reading.</p>	1,2,3,4,5,8,9,13
<p><b>One to one tuition:</b> Daily reading team intervention for identified chn who are disadvantaged are prioritised.</p> <p>Employ 2 additional adults are involved in the reading team.</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred.</p> <p>EEF 1:1 tuition + 5 months progress.</p> <p>EEF found 1:1 to be high impact for moderate costs. Very effective at improving pupil outcomes. Effective strategy for targeted support for pupils with low prior attainment or struggling with specific areas of learning.</p>	1,2,3,4,5,8,9,13
<p><b>Sharply focused reading intervention:</b> Small groups, 10 minutes each day. Fluency HFW flash cards Choral and shadow reading 20:20 reading intervention for specific chn.</p> <p>Frequent and daily reading with reading team.</p> <p>Toe by toe.</p>	<p>Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred.</p> <p>Our strategy is to personalise the intervention to the direct needs of the pupils. We do not use a scheme. We may use elements if this is suitable.</p> <p>Class teacher will deliver or specialist intervention lead.</p>	1,2,3,4,8,9,13

Alphabet Arc- initial letter sounds for chn who struggle to access phonics.		
<b>Extended guided reading focus for key classes:</b> Focus on fluency, choral and shadow reading and HFW flash cards in Y1/2. Comprehension skills development.	Small group work and 1:1 tuition are outlined by the NFER, Ofsted and the Sutton Trust as effective strategies to use. No specific scheme is referred.  Our strategy is to personal the intervention to the direct needs of the pupils. We do not use a scheme. We may use elements if this is suitable.  Class teacher will deliver based on gaps identified from teacher assessment and NFER test data.	1,2,3,4,5,8,9,10
<b>1:1 tuition from school led tutor:</b> With identified chn. Both 1:1 and small groups of 1:3 Reading comprehension based. Maths based.	EEF 1:1 tuition + 5 months progress. EEF found 1:1 to be high impact for moderate costs. Very effective at improving pupil outcomes. Effective strategy for targeted support for pupils with low prior attainment or struggling with specific areas of learning.	2,3,4,8
<b>Small group Maths intervention:</b> Use of number bonds adding addition and subtraction, number fluency,	EEF small group tuition + 3 months progress.	7,8,9,13
<b>Specialist Y6 support:</b> Small group support for identified chn with DHT in maths. Year group is split between 4 staff. 2 x teacher, 1 x cover supervisor 1 x DHT.	EEF small group tuition + 3 months progress.	7,8,9,10,13

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

Budgeted cost: £ 59,302.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Physical development:</b> Differentiated learning and personalised learning relating to gross and fine motor skills. Such as 'Dough -Disco'	EEF moderate impact for very low cost. + 3 months progress. Chn learn better after physical activity. Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014	8, 9,13



	A positive association exists between academic attainment and physical activity levels of pupils.	
<p><b>Managing feeling and appropriate Social Interaction:</b></p> <p>Weekly counselling sessions with Pastoral Lead for emotional health and wellbeing.</p> <p>Access to resourced provision</p> <p>Specialist counsellor support</p>	<p>EEF moderate impact for low cost + 4 months progress.</p> <p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014</p> <ol style="list-style-type: none"> <li>1. Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</li> <li>3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</li> </ol>	4, 6, 8, 10, 13
<p><b>Uniform:</b></p> <p>Provide our PP children with uniform of parents choosing up to a total of £26 per pupil each year.</p>	Successful strategy that is incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	10
<p><b>Trips and visits:</b></p> <p>Provide equal opportunities for PP children to take part in experiential learning. Subsidising visits, trips and residential.</p>	<p>Supports metacognition and self-regulation (EEF).</p> <p>Builds confidence, develops life skills and social interaction skills, empathy for others, working collaboratively, self-care, independence, resilience and care for others.</p>	6, 8, 10, 13
<p><b>Time to talk:</b></p> <p><b>CATS (Caring, Asking, Talking and Sharing)</b></p> <p>Lunch time Club designed to focus on chn struggling with the challenges of Covid/anxiety/ that want someone to talk to. Delivered by the Pastoral Lead and School Counsellor.</p> <p>2 x 30 mins per week.</p> <p><b>Lunchtime Nurture Group:</b></p> <p>Have lunch with Pastoral Lead, a space away from the lunch hall. Able to talk, play games, tell stories and talk about things that may worry them.</p>	<p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014</p> <ol style="list-style-type: none"> <li>1. Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</li> <li>3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</li> <li>4. A positive association exists between academic attainment and physical activity levels of pupils.</li> </ol> <p>EEF research: implementation costs are low, evidence impact is + 4 months progress. +6 months if focused on social interactions.</p> <p>Builds confidence. Develops life skills. Taking turns, self care, helping other, listening and</p>	4, 6, 8, 10, 13

	sharing worries and how they might be dealt with, resilience and independence.	
<p><b>The Letterbox Club</b> LAC/PLAC chn have this sent to them each month.</p> <p>Develops a love of reading. Increases confidence in reading.</p>	Ofsted research in the framework highlights the point that if a child cannot read, they will not be able to access the curriculum and will be disadvantaged for life.	1, 2, 3, 4, 8, 9, 10, 12, 13
<p><b>Support of an educational psychologist.</b></p>	<p><b>Psychologists</b> working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students.</p> <p>Referrals enable full assessment of need to support EHCP applications.</p> <p>Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.</p>	6, 8, 10,
<p><b>Speech and language therapy.</b> Weekly Speech therapy each week for identified chn.</p>	EEF research – oral language therapy intervention, low cost, with strong evidence and an impact on progress of 6+ months.	1, 4, 6, 8, 12
<p><b>Equestrian Assisted Learning:</b></p>	<p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014</p> <ol style="list-style-type: none"> <li>1. Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</li> <li>3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</li> <li>4. A positive association exists between academic attainment and physical activity levels of pupils.</li> </ol> <p>Develops confidence, communication skills, including how to choose and sue appropriate interactions and reactions.</p> <p>Builds life skills of care for others and empathy.</p> <p>Development of vocabulary and positive contributions to society.</p>	1, 4, 6, 8, 10, 12, 13

**Total budgeted cost: £144,201.04**

## 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 2022 academic year.

Challenge number	Detail of challenge and impact.
1, 12	<p>Many children enter school with below, what is typical, communication, language and vocabulary skills. This is a barrier to learning in their initial time at school, particularly in Nursery to Year 2.</p> <p><b><i>Year 1 phonics screening check 50% of disadvantaged pupils attained the expected outcome.</i></b></p> <p><b><i>Year 2 phonics screening check 89% of disadvantaged pupils attained the expected outcome.</i></b></p>
2, 3, 12	<p>Children have not had the same exposure to reading at home. Experience of reading in a wide variety of situations has declined in the home.</p> <p>Comprehension and inference skills in reading are poor. Some more able children are weaker in inferential skills.</p> <p><b><i>Reception class word reading, disadvantaged pupils attained the ELG.</i></b></p> <p><b><i>Year 2 reading outcomes 44% of disadvantaged pupils attained the expected standard and 11% gained greater depth.</i></b></p>
4	<p>Lockdown/Covid absences has adversely affected pupil's communication, language and vocabulary acquisition skills.</p> <p><b><i>EYFS profile outcomes for communication, language and literacy for disadvantaged pupils all disadvantaged pupils attained the ELG expected outcome.</i></b></p>
5	<p>Low standards of development in written form due to Covid related absences and Lockdown.</p> <p><b><i>Year 2 writing outcomes 33% of disadvantaged pupils attained the expected standard.</i></b></p>
6, 12	<p>Social and emotional needs are increasing, this includes anxiety.</p> <p><b><i>Positive impact of reintegrating pupils back into class by support from the pastoral lead and school counsellor. This has no external measure but families report very positive impact of this form of support and development.</i></b></p>
7, 8	<p>In Maths verbal reasoning/written reasoning are lower in standard.</p> <p>A number of disadvantaged children have fallen behind their peers in terms of basic skill development due to Lockdown.</p> <p><b><i>Year 2 Maths 67% of disadvantaged pupils attained the expected outcome and 11% gained greater depth.</i></b></p> <p><b><i>Y4 multiplication check 75% of disadvantaged children attained the expected outcome of 20+ marks and 13% attained 25+ marks.</i></b></p>
9	<p>Assessment data indicates that some more able children are at risk of underperforming as a result of Lockdown's, especially in the next two years.</p>

	<b><i>See the outcomes in other sections for impact.</i></b>
10	Pupil behaviour and learning attitudes have become passive due to the impact of online learning and Lockdown/Covid related absences. <b><i>Internal evaluation and B11 Review demonstrate that pupils have very positive attitudes to learning and are eager to do well.</i></b>
11	Persistent absence/lateness to school. <b><i>End of year absence was 7% for disadvantaged pupils based on FSM outcomes as per national data. National FSM absence was 7.8%. Disadvantaged pupil attendance was 93.05% in our school.</i></b> <b><i>National outcomes were 95.4% attendance for 2021-22.</i></b>

## 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
English	Spelling Shed
Maths	Timetable Rockstars Numbots
NELI	NFER

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A