

We are all 'wonderfully made' by God and loved by Him just as we are.

## What is Pupil Premium Funding?

Pupil Premium funding, is additional to the main school funding, it is allocated to schools to help address inequalities between children eligible for free school meals (FSM) and those children who are not. Please refer to the Pupil Premium policy for further information not covered in the following funding plan overview.

### Statement of intent

We at Alderman Cogan's CE Primary Academy believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support, in particular following the Covid 19 school closures; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

### Who is entitled to Pupil Premium Funding?

- Schools are currently given Pupil Premium funding of £1,345 per pupil for those whose families who have registered for FSM or who have been registered for FSM at any point during the past 6 years. Following Covid 19, the Government also announced a further £80 per child under the Catch-up Premium Grant, for the school to focus on catch-up where the school feels there is most need, with appropriate reference to DFE guidance and EEF findings. The school has a separate funding plan and strategy for this additional funding (Also available on request from the school office or on the schools website)
- The children of members of the armed forces are also entitled to this funding at £310
- In addition, the school receives £2,345 for each pupil who are looked after children who have been looked after continuously for more than six months or have been adopted from care.

### How can I find out if my child is entitled to the Pupil Premium funding?

- The process for applying is straightforward and confidential, please refer to the Pupil premium policy or the school office for further information and help.

### KS1 and Free School Meals

- Since September 2014 all children in Reception, Year 1 and Year 2 have automatically been entitled to a free school lunch. However, registering for free meals (if you are entitled to) could raise more money for the school. These funds enable our school to take on additional staff and invest in additional equipment, resources and activities to the benefit all children. Being in receipt of the pupil premium fund will also entitle your child to support with the cost of school visits.

### How is the funding used?

- The key purpose of the Pupil Premium funding is to enable all pupils to reach their full potential. Each school may decide how best to use the funding to enable all its pupils to reach age related expectations and are held accountable for how it has been used to support pupils from low income families. Details of how Pupil Premium funding is used here at Alderman Cogan's CE Primary Academy can be found below.

- We recognise that barriers to achievement take a variety of forms. At Alderman Cogan's we will do whatever it takes to support a child, both in and out of the classroom using a tiered approach (Outlined further on in this document). We use all our resources to ensure that every child has an equal opportunity to become an empowered learner. In order to achieve this we offer our children a wide range of opportunities, we always make sure these are accessible for everyone. We work with our families and colleagues to make sure everyone has high aspirations for all pupils.
- As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.
- We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.
- Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.



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## Pupil Premium Strategy Statement

2020-2021

### School overview

Metric	Data
School Name	Alderman Cogan CE Primary Academy
Pupils in school	445 (inc 46 Nursery)
Proportion of disadvantaged pupils	73 pupils 18%
Pupil premium allocation this academic year	£99,115
Academic year or years covered by statement	2020-2021
Publish date	February 2021
Review date	July 2021
Statement authorised by	Rachel Malster-Hinett
Pupil premium lead	Rachel Malster-Hinett
Governor lead	Jeanette Sutherland

## **Evaluation of provision for disadvantaged pupils for last academic year 2019-2020**

### **Pupil Premium Strategy Feedback**

Due to no formal assessments taking place over the academic Year 19/20, we are unable to publish data around the attainment and progress scores for Alderman Cogan CE Primary Academy. However we know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and that Alderman Cogan CE Primary Academy has worked hard to mitigate this.

During the period prior to lockdown, we were able to significantly support our PPG children through targeted pastoral support. This was continued during lockdown with the children either being invited into school or receiving pastoral support remotely through class teachers and/or our pastoral team.

During partial school closure weekly welfare calls were made, food hampers delivered, FSM vouchers and additional support provided to families in need. These included pavement visits to check welfare, where the children and families were offered additional support. All children in KS2 were provided with a chromebook during partial school closure. The large majority of disadvantaged children were given additional support through having these delivered and individuals were given phone calls to support with remote learning.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps (June/July 2020) which have come about during the lockdown period, particularly so for disadvantaged children.

Any Data is from the end of the academic year 2018-2019 (unless otherwise stated) as the last published data available.				
<b>2. Current Attainment / Progress</b>				
Year 6 2018-2019	Disadvantaged Pupils (Alderman Cogan CE Primary Academy)	Disadvantaged Pupils (Alderman Cogan CE Primary Academy)	Non-Disadvantaged Pupils (National)	Non-Disadvantaged Pupils (National)
Reading	-1.0	75%	1.6	81%
Writing	-2.1	50%	2.3	87%
Maths	-0.6	63%	1.0	81%
Percentage of pupils meeting the expected standard in reading, writing and maths	50%		64%	
Percentage of pupils achieving a high standard in reading, writing and maths	6%		3%	

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## Strategy Aims for Disadvantaged Pupils

Measure	Activity
<b>Quality of Teaching, Learning and Assessment</b> To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a focus on PP achieving the higher standard, with a key focus on Phonics and Reading.	<ul style="list-style-type: none"> <li>• Regular data analysis of PP against non-pupil. Pupil progress meetings, focus on targeted children and on PPG achieving higher standard.</li> <li>• 1 x a cycle, SENCO, FPST, plus DHT meet to review strategies for PP children.</li> <li>• Year 3-6 Reading for Real sessions to ensure all children read every day with high quality teaching. AHT to monitor and implement sessions in cycle 3, KS1</li> <li>• Lexia and IDL intervention in place for PP children.</li> <li>• If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning. This will be done through delivering chromebooks</li> </ul>
<b>Behaviours and Attitudes</b> To develop PP children's resilience to setbacks and focus on developing their pride in completing high quality work.	<ul style="list-style-type: none"> <li>• Headstart support including intervention and mentoring / resilience coaching for chn with SEMH needs.</li> <li>• Specialist teacher assistant employed to focus on PP children with SEND needs.</li> <li>• Restorative Practice to be introduced and first principles to be embedded.</li> <li>• Growth Mindset will be introduced across the whole school.</li> </ul>
<b>Outcomes for Pupil</b> Increased attainment as a result of modelled, mental health support and extra-curricular activities	<ul style="list-style-type: none"> <li>• Classroom coverage of curriculum reflects the intent to increase cultural capital.</li> <li>• To fund school activities and trips, where requested</li> <li>• Aspiration assemblies and fairs as well as a range of visitors from the local community.</li> <li>• PFST roles and responsibilities reshaped to allow capacity for</li> </ul>
<b>Barriers to learning these priorities address</b>	Low self-esteem, resilience and aspirations for some PP children. Missed learning opportunities through low attendance for some PP children. Lack of life experiences to support general learning and development. Parental circumstances and level of engagement with school.
<b>Attendance / Behaviours For Learning</b> Improve attendance for PP with a focus on PA and lates.	<ul style="list-style-type: none"> <li>• DHT &amp; PFST team to monitor attendance weekly.</li> </ul>
<b>Project Spending</b>	

## **Teaching priorities for current academic year**

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	To continue to raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Progress in Writing	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Progress in Mathematics	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Phonics	To raise outcomes for all PP and ensure they pass the phonic screening at the end of Y1. To ensure PP children who did not pass the phonic screening, achieve the standard in year 2.	July 2021
Other	Improve attendance of disadvantaged children and reduce lates to ensure learning opportunities are not missed and all PP children achieve their potential.	July 2021

**Remember to focus support on disadvantaged pupils reaching standard in phonics at the end of year 1**

## **Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a focus on Reading and PP achieving the higher standard	<p>Enhancement of teaching &amp; learning provision to ensure structured interventions, small group tuition and one to one support:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p>In line with SDP:</p> <ul style="list-style-type: none"> <li>-Daily session of reading to developing coding, fluency and comprehension (eg. 5 a day texts read)</li> <li>-IDL weekly reading intervention</li> <li>- Investment in updating home reading books</li> <li>-Lexia year 1-6</li> <li>-RWI phonic training delivered to whole school teachers and teaching assistants</li> </ul> <p><b>Phonics Year 1:</b></p> <ul style="list-style-type: none"> <li>- Additional support (Intervention manager) to diminish the gaps in phonics learning in order to maximise progress made (1:1 support RWI)</li> <li>- X2 Apprenticeship TAs</li> </ul> <p><b>Phonics Year 2:</b></p> <ul style="list-style-type: none"> <li>-Additional phonics input and intervention each day to ensure children meet the standard in year 2.</li> <li>-Intervention manager tracks RWI phonics and completes half term assessments and feedback to teachers. As a result of this, children who are not making progress are identified for additional 1:1 support.</li> </ul>
To increase the range of services and experiences available to	<ul style="list-style-type: none"> <li>• Headstart support is in place for those children identified from referrals.</li> </ul>

support the resilience and mental health of PP pupils.	<ul style="list-style-type: none"> <li>Specialist Assistant teachers focus on PP children with SEND needs.</li> <li>Aspiration assemblies and fairs as well as a range of visitors from the local community.</li> <li>PFST support PP families</li> </ul>
Barriers to learning these priorities address	<p>Communication Needs – Low levels on entry of Pupil Premium children, particularly in emotional literacy, communication and language and Literacy.</p> <p>Low aspirations, self esteem and resilience for some PP children.</p>
Projected spending	

#### Wider strategies for current academic year

Measure	Activity
Priority 1:	<ul style="list-style-type: none"> <li>Big Future Foundation in place in KS1.</li> <li>SM to track and provide pastoral support to Big Future Foundations children and families.</li> <li>The Yorkshire Wildlife Project and outdoor learning</li> <li>CAMHS wellbeing worker to work with SENCO and Wellbeing and Inclusion team to identify PP children with emerging mental health.</li> <li>Using CAMHS to strategically develop whole school interventions, group interventions and early help across school.</li> <li>Weekly Inclusion and Wellbeing meetings to target support for PP children including extra curricular activities.</li> </ul>
Attendance and lates improved for PP children due to strengthening engagement with the families.	<ul style="list-style-type: none"> <li>A pastoral administrator appointed for 1 day a week to provide the Inclusion and Wellbeing team with admin support and data analysis.</li> <li>Inclusion and Wellbeing team provide dedicated time every morning to track all children not in school with priority on PP and LAC.</li> <li>Weekly attendance meetings</li> <li>Attendance prizes weekly and termly.</li> <li>Using 6 week fast track program by York for all PPG under 90% or with persistent lates.</li> <li>Inclusion and well-being team to monitor attendance weekly.</li> </ul>
Families with difficulties will be supported by the Inclusion and Wellbeing Team.	<ul style="list-style-type: none"> <li>Family learning course each week for PP families.</li> <li>Inclusion and Wellbeing team to work closely with outside agencies to support PP families.</li> <li>Inclusion and Wellbeing team to work closely with the children's centre and identify PP families in EYFS unit to deliver targeted interventions.</li> </ul>
Barriers to learning these priorities address	Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium children have additional needs including social and emotional barriers that impede on their progress.

Barriers to learning these priorities address	Supporting Vulnerable Families - Some of our families struggle financially, lack of quality experiences outside school means children are unable to draw upon these experiences in their learning. In addition attendance rates, safeguarding issues are all external barriers.
Rationale:	<p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to 3 + months.</p> <p>NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.</p> <p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring</p> <p>To build relationships with pupils/families. Research tells us that families and parents are crucial to pupil's attainment. Feinstein and Symons (1999) found that parental interest in the child's education was the single greatest predictor of age 16 achievement.</p>
Projected spending	

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Reducing the existing gap with non-disadvantaged peers especially children who have other vulnerabilities.	Ongoing training for whole class delivered by Wellbeing and Inclusion Team as well as SENCO. Catch Up Teacher & 1:1 tuition If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning.
Targeted support	Monitoring interventions system (including IDL) to ensure maximum benefit.	Dedicated SENDCo and assessment lead time for monitoring interventions
Wider strategies	Engaging and maintaining the engagement of our families with challenging circumstances	Close supported relationships with Wellbeing and Inclusion team and outside agencies will be enhanced.