# Pupil Premium Strategy Statement

# November 2021

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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 | Cookham Rise Primary School |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Helen Daniels Headteacher |
| Pupil premium lead | Helen Daniels Headteacher |
| Governor / Trustee lead | Gaynor Sprules, lead for disadvantaged pupils |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £1 345 x 21 (at time of funding) 25 pupils now £28 245 |
| Recovery premium funding allocation this academic year | £3045 |
| 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 | £31 290 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. We want every child in our school to feel valued, cared for and to SHINE.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, particularly reading. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. As a school we have chosen the school led tutoring route.

This year (2021) we carried out research to determine the common barriers to learning for our disadvantaged pupils and have used this to underpin the key principles of our strategy.

The key principles for our strategy will ensure:

Quality first teaching

Expert early reading teaching

Expert maths teaching

Continued professional development for all staff

Children getting access to a wide range of enrichment experiences (this is embedded within our three curriculum aims – opportunity, creativity, community)

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Underdeveloped oral language skills and vocabulary gaps** |
| 2 | **Greater difficulties with phonics** |
| 3 | **Well being** |
| 4 | **Behind age related expectations in writing and maths.** |
| 5 | **Attendance** |

## 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. |
| Continued consistent expert teaching of early reading | All staff (teachers and TAs) maintain their consistent expert teaching of RWI<br>90 – 100% of pupils pass Phonics Screening Check<br>Staff have successful strategies in place to support reading for pleasure and the vast majority of children report that they enjoy reading |
| To develop maths mastery across the school | Staff are confident teaching maths using the maths mastery approach. |

| | |
|---|---|
| | The impact of maths mastery can be seen in our improved progress data |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:<br>• qualitative data from pupil voice, student and parent surveys and teacher observations<br>• Boxhall profiles for specific children show improved scores |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:<br>• the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.<br>• reduction in the percentage of all pupils who are persistently absent |

## 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: **£8,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1 | 1, 2, 4 |
| Ensure there is regular training for all staff teaching the RWI programme (weekly in school and termly through a RWI consultant) | 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:<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br><br>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf | 1, 2 |
| Maths Mastery NCTEM programme<br><br>We will fund teacher release time to embed key elements of guidance in school and to | https://educationendowmentfounda-tion.org.uk/education-evidence/teach-ing-learning-toolkit/mastery-learning | 4 |

| | | |
|---|---|---|
| access Maths Hub resources and CPD (including Teaching for Mastery training). | https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ | |
| Continue to focus on life skills as a school.<br><br>Embed the MindUp programme | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning<br><br>https://mindup.org/ | 3 |

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

Budgeted cost: **£16,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional staffing to support smaller phonics groups in the morning plus 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. | https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf | 2 |
| Engaging with the National Tutoring Programme 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. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 4 |

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

Budgeted cost: **£7,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice<br>https://www.gov.uk/government/publications/school-attendance | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| An additional ELSA trained so we have two in place to support across the school | We have seen the value of having an ELSA in school across the past ten years and now want to have another trained who knows our Reception and KS1 pupils really well<br>https://educationendowmentfoundation.org.uk/public/files/EEF_Case_Study_SEL_Woodhall_Primary_School.pdf | 3,5 |

## Total budgeted cost: £32 000

# 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.

Our strategies have been reviewed on the 2020-21 document.

We were pleased that a number of our disadvantaged pupils were able to come into school during the national lockdowns and that we were able to provide technology support to all of the families who needed it. Each day we had 94-100% attendance online and regularly followed up with any families who were not present for online learning and engaging with work set.

97% of our Year 2 children have just passed the Autumn PSC.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

| Programme | Provider |
|---|---|
| RWI phonics | Read Write Inc |
| Maths mastery | NCTEM |
| MindUp | Mind Up |