

# Pupil premium strategy statement

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	Alderman Cogan CE Primary Academy
Number of pupils in school	453(36 nursery)
Proportion (%) of pupil premium eligible pupils	data as of October census 74 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31st December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	R.Malster-Hinett
Pupil premium lead	R.Malster-Hinett
Governor / Trustee lead	Sally Wightman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102.805
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,406
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102.805

## Part A: Pupil premium strategy plan

### 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 continued Covid 19 disruption; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

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.

Our school is committed to supporting all pupils. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well established diagnostic assessments and not assumptions about the impact of disadvantage. Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	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.
2	To develop PP children's resilience to setbacks and focus on developing their pride in completing high quality work.

3	Increased attainment as a result of modelled, mental health support and extracurricular activities
4	Low attendance and persistent absenteeism of PP/disadvantaged children

## 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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have “fallen behind” make accelerated progress and “catch up” or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention teacher and subject leads.</p>	<p>End of Summer 2024 our data will show that 90% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer 2022 data will also show that 10-20% of disadvantaged children will have made accelerated progress.</p> <p>Interventions and subject lead teachers will feedback saying that interventions have had a positive impact on the children’s learning and have helped in accelerating their progress and attainment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil. Pupils and families with identified social, emotional or health needs are well supported by trained school staff.</p>	<p>Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by WEB team meetings, Safeguarding meetings, behaviour tracker and mental health care plans.</li> <li>• Observations of children’s engagement in learning</li> </ul>
<p>Improve cultural and childhood experience for all pupils across school.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils. Cogan Capital Passports are completed on a yearly basis.</p>
<p>Persistent absence for disadvantaged pupils will decline and start to meet or exceed national expectations</p>	<p>By 2024, our disadvantaged pupils will be achieving 97% average attendance which is more than the national average.</p>

## 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: £21, 453 January to July 2022.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject Leadership and Middle Leadership support CPD	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1 and 3
Recruit intervention HLTA and Teacher staff to work across KS1 and KS2. Teachers will work with existing teachers to work independently and provide interventions to ensure all children have achieved learning objectives in intervention classes and in the main class.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1 and 3

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

Budgeted cost: £19,636.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Renewal of x 60 Lexia licences</li> <li>• Renewal of Learning by Questions</li> <li>• Renewal of IDL licences</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1 and 3

<ul style="list-style-type: none"> <li>• replacement Chromebooks purchased if required.</li> <li>• Purchase Rising Stars Shine intervention linked to NTS tests</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	
<ul style="list-style-type: none"> <li>• Enhancement of teaching &amp; learning provision to ensure structured interventions, small group tuition and one to one support</li> </ul> <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 (RWI training) 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 Teacher tracks RWI phonics and completes half term assessments and feedback to teachers. As a result of this,</li> </ul>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1 and 3</p>

<p>children who are not making progress are identified for additional 1:1 support.</p> <p><b>Phonics Year 3:</b></p> <p>-Additional phonics input and intervention each day to ensure children meet the standard in year 2.</p> <p>-Intervention Teacher 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.</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £61,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• EEF toolkit identifies that the following all have a positive impact.</li> <li>• Behaviour intervention ( + 3months) Social and emotional learning ( + 4 months) Metacognition and Self regulation strategies (+ 7 months)</li> <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 workshops and fairs as well as a range of visitors from the local community.</li> <li>• WEB Team roles and responsibilities reshaped and realigned.</li> <li>• Whole school reward system for attendance (ISEDOT) In school Every Day on Time.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>2, 3 and 4</p>

**Total budgeted cost: £102,805**

## 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.

In Reading our internal assessment data for 2020- 21 suggest that the progress of disadvantaged pupils was better than in previous years. (-19 in 2020 and -9 in 2021).

In Writing and maths our internal assessment data for 2020- 21 suggest that the progress of disadvantaged pupils was lower than in previous years. This is a priority within our SDP.

Our Pupil Premium data has remained -0.9 below the national average from 2019 - 2021 and our progress measured weak in Writing and Maths (targeted areas for this 2021-2022). Overall, no percentage decrease was recorded as a result of COVID.

Our KS2 attainment data for Reading and Maths suggest that the progress of all students is above the national average (-1.4 below national average in 2020, +1.4 above national average in 2021)

Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Maths Intervention - statistics bolt-on	TT Rockstars
GL Assessments NTS	GL Assessments

English and Maths Interventions	Learning by Questions
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A