

# Pupil Premium Strategy 2022-23

## William Cobbett 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	459
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	16/12/22
Date on which it will be reviewed	November 2023
Statement authorised by	Sharon Pritchard (Headteacher)
Pupil premium lead	Sharon Pritchard
Governor / Trustee lead	Katrina Howells

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99095
Recovery premium funding allocation this academic year	£4,313
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.	£41,754
<b>Total budget for this academic year</b> <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>	£145162

## Part A: Pupil premium strategy plan

### Statement of intent

It is William Cobbett Primary School's intention that all our pupils make good progress across all subjects of the curriculum and achieve well. Regardless of a child's background or individual challenges, we aim to treat all children as individuals, for them to excel academically and feel supported emotionally.

The key focus of this strategy is to achieve this goal and to narrow the gap between our disadvantaged children and their peers. We believe that the biggest impact for our Pupil Premium children is quality first teaching. A wealth of educational research has shown that this is the most powerful tool for improving pupil progress. This is supported with carefully targeted and monitored interventions.

37% of our disadvantaged children are also on our SEND register. The predominant areas of need for our disadvantaged children are SLCN (speech, language and communication needs), ASD (autistic spectrum disorder), SEMH (social, emotional and mental health) and ADHD (attention deficit hyperactivity disorder). 33% of children in our High Coin centre are disadvantaged, with ASD as their primary area of need. Progress and achievement for these children should be measured from their starting points and may be broader than simply academic progress.

Poor attendance, punctuality and social, emotional and mental health concerns are barriers to learning for many of our disadvantaged children and we have a strong pastoral team to improve attendance and support children with their mental health and wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	A high percentage of this group have special educational needs (37%). The most common needs for our disadvantaged children are SLCN, ASD and SEMH. These children need learning broken down into small steps, with accessible resources and support to communicate their learning.
2	Oral language skills and vocabulary tend to be lower than for other children. This has an impact on progress across the curriculum.
3	Poor basic skills in English, including phonics, are a barrier to children being able to express their ideas and write creatively.
4	Some of our disadvantaged children face challenges in their home situations, where there may be a lack of support for education from parents. This impacts on children's social, emotional difficulties and mental health and can affect behaviour in school and regular 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
Improve outcomes across the curriculum for PP children.	Children will make accelerated progress across the curriculum, with a greater % achieving end of year expectations in reading, writing, phonics and maths.

Improve children's vocabulary and spoken language.	Observations will show children speaking in full sentences more and using more tier 2 and 3 vocabulary in their writing. Language Link results will show an improvement in understanding of vocabulary.
Improve attendance and punctuality	Attendance and punctuality for PP children will improve from 2021-22.
Improve behaviour so that more time is spent on learning and SLT time is spent on school improvement.	Fewer red behaviour incidents or suspensions.

## 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: £65,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving children's spoken language and vocabulary. Introduce 'Word Aware' practices in school.	Strong oral language skills form the foundation of literacy and academic success. A solid foundation of oral language helps children become successful readers and strong communicators.	1, 2
Adapt the curriculum and pedagogy to ensure that learning is accessible to all children. Additional training for SENCo who will deliver CPD for all staff. Ensure that Ordinarily Available Provision is understood and applied across the school.	Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. (EEF) All learners make progress when learning is broken down into small steps and this is particularly true for children with SEND.	1, 2
Provide greater support for children with SEND to be able to record their learning (clicker/widgit)	Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. (EEF)	1, 2,3
Introduce a mastery approach to writing	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF)	3
Introduce new spelling and handwriting schemes so that these basic skills are not a	Having to focus on core basic skills can cause cognitive overload, preventing children from being able to express themselves in writing. These skills need	3

barrier to children's writing.	to be secured at a level of automaticity so that children can successfully focus on the content of their writing.	
Introduce Little Wandle SSP programme.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. (EEF)	3

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

Budgeted cost: £8,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle keep up and catch up groups, in EYFS, KS1 and KS2	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. (EEF)	1, 2
Language link intervention, EYFS/KS1 and KS2	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF) Strong oral language skills form the foundation of literacy and academic success. A solid foundation of oral language helps children become successful readers and strong communicators.	1, 2
Home learning club for invited children from vulnerable groups who face barriers completing home learning.	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	3

	Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. (EEF)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, and art therapy to support children's SEMH needs	Social and Emotional Learning 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. EEF	4
HSLW to work with families and LA inclusion officer to promote good attendance and punctuality as well as helping to establish positive routines which support learning	There is a strong negative link between absence and attainment, particularly in KS2. DfE link between absence and attainment.	4
Implement whole school approach to supporting and improving behaviour for learning, including introducing a new behaviour policy and individual behaviour plans. Develop a 'nurture' space which will be staffed in the afternoons to provide support for children struggling to self-regulate.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.(EEF) Our own data shows that disadvantaged children are more likely to have been suspended from school for poor behaviour than non-disadvantaged children and are involved in behaviour incidents.	4

**Total budgeted cost: £145,162**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success Criteria	Review
All disadvantaged pupils on SEND register to make good progress from individual starting points.	Assessments on Edukey will show accelerated progress for interventions.	Disadvantaged children were prioritised for 1:1 and small group tutoring. Majority made at least expected progress and some made accelerated progress. Edukey results shows an improvement in outcomes for children on SEND plans and interventions.
Improved SEMH, resulting in less learning time lost and greater engagement in learning.	Qualitative data: Children and parents supported by HSLW and/or ELSA will report greater self-confidence and less anxiety.	ELSA/HSLW worked with 34 of our disadvantaged families (39 children). This support resulted in a range of benefits, including improved attendance or punctuality, positive behaviour and self-esteem, better engagement and relationships with families.
Improved attendance and punctuality	The gap between disadvantaged children and others for attendance and punctuality will be narrowed. Reduction in persistent absence for pupil premium children.	The school changed the way that lateness was recorded during the year, making analysis difficult. Punctuality is better but is still an area for further improvement. The gap between attendance for disadvantaged and non-disadvantaged children in mainstream narrowed from 2020-21 to 2021-22. However, attendance for disadvantaged children is still lower than non-disadvantaged children in most classes.
Improve Quality First Teaching across the school.	All teaching to be at least good, based on observations of learning. Results to increase by 10% in reading, writing and maths (mainstream) from 2021 results.	Observations show teaching is at least good. School continued to be affected by covid but school results were in line with national and Surrey results.

		Results for disadvantaged children still lag behind those of non-pp children.
To improve children's phonic knowledge.	Phonics screening results to be in line with, or above, national average. Children progress up the book bands New systematic synthetic phonics programme in place by September 2022.	School results 70% whole cohort, 73% mainstream. National 75%. However, only ¼ of disadvantaged children passed screening test in Y1 so this is still an area of focus for the school. New phonics scheme is in place.
To improve oral language skills in children at EYFS/KS1	Children will make accelerated progress (Language Link assessments) Children use key vocabulary accurately in verbal and written answers.	All children on this intervention showed an improvement in teacher reported scores as a result of Language Link intervention.
To improve children's number facts and fluency, especially in KS1.	Maths results to increase by 10%. DCPro to show an improvement in number skills at KS1.	Maths results were in line with national results and show an improvement from teacher assessment from Summer 2021. Y4 multiplication tests showed an improvement from the previous year. Observations show improved fluency and confidence. The gap between disadvantaged and other children narrowed in most year groups.

## 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
First class @ number	
Language Link	
Project X code	
Mastering number project	Maths Hub