

Pupil premium strategy statement – Cotherstone Primary School

1. Summary information					
School	Cotherstone Primary School				
Academic Year	2020/21	Total PP budget	£12725 allocated for 9 children 2 service	Date of most recent PP Review	March 2021
Total number of pupils	50	Number of pupils eligible for PP Including service children	Currently 7 2 service	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP across all year groups</i>	<i>Pupils not eligible for PP cotherstone Current March 21 on return from Covid lockdown TA</i>
% achieving in reading, writing and maths across all year groups	11%	32%
% making progress in reading	89%	78%
% making progress in writing	56%	71%
% making progress in maths	78%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	SEN – a significant number of these PP children have various and complex SEN needs which affects their ability to make sustained and meaningful progress Therefore, quality first teaching is not sufficient to close some gaps between PP and non- PP pupils within lesson time.
B.	Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.
C.	A wide range of social communication issues and the resulting barriers to learning for some disadvantaged pupils
D.	Social and communication issues leading to difficulties around inference and prediction affecting results in Reading and writing

4. Planned expenditure			
Academic year		2019/20	
Area for Development	Strategy	Cost	Impact (end of academic year)
<p>SEN – a significant number of these PP children have various and complex SEN needs which affects their ability to make sustained and meaningful progress</p> <p>Therefore, quality first teaching is not sufficient to close some gaps between PP and non- PP pupils within lesson time.</p>	<p>HLTA/TA to deliver small-scale interventions (withdrawing children if necessary) to allow them to catch up to their peers (or at least close the gaps).</p> <p>Small group interventions focused upon:</p> <ul style="list-style-type: none"> • Phonics and spelling • Basic skills e.g. writing, reading and maths • Visual perception • Gross and fine motor skills etc 	<p>£7225 HLTA intervention</p> <p>£2000 TA Phonics and reading intervention (TA also delivers breakfast club</p>	<p>Planning for impact in wellbeing and SEMH and closing the gap/ building basic skills</p>
<p>Curriculum enrichment opportunities and extended school activities.</p> <p>Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.</p>	<p>Disadvantaged children to have access to all learning opportunities.</p> <p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Residential visits • School visits and visitors • Drama/art/music opportunities • After School Clubs/Breakfast clubs 	<p>£2500 allocated to asc and breakfast clubs</p>	<p>Children attend school who otherwise would have been late/ non attenders so improved punctuality, attendance and engagement and provide quality interactions improving language, focus, SEMH and gross/fine motor skills</p>