

## Pupil premium strategy statement – Cotwall End Primary School

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	420
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	13.09.2024
Date on which it will be reviewed	13.09.2025
Statement authorised by	Claire Williams
Pupil premium lead	Claire Williams
Governor / Trustee lead	Emma Turley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,800
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 51,800</b>

## Part A: Pupil premium strategy plan at Cotwall End

### Statement of intent

At Cotwall End Primary School, we are committed to ensuring that all our pupils, regardless of their background or the challenges they may encounter, make good progress and achieve their full potential. As a maintained school, we recognise the significance of supporting our disadvantaged pupils through our Pupil Premium strategy.

Through our internal assessments and monitoring, we have identified that pupils in receipt of Pupil Premium funding have underperformed compared to their peers over the past twelve months. To address this attainment gap, we adopt a focused approach aimed at supporting disadvantaged pupils in making substantial progress relative to their starting points across all subjects.

In addition to academic support, we place considerable emphasis on the broader well-being needs of our vulnerable pupils, such as those with a social worker or young carers. We firmly believe that meaningful progress for these children necessitates not only academic assistance but also a comprehensive approach to their overall needs.

Central to our Pupil Premium strategy is the provision of high-quality teaching, which research indicates has the most significant impact on narrowing the disadvantage attainment gap. We also offer meticulously planned interventions and support groups to facilitate pupils in closing the gaps in their learning.

Our strategy is a whole-school initiative, where all staff members share the responsibility for the outcomes of our disadvantaged pupils and are encouraged to raise expectations regarding their capabilities. This philosophy is embedded in our staff appraisals, pupil progress meetings, and the routine monitoring of data.

We are devoted to being responsive to the common challenges and individual needs of our disadvantaged pupils. Our strategies are anchored in robust diagnostic assessments, enabling us to customise our support according to the specific requirements of each child.

In alignment with our school's core values of self-belief, kindness, bravery, happiness, wisdom, and honesty, our Pupil Premium strategy is designed to empower disadvantaged pupils to embody these qualities while striving to achieve their full potential.

## Challenges

This outlines the educational challenges faced by disadvantaged pupils in the school, particularly in the areas of oral language skills, vocabulary development, and academic attainment. It highlights the significant impact of the COVID-19 pandemic on the education and wellbeing of these pupils, leading to widening knowledge gaps and further falling behind age-related expectations, especially in reading and mathematics.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, evident from Reception through to Key Stage 2.
2	A number of pupil premium pupils also have SEND. This impacts further on their progress and attainment. (15%)
3	Significant knowledge gaps, leading to disadvantaged pupils falling behind Greater Depth expectations, especially in reading and compared to non PP.
4	Significant knowledge gaps, leading to disadvantaged pupils falling behind Greater Depth expectations, especially in maths and compared to non PP
5	Support those children who struggle with mental health Mental Health

## 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
Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, evident from Reception through to Key Stage 2.	The successful implementation of the WellComm Programme across Cotwall End Primary School is expected to have a significant positive impact on the language and communication skills of all pupils, particularly those from disadvantaged backgrounds. By providing comprehensive assessments, targeted interventions, and a whole-school approach to supporting language development, the school will be able to address the identified gaps in oral language skills and vocabulary, ensuring that all pupils have the necessary foundations for academic success and broader personal development.
A significant number of pupil premium pupils also have SEND. This impacts further on their progress and attainment.	Cotwall End Primary School will be able to significantly improve the outcomes for pupil premium pupils with SEND. The focus on

	<p>identifying and addressing gaps in learning, enhancing the overall provision for these pupils, and strengthening parental engagement and collaboration will lead to:</p> <ul style="list-style-type: none"> <li>• Accelerated progress for pupil premium pupils with SEND, as evidenced by assessment data and targeted intervention impact</li> <li>• Increased confidence, independence, and engagement in learning for pupil premium pupils with SEND</li> <li>• Improved attendance and reduced persistent absence for pupil premium pupils with SEND</li> <li>• Higher levels of parental satisfaction and involvement in their child's education</li> <li>• More effective, holistic support for the complex needs of pupil premium pupils with SEND</li> <li>• Reduced attainment gap between pupil premium pupils with SEND and their peers</li> <li>• Enhanced staff expertise and confidence in supporting pupil premium pupils with SEND</li> <li>• By addressing this key area of need, Cotwall End Primary School will be able to provide a more inclusive, equitable, and high-quality education for all of its pupils, ensuring that no child is left behind.</li> </ul>
<p>Significant knowledge gaps, leading to disadvantaged pupils falling behind Greater Depth expectations, especially in reading and compared to non PP.</p>	<p>By addressing the specific knowledge gaps and providing targeted interventions, we aim to close the achievement gap between disadvantaged pupils and their non-disadvantaged peers. The focus on developing greater depth teaching and learning in maths, as well as improving the quality of feedback and marking, will also benefit all pupils, including those working at greater depth.</p> <p>The improved reading attainment and progress of disadvantaged pupils will enable them to access the wider curriculum more effectively, supporting their overall academic</p>

	<p>achievement. The strengthened parental engagement in supporting reading at home will further enhance the impact of the reading interventions.</p> <p>The development of greater depth maths skills and conceptual understanding will prepare disadvantaged pupils for the challenges of the secondary curriculum and beyond, ensuring they are equipped with the necessary mathematical knowledge and problem-solving abilities.</p> <p>The enhanced quality of feedback and marking, along with the increased opportunities for pupils to respond and take ownership of their learning, will empower all pupils, including disadvantaged and greater depth learners, to make accelerated progress and reach their full potential.</p> <p>By successfully implementing this comprehensive school improvement plan, we aim to significantly reduce the achievement gap between disadvantaged pupils and their peers, while also challenging and supporting all pupils to exceed their expected progress and attainment.</p>
<p>Significant knowledge gaps, leading to disadvantaged pupils falling behind Greater Depth expectations, especially in maths and compared to non PP</p>	<p>By identifying and addressing individual gaps, enhancing greater depth provision, and targeting support for disadvantaged pupils, we will ensure that all children have the opportunity to achieve their full potential in maths.</p> <p>This will not only improve academic attainment but also build confidence, resilience, and a love of learning in this crucial subject. The school will see a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils, as well as an increase in the proportion of pupils achieving greater depth in maths. This will better prepare our pupils</p>

	for the next stage of their education and equip them with the mathematical knowledge and skills they need to succeed in the future.
For pupil in receipt of mental health support to sustain improved wellbeing	Through the delivery of tailored nurture sessions, these pupils will develop essential social, emotional, and behavioural skills, leading to improved self-regulation, confidence, and overall mental health. The integration of nurture principles across the whole school will create a more nurturing and supportive environment for all pupils, fostering a sense of belonging and emotional security. As a result, the school community will see a reduction in mental health-related issues and an increase in pupil engagement, academic achievement, and overall school climate. This holistic approach to supporting pupil wellbeing will have a lasting, positive impact on the lives of the children at Cotwall End Primary School.

### 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)

No CPD or recruitment and retention support is planned for this year.

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

Budgeted cost: £ 39,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching £5,400 p.a.	Precision Teaching is a proven and effective 1-1 teaching method used to accelerate progress, particularly in word reading and spelling skills. It is delivered by trained Teaching Assistants twice or	2

	three times weekly for 15 minutes all year	
Extra Teaching commitment in Year 6 for Maths and English £29,400 p.a.	Assistant headteacher and deputy headteacher are teaching groups with a total commitment of 0.6 FTE in order to provide targeted Mathematical and Literacy support to year 5 and year 6 groups including pupil premium children	3 and 4
Whole school training on WellComm Intervention £1,000 p.a.	<p>WellComm, the Speech and Language Toolkit for Screening and Intervention in the Early Years and Primary, is essential for identifying children facing potential language difficulties. By employing this innovative toolkit, practitioners can conduct precise screenings that unveil the myriad communication challenges that may arise.</p> <p>The screening tool is remarkably easy to administer and score, featuring a unique traffic light system. This system empowers practitioners to swiftly comprehend each child's current level of speech and language development while offering a clear pathway for decisive action. Tailored intervention activities enable targeted support, ensuring that every child receives the crucial assistance they require to thrive in their language journey. By implementing WellComm, educational professionals significantly enhance their capacity to address and nurture the communicative needs of young learners, ultimately instilling confidence and facilitating success in their language acquisition.</p>	1
Specific Interventions targeted at PP with SEND £5,000 p.a.	<p>Cotwall End Primary School will significantly enhance outcomes for pupil premium pupils with Special Educational Needs and Disabilities (SEND). The initiatives aimed at identifying and addressing gaps in learning, improving overall provision, and fostering stronger parental engagement will yield notable benefits.</p> <p>Firstly, we expect to see accelerated progress for pupil premium pupils with</p>	2

	<p>SEND, reinforced by robust assessment data and the measurable impact of targeted interventions. Additionally, there will be increased confidence, independence, and engagement in learning among these pupils. Improved attendance and reduced rates of persistent absence are also anticipated.</p> <p>Moreover, heightened parental satisfaction and involvement in their child's education will contribute to a more supportive environment. The holistic approach will ensure that the complex needs of these pupils are effectively addressed, thereby narrowing the attainment gap with their peers. Ultimately, Cotwall End Primary School aspires to deliver an inclusive and equitable educational experience for all pupils, ensuring that no child is left behind.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Level 3 TA to support Pastoral Needs (0.5 FTE) £12,000 p.a.	To provide support for children with social and emotional barriers to learning. More opportunities for PP children's emotional needs to be met when they may be feeling most vulnerable – i.e. nurture group, lunchtime friendship groups. Costs based on 50% of one part-time level 3 teaching assistant plus on-costs.	5

**Total budgeted cost: £ 51,800**



## Part B: Review of the previous academic year 2023-2024

### Outcomes for disadvantaged pupils

At Cotwall End Primary School, we are dedicated to providing an exceptional educational experience for all our pupils. As a maintained primary school, we steadfastly upheld our core values of self-belief, kindness, bravery, happiness, wisdom, and honesty in all our endeavours. Central to our ethos is the commitment to meet the individual needs of each child. Recognising the uniqueness of every pupil, we strive to cultivate a nurturing and inclusive environment where all can thrive.

Our primary objective was to close the attainment gap, particularly for those eligible for the Pupil Premium, ensuring that their progress aligned with national averages. To effectively support our diverse learners, we implemented a variety of targeted interventions and specialised support. Our dedicated team of teachers and teaching assistants collaborated closely with pupils, families, and external agencies to identify and address barriers to learning. This approach included providing additional academic assistance, implementing personalised learning plans, and engaging with specialists to empower each child to realise their full potential.

We also celebrate the rich diversity within our community. We value the unique backgrounds and perspectives of our pupils, fostering an environment where everyone feels welcomed and respected. By promoting understanding and empathy, we equip our pupils with the skills necessary to thrive in an increasingly diverse world. In doing so, we lay a strong foundation for their future success, instilling in them the confidence to navigate life's challenges.

In summary, we were resolutely committed to creating an inclusive and supportive learning environment where all pupils could flourish, enabling them to develop the knowledge, skills, and personal qualities essential for success in their educational journey and beyond.

This analysis presents an overview of the performance of children in receipt of Pupil Premium (PP) funding within our school. Within the cohort, only two children qualified for PP support. As a result, the data generated for this specific group is deemed insufficient for meaningful analysis.

In Year 1, three children were recorded as recipients of PP funding, all of whom successfully achieved the required standard in the phonics screening check. This performance is commendably in line with the 84% of non-PP children who also met this benchmark.

In Year 2, seven children benefitted from PP funding. Notably, these pupils demonstrated performance levels comparable to their non-PP counterparts in relation to expected outcomes for reading, as well as achieving greater depth in spelling, punctuation and grammar (SPAG), writing, and mathematics. However, it is significant to note that PP children underperformed in expected reading outcomes, with 71% of PP children achieving the standard, as opposed to 83% of non-PP children. Furthermore, in the domain of greater depth in mathematics, only 21% of non-PP children met this criterion, whereas no PP children achieved this higher standard.

It is also important to highlight that the attendance rate for children entitled to PP stood at 89.8%, surpassing the national average.

## **Externally provided programmes**

No externally provided programmes were used during 2023-24