



COWBIT ST. MARY'S (ENDOWED) CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil Premium Strategy Statement

2021/2022 – 2024/2025

So we have many people of faith around us. Their lives tell us what faith means. So let us run the race that is before us and never give up.

Hebrews 12:1 (International Children's Bible)

Headteacher: Mr Bruce Johnson

Chair of Governors & Pupil Premium Governor: Mrs Pauline Start

Our Vision

We are a small, inclusive Church of England Primary School that welcomes everyone and encourages all voices to be heard. Through challenge and support, we strive towards each person becoming the best person God intended them to be, happily flourishing as human beings. We empower our whole school community to be hopeful about the future and to be drivers of positive change.

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	Cowbit St Mary's Cof E Primary
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	32% (funding based on 17 from January 2021 Census)
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	Bruce Johnson Headteacher
Pupil premium lead	Bruce Johnson
Governor / Trustee lead	Pauline Start, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£ 1,232
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	£24,097

Part A: Pupil premium strategy plan

Statement of intent

At Cowbit St Mary's C of E Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers, low aspirations and limited life experience. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Limited range of vocabulary due to learning experiences and range of vocabulary used on a daily basis.
2	Lack of motivation to work independently and confidently. This due to lack of self-esteem or confidence in his or her own ability linked to emotional, social and behavioural issues for some disadvantaged pupils.
3	On entry data shows lower than non-disadvantaged children. There is slower progress in basic skills in prime areas of learning and Literacy and Mathematics.
4	KS1 and KS2 disadvantaged children have underdeveloped stamina for writing.
5	Attendance for all pupils. Gaps in attendance for disadvantaged children particularly those from the wider community.

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
1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident through a range of resources including: school tracking, Neli, Mable Therapy feedback and teacher reports.
2. Gained confidence in ability and improved self-esteem thus ensuring high levels of achievement. (reaching full potential)	Targeted pupils show perseverance and confidence to face challenges both academically and personally. Disadvantaged children show good progress from their starting points thus closing the gap in attainment due to their independent drive and determination.
3. Pupils make good progress from baseline in Prime areas, Literacy and Maths.	RWInc Phonics Assessments All disadvantaged children reach expected standard. Those with high needs SEN/PP to show good progress from starting point. NFER data in Maths to show increase in pupils reaching expected attainment in Lower Ks1 and all KS2.
4. Improved reading and writing attainment among disadvantaged pupils.	All pupils continue to show good or better progress, closing the gap in attainment. KS1 and KS2 disadvantaged pupils to reach expected standard in Reading and Writing. Renaissance Learning data shows pupils reaching 80% on comprehension.
5. Improved attendance- to be back on track as pre-lockdown.	Attendance rates for disadvantage pupils will continue to increase.

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 Evidence is from the EEF Teaching and Learning Toolkit unless stated otherwise.

Budgeted cost: £15,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching to accelerate progress in order for pupils to reach expected standard of attainment.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1,2,3,4,5

Targeted academic support

Evidence is from the EEF Teaching and Learning Toolkit unless stated otherwise.

Budgeted cost: £6,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to work with pupils in small groups under direction of the class teacher. The class teacher is to work with focus pupils during this time.	Moderate impact for low cost. However, with quality delivery from the class teacher and TA more high impact is expected.	1,3,4
Mable (speech & language therapy 8 units)	Oral language intervention- Very high impact for low cost. In this case the costs are moderate as it is 1:1 but with a qualified online speech and language specialist.	1,2 but will monitor for effectiveness in addressing 3 and 4
Read Write Inc. online Phonics	Individualised instruction- moderate impact for low cost. This has been a good tool for intervention w/quality TA's. It has enhanced practice with TA's and Phonics teachers.	3 4
Freckle Numeracy- online access to reinforce learning across the Maths curriculum.	Mastery learning - high impact for very *low cost. This programme of support is monitored by teachers but does not increase workload. Being accessible online allows for work to be set for home as well. *Online platform therefore we this is moderate cost.	3
SEN equipment/materials for nurture room	Unclear impact - very low cost. We will monitor as we feel this is vital for those disadvantaged pupils with SEN needs.	2

Wider strategies *Evidence is from the EEF Teaching and Learning Toolkit unless stated otherwise.*

Budgeted cost: £2,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mini first aid healthy minds 3-6yrs & 7-11yrs	Social and emotional learning is deemed to have moderate impact for very low cost. The self-regulation aspect of this programme should have higher impact.	2,3,4 5

Lincolnshire Music Service	Arts participation - moderate impact for very low cost. Additionally, whole class tuition with a musical instrument will enhance the impact from a social and emotional standpoint.	2
Attendance admin	<i>*School based evidence - Low cost - high impact in previous years.</i>	5
Transport for PP pupil to attend afterschool activities- This does provide the opportunity for disadvantaged pupils who come to school in a taxi to have access to after school clubs.	Low cost - unmeasured impact. We have seen pupils being engaged in activities which they might not have the opportunity to do at home after school, particularly with peers.	2
School uniform	Very low cost and unclear impact. Positive for self-esteem.	2
Free school meal vouchers (not Covid related)	<i>*School based evidence - Low cost - rating as high impact due to providing pupils with food</i>	2
Rewards (book tokens, magnets, certificates)	<i>*School based evidence - Low cost - short term impact has been seen in the past.</i>	2 5

Total budgeted cost: £24,060

Additional provision from school fund and Cowbit Dole Trust:

Clothing Out of school clothing provided for pupils which	<i>*School based evidence- Low cost - rating as high impact due to providing pupils with suitable clothing. Particularly appropriate socks and shoes.</i>	2
2 I pads Cowbit Dole		

Additional provision from school budget:

School trip supplements	<i>*School based evidence - low cost unclear impact - Provides disadvantaged pupils out of school learning opportunities.</i>	2 5
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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.

Due to Covid-19, performance measures have not been published for 2020-2021. Teacher assessments were based on pupils' results NFER, past SATs, WRMaths, Phonics Screening and teacher knowledge. As with the national trend, disadvantaged pupils were affected more significantly than their peers. Certain groups of disadvantaged pupils were greatly affected by disruption to learning.

Targeted intervention using the RWInc Phonics boosting support showed rapid progress in the lower 20%. Writing overall showed pupils across the school had gaps in stamina for writing and writing across genres. Under the guidance of our English lead this gap was closing towards the end of July 2021 in Yrs 2, 3 and 6. Support is planned for ensuring the gaps in Writing are bridging in R, Y1 and Y4 as they move into the next academic year. (Two weeks summer school boosting enabled the class teacher to focus on stamina and to consolidate sentence structure).

Across the school we recognised a gap in Maths Reasoning and Problem solving. This was due to pupils not having direct face to face teaching and feedback. Attendance gaps in PP reappeared during 2020-21, particularly with PP children from certain groups. We are targeting this in 2021-22 and building resilience and enjoyment for learning. Where certain groups of PP attend regularly rapid progress was seen.

One group of vulnerable pupils which have shown progress but are well below Year Expectations are those PP children with high SEND needs. We are pleased with progress they are making from their starting points and will continue to provide support for them. Additionally, PP children not in other vulnerable groups are performing well including those working at/towards above expected levels - particularly in Reading and Maths.

Externally provided programmes

Programme	Provider
RWInc Phonics Get Spelling	Ruth Miskin
Accelerated Reader – STAR Reading - Early Literacy Accelerated Maths - STAR Maths Myon (online library linked to AR)	Renaissance Learning
Sports Clubs - lunchtime and after school	Elite Sports
Purple Mash	2 Simple
White Rose Maths	Trinity MAT
Online Platform for learning, communication and behaviour	Classroom Dojo
Specialist Teacher	SST Team Lincs County Council
NTP	Pearson
Writing moderation and support	Keystone Trust
Music and Teaching Online Platform	Charanga Ltd

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.