

Pupil Premium Strategy Statement

Cottingley Village Primary School Pupil Premium Statement 2022-2025



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	Cottingley Village Primary
Number of pupils in school	425 including Nursery.
Proportion (%) of pupil premium eligible pupils	15.7% (67)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	15 December 2022
Date on which it will be reviewed	8 th November 2023
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 (incl POST LAC)	84,081 + 25,907 £109,998
Recovery premium funding allocation this academic year	£11,836
School Led Tutoring	£12,024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,858

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 and on time.
- To develop more supportive and nurturing home environments
- Are confident and happy young people
- To diminish the attainment gap between disadvantaged and non-disadvantaged pupils.
- To build and broaden the cultural capital of pupils from disadvantaged backgrounds and continue to access to a broad, balanced and rich learning curriculum with opportunities that extend beyond the classroom.
- Have outcomes in-line 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.
- To support parents in understanding and developing confidence in addressing their child's needs.
- To raise aspirations of pupils and the wider school community.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate that many disadvantaged 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 who are disadvantaged have not had exposure to reading at home. Experience of reading in a wide variety of situations has declined in the home generally.
3	Assessment, observation and discussion demonstrates that comprehension and inference skills in reading are weaker. Some more able disadvantaged children find inferential skills more challenging.
4	Assessment of observation indicate that many initial life experiences of disadvantaged children do not support pupils' communication, language and vocabulary acquisition skills.

5	Assessment indicates that many disadvantaged pupils have lower standards of development in written form.
6	Disadvantaged social and emotional needs are increasing, this includes anxiety.
7	Assessment indicates that many disadvantaged pupils Maths verbal reasoning/written reasoning are lower in standard than their peers.
8	Assessment indicates that a number of disadvantaged children are behind their peers in terms of basic skill development.
9	Assessment data indicates that some more able disadvantaged children are at risk of underperforming as a result of the impact Lockdown and its resultant educational legacy has had.
10	Persistent absence/lateness to school remains a concern since Covid. Parental attitudes to promptness have declined and need to be refocused. Persistent absence due to extended leave and illness, heightened with some families reduced resilience and a change in attitude towards the importance of attendance and punctuality,
11	Parents understanding of how to support their children at home with confidence.
12	Pupil's cultural capital requires further investment This is supported by research and pupil voice showing these pupils have limited life experiences and opportunities to access cultural and sporting activities.

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"> ▪ 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. ▪ Reading, phonics and writing fluency improves, outcomes demonstrating they are at least inline with disadvantaged pupils nationally and at greater depth. ▪ The curriculum and learning environments have a vocabulary focus. ▪ Develop a love of reading. ▪ Read daily both at school and are encouraged to do the same at home.
Disadvantaged children attain at least as well as non-disadvantaged children nationally.	<ul style="list-style-type: none"> ▪ All disadvantaged chn across the school attain at least in line with their non disadvantaged peers in R, W and M. ▪ Disadvantaged chn consistently attain highly in each key stage. ▪ More able disadvantaged chn make good progress inline with their aspirational targets.

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

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

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: £ 31,177.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Phonics Scheme resourcing includes an overhaul of the current reading scheme in Reception to Year 2. These match the phonetical ability and needs of the pupils ensuring complete fidelity to the scheme.</p> <p>Parental feedback is that they prefer physical books to the eBook system.</p> <p>Staff development of the SEND strand to the phonics scheme.</p> <p>Ensure all chn can phonetically decode by extending the reading of phonetically decodable books across school.</p> <p>Specific staff development training and that relating to SEND training to support Little Wandle implementation.</p> <p>Resourcing of books that develop the skills taught with the</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>1,2,3,4,5,8,9,12</p>

<p>phonics scheme and are further developed through independent reading.</p>		
<p>Dedicated staff meeting time/CPD time focusing on a key texts and website resource: WALKTHROUGHS by Oliver Cavoiglioni 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>1,2,3,4,5,6,7,8,9,12</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>1,2,3,4,5,6,7,8,9,12</p>
<p>Purchase of writing resources to support the development of writing such as ‘Mighty Writer’.</p>	<p>Teaching strategies that support pupils if developing writing ideas through the strength of vocabulary and writing organisation. EEF guidance supports clear whole school approaches to developing oracy and vocabulary to support writing overall.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,3,4, 5, 8, 9, 12</p>
<p>Whole school writing development.</p> <p>Staff updated training and review of strategies, teaching opportunities and effective engagement of pupils.</p>	<p>assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</p>	<p>1,3,4, 5, 8, 9, 12</p>

<p>Oracy development</p> <p>Revisiting and updating pedagogical practices that relate to oracy development.</p> <p>Embed dialogic strategies across the curriculum- this is to develop articulation, oracy development, develop vocabulary further.</p> <p>Select key support organisations such as the English Speaking Union to embed such practise.</p>	<p>Resources and training will be funded for ongoing teacher training.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2</p>	<p>1,2, 3, 4, 5, 9, 12</p>
<p>Specialist Y6 support:</p> <p>Small group support for identified chn with DHT in maths. Year group is split between 3 staff. 2 x teacher, 1 x DHT.</p>	<p>EEF small group tuition + 3 months progress.</p>	<p>7,8,9,10,13</p>

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

Budgeted cost: **£42,670.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sharply focused phonics intervention:</p> <p>Small groups- specific phases of phonics specifically in Y1 & 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>	<p>1,2,3,4,5,13</p>
<p>NELI in EYFS:</p> <p>Early Language intervention programme</p> <p>3 x 3 small groups</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>1,2,3,4,5,8,9,13</p>

<p>1:1 targeted support as identified twice per week.</p>	<p>EEF research impact showed + 3 month's additional progress in oral language skills compared to children who did not receive NELL. Made more progress + 2 months in early word reading.</p>	
<p>One to one tuition: Daily intervention for identified chn who are disadvantaged are prioritised.</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. 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>	<p>1,2,3,4,5,8,9,13</p>
<p>Sharply focused reading catch up: Small groups, 10 minutes each day. Fluency HFW flash cards Choral and shadow reading 20:20 reading intervention for specific chn. Little Wandle catch up Paired reading.</p> <p>Reading books based on pupil phonetical ability Frequent and daily reading with reading team.</p> <p>Toe by toe.</p> <p>Alphabet Arc- initial letter sounds for chn who struggle to access phonics.</p> <p>Purchase of Easy Ears.</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 use Little Wandle catch up and paired reading.</p> <p>The reading framework: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf</p> <p>Class teacher will deliver or specialist intervention lead.</p>	<p>1,2,3,4,8,9,13</p>
<p>Extended reading enrichment focus for key classes: Focus on fluency, choral and shadow reading and HFW flash cards in Y1/2. Comprehension skills development.</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. Class teacher will deliver based on gaps identified from teacher assessment and NFER test data.</p>	<p>1,2,3,4,5,8,9,10</p>
<p>1:1 tuition from school led tutor:</p>	<p>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</p>	<p>2,3,4,8</p>

With identified chn. Both 1:1 and small groups of 1:3 Reading comprehension based. Maths based.	support for pupils with low prior attainment or struggling with specific areas of learning. Evidence indicates that tuition and intervention have the most impact if they follow and link with the work being taught in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 85,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Physical development: 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 A positive association exists between academic attainment and physical activity levels of pupils.	8, 9,13
Managing feeling and appropriate Social Interaction: Weekly counselling sessions with Pastoral Lead for emotional health and wellbeing. Access to resourced provision Specialist counsellor support Resourcing Outreach work with key families Training, development and implementation with the zones of regulation.	EEF moderate impact for low cost + 4 months progress. Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014 1.Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. EEF low cost for moderate impact + 5months progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	4, 6, 8, 10, 13
Uniform: Provide our PP children with uniform	Successful strategy that is incorporated into a broader school improvement process which includes the	10

of parents choosing up to a total of £26 per pupil each year.	development of a school ethos and the improvement of behaviour and discipline.	
Trips and visits: Provide equal opportunities for PP children to take part in experiential learning. Subsidising visits, trips and residential.	Supports metacognition and self-regulation (EEF). Builds confidence, develops life skills and social interaction skills, empathy for others, working collaboratively, self-care, independence, resilience and care for others.	6, 8, 10, 13
The Letterbox Club LAC/PLAC chn have this sent to them each month. Develops a love of reading. Increases confidence in reading.	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
Support of an educational psychologist.	Psychologists 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. Referrals enable full assessment of need to support EHCP applications. Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.	6, 8, 10,
Speech and language therapy. Weekly Speech therapy each week for identified chn.	EEF research – oral language therapy intervention, low cost, with strong evidence and an impact on progress of 6+ months.	1, 4, 6, 8, 12
Equestrian Assisted Learning:	Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils. Develops confidence, communication skills, including how to choose and sue appropriate interactions and reactions. Builds life skills of care for others and empathy. Development of vocabulary and positive contributions to society.	1, 4, 6, 8, 10, 12, 13
Play Therapy	High impact for low cost + 5 months progress	1,4, 6, 9, 10, 11, 12

<p>Develops being learning ready.</p> <p>Part of a package offered that works towards helping children to recover from traumatic experiences/issues</p> <p>Supports children's emotional literacy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning.</p>	
<p>Forest schools learning development for specific groups of children.</p>	<p>Forest Schools learning contributes significantly to the confidence and motivation of pupils:</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1,4, 6, 9, 10, 12</p>
<p>Updated Attendance strategy to reduce absence.</p> <p>New attendance team</p> <p>Monitoring trends and identify where intervention is needed.</p> <p>Updated attendance policy.</p> <p>Home visits and attendance rewards.</p> <p>Reaching families.</p> <p>Penalty fines</p> <p>Robust procedures that are embedded and consistent.</p> <p>Recognise improved attendance and involve parents in the positives.</p>	<p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>DfE published research indicates a link between school absence in KS2 and lower attainment outcomes at KS4. Improving attendance will improve outcomes for pupils.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1,2,3,4,5,6,7,8,9,10, 11,12</p>

Total budgeted cost: £159,147.36

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.

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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
Maths programmes	Timestable Rockstars Numbots
English Programmes	Spelling Shed
Phonics data	Little Wandle
The power of reading	CLPE
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

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.