

Pupil premium strategy statement – Cowley St Laurence CE Primary School

2023-2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	David Davies
Pupil premium lead	Laura Coady
Governor / Trustee lead	The governing Body review pupil premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171, 690
Recovery premium funding allocation this academic year	£17, 110
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£188, 800

Part A: Pupil premium strategy plan

Statement of intent

At Cowley St Laurence CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide resources and training for parents to support learning at home.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through Pupil Progress Meetings specific intervention and support for individual pupils which will be

reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupil's use of vocabulary, articulation of ideas and spoken expression is poor.
2	Attendance is lower than their peers and low overall
3	Lack of parental engagement
4	Assessments show that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing and Maths at greater depth and expected in some year groups.
5	Pupil social and emotional difficulties are a barrier to 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes will be in line with or above the national average at expectation and greater depth.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes will be in line with or above the national average at expectation and greater depth.

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes will be in line with or above the national average at expectation and greater depth.
Pupil Premium attendance will rise	Ensure attendance of disadvantaged pupils is higher than the previous academic year and the gap between disadvantaged pupils and their peers has started to reduce.
Pupils will be able to accurately use phonics to decode words	Achieve at least 90% of pupils pass the PSC by the end of Year 2

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: £22, 747

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to ensure that phonics teaching is strong including in KS2 Use of RWI portal Coaching for staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Embed the use of Feedback across the school through CPD	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback Toolkit Strand Education Endowment Foundation EEF	4
Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,	4

<p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub training and CPD (including the NCETM Mastering Number programme).</p>	<p>drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in EYFS and KS1</p>	
<p>Provide tailored CPD for teachers to improve Quality First Teaching with a focus on collaborative learning.</p>	<p>The best available evidence indicates that the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>EEF>Collaborative Learning Strategies</p>	1,4,5
<p>CPD for EYFS staff to implement Early Literacy approaches</p>	<p>Research indicates that knowledge of children's development and current understanding are an important precursor to putting an early literacy strategy in place, and using professional development to support the introduction of new early literacy interventions is associated with increased learning.</p> <p>Early Literacy Approaches EYFS Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

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

Budgeted cost: £144,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant and Teacher	Evidence shows that Targeted deployment, where teaching assistants are trained to deliver an intervention to	1, 4

Interventions including pre and post teaching.	<p>small groups or individuals has a high impact.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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 up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
Social and emotional learning (SEL) interventions provided by the Learning Mentor	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	5

	SEL Toolkit Strand Education Endowment Foundation EEF	
<p>Structured oral language interventions where read aloud and then have conversations about book content with teachers and peers</p> <p>Structured speech and language interventions and strategies to support identified pupils.</p> <p>Speech and language therapist to be engaged to provide CPD for staff and deliver interventions to children.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development and the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</p> <p>Oral Language Interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

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

Budgeted cost: £21, 420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Breakfast club to support pupils attendance and ensure they are ready to learn.	<p>Evidence shows that younger pupils who attend breakfast club make better progress in Reading, Writing and Maths and that attendance increases.</p> <p>EEF>Schools Breakfast Clubs</p>	2,3,5
Develop parental engagement through: Half termly curriculum newsletters	Evidence suggests that parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement	3

<ul style="list-style-type: none"> - Workshops to develop parental understanding in particular for phonics, reading and Mathematics. - Offering sustained and intensive support where needed through external partners. 	<p>strategies are typically more effective with parents of very young children.</p> <p>PARENTAL ENGAGEMENT Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2,3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 188, 800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Intended Outcome	Analysis
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>60% of disadvantaged pupils were working at EXS+ by the end of Year 6 in writing which is just above the national average for disadvantaged pupils (58%). 15% of disadvantaged pupils were working at greater depth. This shows an increase from their year 2 starting points of 44%. Their use of vocabulary was greatly improved.</p> <p>60% of of disadvantaged pupils were working at EXS+ by the end of Year 6 in GPS and 30% of disadvantaged pupils were working at greater depth.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>At the end of KS2 67% of disadvantaged pupils were working at EXS+ in reading (national average for disadvantaged pupils 60%) and 15% were working at greater depth.</p> <p>Progress scores for our non-mobile disadvantaged pupils show that their progress in reading from the end of KS1 was in line with their peers.</p>

	<p>At the end of KS1 60% of pupils were working at EXS+ and 5% at greater depth. They have made rapid progress since the end of Reception where only 20% were at EXS+.</p> <p>Across the other year groups the gaps on average between disadvantaged pupils and their peers have started to close in reading.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>At the end of KS2 63% of disadvantaged pupils were working at EXS+ in reading (national average for disadvantaged pupils 59%) and 15% were working at greater depth.</p> <p>At the end of KS1 55% of pupils were working at EXS+ and 15% at greater depth. They have made rapid progress since the end of Reception where only 35% were at EXS+.</p>
Pupil Premium attendance will rise	<p>This target will remain the same. In 2022/23 the school was adversely affected by scarlet fever and strep. The school will continue to implement it's attendance strategy and work with parents particularly those of disadvantaged pupils. Attendance rate for 2022-2023:</p> <p>Pupil Premium- 91.5%</p> <p>Non Pupil Premium- 94.6%</p>
Improved phonics attainment	<p>Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. 57% (8 pupils) of disadvantaged pupils passed the screening check with 80% in Year Two. Those pupils who did not pass will continue to receive support and interventions in 2023-2024.</p>

Our observations and assessments demonstrated that pupil behaviour continues to be strong, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd
Maths Whizz	Whizz Education
Oxford Reading Owl	Oxford University Press
Spelling Shed	Ed Shed