# 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 | Cotherstone Primary |
| Number of pupils in school | 47 |
| Proportion (%) of pupil premium eligible pupils | 23% (based on 8 +2 service) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020 -2023 |
| Date this statement was published | 7/12/2021 |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | Finance committee |
| Pupil premium lead | CA Matthewman |
| Governor / Trustee lead | A Butler |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £11380 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £00.00 |
| **Total budget for this academic year** | £13380 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our children reach at least expected standards and children with an additional need make the best progress possible.

Quality first teaching supports our children to be the best they can be. Our pupil premium is used to close gaps, to improve attainment and to allow all our children including our disadvantaged children to make progress regardless of their starting points. As a small school, we know our children well and can identify individual need and act upon it promptly to ensure that learning is effective for all our children. We embrace research and are willing to learn and adapt to improve further our practice working with the LA and other agencies to give equal access to education to all our pupils.

We prioritise the metal health and wellbeing of our and  are proactive in our support for any SEMH issues which may impact upon learning and staff are vigilant re wellbeing and ensuring that all children feel safe and secure to continue their learning.

Covid recovery plans are tailored to individual needs and are part of a whole school approach to keeping standards high and maximising progress. All staff are committed to this outcome.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Some children arrive in school with very poor language skills. |
| 2 | For some families, the cost of the school day is high and this can lead to difficulties accessing extended services and provision and attendance issues. |
| 3 | Some children do not read/are not read to at home and have poor skills. |
| 4 | Home circumstances have resulted in gaps and differences in engagement with learning during Covid lockdown. |

## 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 |
|---|---|
| SEN children will be supported to enable good progress and attainment through in class support and where necessary, short interventions that do not result in a narrowing of the curriculum. High expectations will be maintained for all pupils. | SEN children will make at least good progress relevant to their starting points and we will make progress closing the attainment gap. All children will be challenged to make the best progress possible.<br><br>SEN specific needs will be addressed |
| All children will read at school expected age related expectations | Language, phonic and reading skills will improve. |
| Children's attendance will be good and disadvantaged children will participate fully in school life. | Attendance and punctuality will improve and children will take part in trips and extended curriculum. A consistent focused approach will be in place to encourage children to be in school. |
| SEMH will be positively impacted, improving ability to learn. | Children will learn and remember more more across the curriculum. |
| Covid gaps will be addressed and any disadvantage due to covid will be readdressed. | Children will enjoy a rich and fulfilling curriculum. |

# 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: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Temporary teacher hours to deliver catch up /closing the gap teaching in small groups – extra hours for teacher delivering tutoring<br><br>(2.5 hours excluding tutoring) | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.<br>Small group tuition \| EEF (educationendowmentfoundation.org.uk) | 1, 3,4, |

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

Budgeted cost: £2756

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| HLTA/TA delivering small-scale interventions little and often to allow them to close the gaps and make accelerated progress for phonics and reading/reading comprehension skills | EEF+4<br>Research for education inspection framework (publishing.service.gov.uk) | 1,3,4 |
| Early identification of speech and language needs. Intervention and support for identified children through NELI and Talking Dales. SEND identification and early intervention | NELI govt accredited<br>EEF identifies early intervention | 13,4 |

| | as high impact. | |
|---|---|---|

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

Budgeted cost: £8624

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Wraparound care and school trips will be discounted for pupil premium children. Attendance will be improved for certain children | Department for Education (publishing.service.gov.uk) p5<br><br>Department for Education (publishing.service.gov.uk) | 2 |

## Total budgeted cost: £13380

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

Onsite and online learning engagement was high but some PP children accessed less learning than others. These children were supported by telephone calls and one to one teams which subsequently increased engagement and helped with closing the gap.

Savings from wrap around care were redirected by increasing TA  and HLTA support for those children who were in school and those children who accessed online learning.(Additional TA hours) Consequently, our records show that pupil premium and disadvantaged children made better progress than they would have otherwise done without intervention. Engagement with external services continued via Teams and some children were given extra support. Online small group work for phonics took place and one to one reading and reading support were supplied by the HLTA and Tas.

## Externally provided programmes

| Programme | Provider |
|---|---|
| RWI KS2 Spelling | OUP |
| Twinkl | Twinkl |
| White Rose Premium | White Rose |
| Access to schemes of work, guidance | PSHE Association |
| Lexia Phonics, spelling and grammar | Lexia |
|  |  |

# Further information (optional)

*We are a small rural school and our greatest strength is that we work closely as a team and as a staff know our children and their specific needs extremely well so can tailor the curriculum to the children's needs. This results in children feeling that they have a strong relationship with staff and they are able to work and play confidently within school  and support their SEN and disadvantaged peers successfully.*