

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 | Cookridge Holy Trinity C of E (A) Primary |
| Number of pupils in school | 407 |
| Proportion (%) of pupil premium eligible pupils | 6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | 31 st October 2021 |
| Date on which it will be reviewed | Annually |
| Pupil premium lead | SMT |
| Governor / Trustee lead | Nicky Smithson-Brook |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £42,525 |
| Recovery premium funding allocation this academic year | £13,765 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £56,290 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our Pupil Premium Children are that their achievement and outcomes are in line with our non-pupil premium children

Barriers to learning are

Attendance

COVID-19 caused issues relating to limited progress and emotional wellbeing

Emotional difficulties – this could be due to issues around home (family break up etc) or poor self image.

Some children come in to school at a lower starting point than their peers they tend to have poor language skills evidenced in vocabulary, inference and comprehension, which are barriers to progress.

Some children come in to school at a lower starting point than their peers in number and numeracy skills.

Some children are identified as having SEND

Financial difficulties in providing for school trips and/or music tuition and curriculum enhancing experiences.

The key principles of our strategy plan are:

Higher rates of progress for pupils eligible for PP across KS2 to ensure that they make progress at least in line with national with focus on reading and maths from their starting points. In line or above National Benchmarks. In line with Non-PP Children in school.

Narrow gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium with focus on improving reading outcomes and improving inference and vocabulary. In line with Non-PP Children in school.

Well balanced and self regulated children emotionally who are able to articulate well.

Limited impact of COVID-19 upon end of key stage outcomes for children

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance |
| 2 | COVID-19 caused issues relating to limited progress and emotional wellbeing |
| 3 | Emotional difficulties – this could be due to issues around home (family break up etc) or poor self-image |
| 4 | Some children come in to school at a lower starting point than their peers they tend to have poor language skills evidenced in vocabulary, inference and comprehension, which are barriers to progress. |
| 5 | Some children come in to school at a lower starting point than their peers in number and numeracy skills. |
| 6 | Some children are identified as having SEND |
| 7 | Financial difficulties in providing for school trips and/or music tuition and curriculum enhancing experiences. |

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 |
|---|--|
| Higher rates of progress for pupils eligible for PP across KS2 to ensure that they make progress at least in line with national with focus on reading and maths from their starting points. In line or above National Benchmarks. In line with Non-PP Children in school. | Measures put in place to support the outcome through QFT and strategic interventions |
| Narrow gaps in attainment closed between all groups of learners, including those eligible for Pupil Premium with focus on improving reading outcomes and improving inference and vocabulary. In line with Non-PP Children in school. | Progress Matters meetings ensure that children are making the progress and sometimes better progress than they need to QFT ensures that children are making rapid progress Support for children is timely and makes a difference to pupil achievement and progress |
| Well balanced and self-regulated children emotionally who are able to articulate well. | Incidents of red cards (school behaviour policy) are low |
| Limited impact of COVID-19 upon end of key stage outcomes for children | Catch up interventions are in place and meet the needs of children |
| Children have attendance rates in-line with non PP children | Learning Mentor monitors attendance rates and puts early intervention when required |
| Children have access to the wider curriculum such as attendance at after school clubs, trips and residential trips | Full funding for school trips and a significant contribution for residential trips |

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: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Alive and Kicking Theatre company workshops @£6,500 | To work with children and staff (CPD) and parents on creating cross curricular and creative learning experiences – the workshops impact on children giving opportunities for quality writing | 2,4, |
| STARs training for all staff | To enable staff to recognise and support children who have ASC traits | 6 |
| Recruitment of additional staff to support children's additional needs | More staff available to support children's gaps in their learning | 1, 2, 4, 5, 6 |

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

Budgeted cost: £ 63000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Wave 3 Teacher support £10,000 | From Sept '21 school has a 2x 0.6 teacher whose main focus is to concentrate upon children in year 2 and 3 to help close learning gaps. We have increased the hours of the SENCo so that she is now full time to address children's learning needs. The additional time will be spent supporting children who require wave 3 support. This is an ongoing support for children. Children identified through FSM, Progress Matters Meetings, Vulnerable groups, closing the gap. | 1, 2, 4, 5, 6 |
| HLTA/TA hours to enable T.A. support across the school with a particular focus on closing the learning gap and nurture £20,000 | Children either identified through FSM, vulnerable or closing the gap in particular in Reading and Maths with in class support. | 1, 2, 3, 4, 5, 6 |
| 1 to 1 Tuition £10,000 Tutor Trust/White Rose Maths | This work is targeted at those children working just below age related expectations in Key Stage 2 Children receive 10 hours of either literacy (reading and writing) input or Mathematics input. It focuses on where the child is now and addresses gaps in their understanding. Working with Tutor Trust (in Maths) this started as part of a research topic to enable children in year 6 maths to achieve ARE 1 to 1 tuition led by staff who work on a 1 to 1 basis with children on RW or M to ensure that gaps are closed | 1, 2, 3, 4, 5, 6 |
| Learning Mentor Support £15,000 | Working with children in nurture groups coaching children to help them develop skills of negotiation and helping to promote restorative justice. To monitor attendance across school – particularly those children in receipt of pupil premium to ensure that their attendance is as good as possible. | 1, 2, 3 |
| Chatterbugs Speech and Language £6000 | Working with identified children to help develop clear language skills | 6 |
| 4 Beanstalk Volunteer Readers £2000 | To work with 12 children PP, Closing the learning gap, vulnerable Reading support twice a week for each child. | 1, 2, 3, 4, 5, 6 |

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

Budgeted cost: £11000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Alive and Kicking Theatre company workshops @£6,500 | To work with children and staff (CPD) and parents on creating cross curricular and creative learning experiences – the workshops impact on children giving opportunities for quality writing | 1, 2, 3, 4, 5, 6 |
| Funding for trips/residential £120 per child @£2500 | To enable families to afford the two residential trips in year 5 and year 6 and children throughout the school to take part in school offsite trips. Also to pay for all school trips for PP children. | 3, 7 |
| Re-development of the Nurture room in readiness for the start of the school year £2000 | The revamping of the Nurture space in school enables us to have a bespoke space for children who need additional support such as Art Therapy/Sand play or Learning Mentor time | 1, 2, 3, 4, 5, 6, 7 |

Total budgeted cost: £64000

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 2020 to 2021 academic year.

KS2 Data 2021

| 59 children | Expected Standard | | Greater Depth | |
|-------------|-------------------|---------------|---------------|---------------|
| | School 2021 | National 2018 | School 2021 | National 2018 |
| READING | 95% | 75% | 63% | 27.8% |
| WRITING | 88% | NA | 25% | 19.7% |
| MATHS | 92% | 76% | 44% | 23.4% |
| COMBINED | 86% | 64% | 22% | 9.7% |

| Pupil Premium 4 Children | Expected Standard | | Greater Depth | |
|-----------------------------|-------------------|---------------|---------------|---------------|
| | School 2021 | National 2018 | School 2021 | National 2018 |
| READING | 75% | 75% | 50% | 27.8% |
| WRITING | 75% | NA | 50% | 19.7% |
| MATHS | 75% | 76% | 25% | 23.4% |

Teachers used a range of test materials including old SATs papers, White Rose maths assessments and reading assessments across school.

KS1

| | Expected Standard | | Greater Depth | |
|----------|-------------------|----------|---------------|----------|
| | School | National | School | National |
| READING | 88% | 75% | 39% | 25% |
| WRITING | 86% | 69% | 31% | 15% |
| MATHS | 90% | 76% | 42% | 22% |
| COMBINED | 85% | 65% | 20% | 11% |

Phonics 2020 (December 2020)

| School | National |
|--------|----------|
| 92% | 82% |

This represents 54/59 children passing the phonics screen.

The next phonics test will be before December 2021

| EYFS 2021 | | |
|-----------|--------|---------------|
| Subject | School | Greater depth |
| GLD | 70% | |
| R | 71% | 17% |
| W | 70% | 10% |
| M | 85% | 12% |

Reception classes have been the hardest hit during the COVID 19 lockdown. The children had missed the last part of their Nursery learning and had a bubble closure as well as the lockdown in January. The teachers posted online learning and did live interventions but the children returned to school with big gaps in their phonics knowledge and were saying the hard sounds and names of letters rather than their pure sounds. This has had a knock on effect for their reading and also writing.

GLD in 2019 was 80%

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 |
|--------------------------------|----------------|
| Small group tuition | Tutor Trust |
| Individualised reading support | Beanstalk |
| Yoga for children | Tatty Bumpkins |

Further Information

Nurture support at lunch time to support children (including those in receipt of PP) with emotional difficulties at lunchtime. The Nurture area was re-developed during COVID 19 Lockdown so that school could meet the needs of children returning to the school environment.

P4C is taught across school and is linked closely with our PHSE curriculum and our Christian Ethos statements (where appropriate).