

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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's Church of England Primary Academy
Number of pupils in school	434 (446 capacity)
Proportion (%) of pupil premium eligible pupils	23% (103 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	March 2023
Date on which it will be reviewed	September 2023
Statement authorised by	V. Shaw
Pupil premium lead	J. Tucker
Governor / Trustee lead	S. Wightman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,828
Recovery premium funding allocation this academic year	£14,935
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	£117,763

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Alderman Cogan's Church of England Primary Academy:

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. We recognise our duty to equip children with the necessary skills and attitudes to succeed in the next stage of their school journey and in later life. Our Christian values of 'peace, trust and friendship' underpins everything we do in school. This, along with our school curriculum design, recognises every child as a unique individual and celebrates differences within our community. These are highlighted within our 'Cogan Learning Goals', a series of statements designed to 'Develop the whole child through a Christian Lens'.

Principles

- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and strive for personal excellence. This is a whole-school approach and staff take a proactive approach to ensure progress is made through deep-thinking questioning and regular assessment for learning.
- Quality first teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We take a long-term view of pupil-premium spend (3 years) as we believe this is more effective in terms of developing pedagogy, practice and development.
- We recognise that not all disadvantaged pupils will require support to meet their age-related expectations. Therefore, it is paramount that we identify and challenge disadvantaged pupils who are reaching high levels of attainment to enable them to progress further and reach their full potential.

Aims

- To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6 and leave Primary school well-prepared for their next stage of education.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>The Covid-19 pandemic has severely impacted the foundational knowledge that pupils require to build upon as they progress through Primary School.</u></p> <p>As the children are progressing through the school, staff have noticed the visible impact of the pandemic on pupils acquiring the key knowledge required for them to progress in their learning as they move higher up the school. The gaps in pupil knowledge is exacerbated for disadvantaged children, who may not have had access to remote learning or developed key life skills.</p>
2	<p><u>There is a high percentage of low aspiration family units in our local area, with low expectations on behaviour and poor parental attitudes that compromise the children's view of the importance of education.</u></p> <p>This stems from a lack of routine derived from the lockdown learning months amidst school closures. An increase in family members working from home has taken impetus away from the importance of attendance and punctuality. Therefore affecting our overall culture amongst pupils, particularly from disadvantaged children with non-working parents.</p>
3	<p><u>Pupil cultural capital experiences are lower than pre-pandemic levels with less school trips, rising costs of visitors and other barriers inhibiting the volume of cultural capital opportunities available.</u></p> <p>The cost of wider visits for pupils, expensive experiences for families and closures of local experiences has lessened opportunities for wider personal development for children. Since the gradual re-opening of society, school trips and experiences have gradually been reintroduced. However, the cost of living crisis has had a significant impact on activity centres, museums and other educational visit providers.</p>
4	<p><u>Pupils are entering primary education with a lack of emotional intelligence, resulting in poor mental health strategies and with more severe need.</u></p> <p>A lack of mental health support for young people has placed the impetus on schools to provide mental health support, emotional intelligence training and other strategies to support pupils' emotions throughout their school journey.</p>

**We understand as an academy trust that these barriers are not the same for all children, nor should we generalise. Therefore, we ask our staff to identify the barriers to learning for every individual child. A no excuses culture exists in every school.*

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>1. For all children to receive a consistent and ambitious, sequentially planned curriculum ensuring sufficient knowledge and skills for future learning and meeting the needs of all learners.</p>	<ul style="list-style-type: none"> ● The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment ● The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence ● The curriculum is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those endpoints ● Teachers are able to deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory. Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points ● Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise ● The curriculum is ambitious and shows progression across the year groups, which builds on prior knowledge and prepares children for the next stage in their learning. ● Teachers have good subject knowledge for their year group. ● High challenge and high expectations are consistently used to drive behaviour and learning and aspirations. ● Interventions are purposeful, strategic and well-planned across key-stages. RWI is used effectively for early reading to ensure children have good phonological knowledge. Same day interventions ensure any gaps are addressed in a timely manner. ● Reading books are closely linked with children's phonics knowledge with appropriate challenge. Collaborative working with Hull Library service ensures children have access to high quality texts and experiences ● Ebor Maths/ NCTEM Curriculum ensures maths curriculum is well sequenced to enable pupils to develop strong knowledge across all areas of the school's mathematics curriculum.
<p>2. Set a culture of high expectations for all learners' behaviour, attendance and conduct ensures that positive attitudes and commitment to learning are</p>	<ul style="list-style-type: none"> ● Attendance and punctuality for disadvantaged pupils will be inline with national figures year on year. Support will be in place from school and Trust Lead to target families with poor attendance. ● Parents value school and education and as a result ensure their children attend regularly. Parents are well supported by school to engage with delivered workshops, enabling them to support their child's learning at home. ● Children behave very well in school because there are high expectations and clear routines that all adults support fully. Classroom discussion is focused on learning - children engage

<p>consistently demonstrated.</p>	<p>very well with learning tasks and communicate very effectively with adults and peers alike.</p> <ul style="list-style-type: none"> ● Children display a positive attitude to learning in class and are motivated and enthusiastic, listen carefully to peers and are keen to celebrate others' achievements. ● There is a calm and orderly environment in the school and the classroom ● There are clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom ● The school has clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. ● Through the use of pupil voice we know children 'feel safe in school'. ● Incidents of bullying/ racism/ homophobia are rare and are dealt with quickly, effectively and restoratively and with parental support and engagement. ● The schools comprehensive package of support for Vulnerable children ensure barriers are removed and they are given opportunities to succeed. ● Children with emerging mental health needs are in receipt of targeted and specialist support from the Web Team and class teachers. ● Restorative practice is used by staff and children which in turn embeds the Christian Values of Peace, Trust and Friendship. Children understand the school expectations and know that they have a voice, where they will be listened to and know that any conflict can and will be resolved. Pupil voice shows positive attitudes and children's ownership of behaviour and values. ● SOL Attendance in place is in place and managed by a member of the schools Senior Leadership Team. ● SENDCO support is provided for staff regarding children with SEN to support behaviour and an inclusive classroom environment. ● Clear implementation of a layered approach to behaviour, wellbeing and SEN where teachers can identify children needing additional support.
<p>3. To offer an extensive Personal Development offer in order to remove barriers and wholistically develop the 'Whole child' and prepare them for their next stage in life</p>	<ul style="list-style-type: none"> ● Through the 'Cogan Learning Goal' the school consistently promotes the extensive personal development of children. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. There are extensive opportunities for children to develop their talents and interests at all stages of their 'Cogan Journey'. ● An increased focus on planning rich experiences through the medium of trips, visitors and other curriculum visitors targeting the personal development of the whole child. ● The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer ● The school provides high-quality pastoral support. Children know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. ● The school prepares pupils for life in modern Britain effectively,

	<p>developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p> <ul style="list-style-type: none"> ● Our Christian values of Peace, trust and friendship develops children’s responsibility to be respectful citizens and underpin our curriculum together with our Ebor Trust values of excellence, belonging, opportunities and respect. These values The Christian values underpin the Christian distinctiveness which is deeply rooted within the school’s ethos statement. This drives the vision ensuring that all teaching and learning, develops every child spiritually, morally, socially and emotionally.. ● Religious, cultural and National Awareness days are delivered in line with the Equality, Diversity Inclusion calendar 2022-23. Awareness days celebrated across the whole school provide children with the knowledge and understanding that they require within society. ● Within our dedicated Web Team, the school’s Strategic lead for behaviour, attendance and wellbeing works closely with identified vulnerable families, social care and the virtual school so that every child accesses our curriculum offer, reducing persistent absentees and making sure children are in school every day on time, showing a positive impact on each child’s performance. ● Children have access to an substantive ‘extended curriculum timetable’ that goes beyond the school day to ensure all children are given the opportunity to flourish and develop talents. ● Partnerships with specialist providers for: Sport, Music and Performing Arts provides opportunities for all children. ● The school’s personal development offer ensures that the needs of our children are reflected in the carefully sequenced PSHE /RSE/ worship sessions to ensure that pupils are aware of the British Fundamental Values. Our PSHE, including RSE, is ever developing to reflect the needs of our children in our community and beyond. ● A sensory room and “nest” is dedicated to support children who struggle with regulating behaviour or need additional SEND support. ● All leaders understand the specific needs of the children and the local community and as a result of this cultural capital passports provide children with the experiences they need to prepare them for their future success. ●
<p>4. Increased aspiration, attainment and emotional intelligence as a result of modelled, mental health support and extracurricular activities</p>	<ul style="list-style-type: none"> ● Families feel supported and have the tools and skills needed to support their children in their education. As a result, children display less emotional burden and are able to succeed. ● Sustained high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. • Observations of children’s engagement in learning ● Disadvantaged pupils significantly close the gap so that they attain inline with non-disadvantaged children by the end of KS1.

	<ul style="list-style-type: none">● Tailored support is swiftly put into place to ensure that the children's emotional needs are met, equipping them with the skills necessary to manage their feelings.● All leaders continue to ensure that the school's positive behaviour management system is applied effectively and consistently.● Add further capacity to the Additional needs team through the use of CPD such as ELSA training to ensure barriers to learning can be identified early and support offered.● Through the CLG further develop mentor roles for positive behaviour role models● Further develop the schools use of restorative practice● Further develop the outdoor provision at lunchtime
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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: £11,920 January to July 2023.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit intervention Teacher staff to work across KS2.	EEF evidence (Teaching and Learning Toolkit)	Challenge 1 and 2
Introduce ELSA sessions to improve the quality of social and emotional learning.	EEF evidence (Social and Emotional Learning) - 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)	Challenge 3 and 4
Further review of the Curriculum to ensure high engagement - planning time, purchase of resources to support themes, curriculum management release time to monitor and review the curriculum -organising and facilitating costs of visitors/online learning experiences for WOW days to launch half-termly themes.	EEF guidance (Effective Professional Development)	Challenge 1 and 2

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

Budgeted cost: £55,086.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
An in-depth intervention plan to ultimately close the gap between non-disadvantaged and disadvantaged pupils. <ul style="list-style-type: none"> • Trial apps such as Sumdog to use on Chromebooks purchased with the Recovery Premium Funding. • Basic skills in Maths workshop to demonstrate effective methods of calculation for parents to engage with homework and further learning activities. • Disadvantaged and SEN children to be assessed more regularly than non-disadvantaged children 	EEF guidance (Improving Mathematics in KS2 and 3) EEF guidance (Teaching and Learning Toolkit) EEF guidance on regular assessment	1 and 2

<p>with summative assessments for core subjects, and spaced retrieval assessments for curriculum knowledge 'Reasons to Remember' (testing at 1 week, 3 weeks, 5 weeks and 7 weeks since learning has taken place)</p> <ul style="list-style-type: none"> • Introduce 'Breakfast Boosters' for Year 6 pupils to aid revision for KS2 assessments 		
<p>Teachers, HLTAs and TAs provide interventions to ensure identified gaps are addressed.</p> <p>Enhancement of teaching & learning provision to ensure structured interventions, small group tuition and one to one support.</p>	<p>EEF guidance (Teaching and Learning Toolkit)</p> <p>EEF guidance (Improving Literacy in KS2) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home.</p> <p>EEF guidance (Improving Mathematics in KS2 and 3)</p>	<p>Challenge 1</p>
<p>An in-depth CPD programme to champion the expertise of our staff to aid newly-qualified teachers and experienced teachers across the academy.</p>	<p>Professional development will be planned around evidence-based approaches, for example: feedback, metacognition, reading comprehension, phonics, mastery learning.</p> <p>Activity and resources to meet the specific needs of disadvantaged pupils (with or without SEND needs) (EEF guidance, the tiered model and menu of approaches)</p>	<p>Challenge 1</p>
<p>Delivery of sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.</p>	<p>Emotional literacy is a process concerned with developing pupils' skills in recognising, understanding, expressing and managing their own and others' emotions. EEF research (Primary SEL) has shown that this is considered to be essential for pupils' academic achievement, mental health and relationships.</p>	<p>Challenge 4</p>
<p>Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.</p>	<p>EEF guidance (Teaching and Learning Toolkit)</p>	<p>Challenge 1,2 and 3</p>

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

Budgeted cost: £62,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SOL Attendance implementation</p> <p>Parent Coffee Mornings to build positive relationships with parents and carers</p> <p>Parent questionnaires to build a strong relationship with parents who do not engage with the school as much as others.</p>	<p>The DfE Guidance (Improving School Attendance) - has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF evidence (Parental Engagement)</p> <p>Parents will feel like their voice is heard and can make a difference to the school moving forward. To introduce the actions and next steps, the school leadership will host a 'Parent/ Carer Coffee Morning' to present our findings and next steps, whilst providing the opportunity for dialogue between staff and parents.</p>	<p>2</p>

<p>Use of Safeguarding and Wellbeing Officer in school to:</p> <ul style="list-style-type: none"> -build relationships with parents, share advice and offer support in parenting and school involvement - advise on financial and family support systems available and in place to ensure children have the basic necessities for school e.g. Uniform/Clothing/ Foodbank/Christmas Presents etc. -target specific parents where attendance and/or punctuality issues arise, and send personal invites to parents events -communicate between LA and Trust Lead for support and advice -Provide 'soft' opportunities for parental involvement in school life, such as stay & play, coffee mornings etc. promoting key school policies & initiatives at these events <p>School council to play a proactive role in making positive changes in the school:</p> <ul style="list-style-type: none"> - environment/ sustainability - healthy snacks - mental health - active learning <p>and much more.</p>	<p>EEF guidance (Improving Literacy in KS2)</p> <p>Public Health England's review: <i>Local action on health inequalities: Building children and young people's resilience in schools</i></p>	<p>4</p>
<p>Cogan Learning Goals will document the capital culture experiences of children throughout their journey at Alderman Cogan's Church of England Primary Academy to help the children reflect on their experiences and apply the valuable skills learned in their next step of education.</p> <p>Developing the school library to have weekly visits by classes and invite authors into school to continue the promotion of reading for pleasure in our school.</p>		<p>2,3 and 4.</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have</p>	<p>All</p>

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £129,372

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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum but particularly in writing and maths. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources.

Overall attendance in 2020/21 was lower than in the preceding year. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers as was persistent absence. These gaps in attendance and PA remain a concern, which is why attendance is a focus of our current plan.

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 used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Pupils and staff continued to be significantly impacted by COVID during the Winter and Spring terms, with absence affecting the educational recovery process. However the establishment of intervention and recovery tutor led sessions in core learning areas for targeted disadvantaged and most vulnerable pupils has had an impact on pupil progress.

Phonics & Reading: Provided a range of academic interventions in school to support disadvantaged children - phonics, 1-1 reading, reading for real sessions, IDL, Lexia. Key CPD focus on RWI to ensure consistency and high quality teaching was delivered to children. 1:1 catch up led by the school's intervention tutor has enabled children to reaffirm their confidence, stamina and resilience.

Children's resilience: Web Team has had an impact on the welfare and wellbeing of children. 1:1 sessions led by the wellbeing and welfare lead has had a significant impact on individual children and their families, building their self confidence, resilience whilst at the same time strengthening home school partnerships. Throughout the academic year the children were closely monitored and support was put in place through the schools HUB. Daily well being checks within the whole class and small group circles has helped to build children's confidence and resilience. Each classroom developed a bespoke prayer and reflection area where children could go to discuss how they were feeling.

Mental Health: Supported families by attending multi agency meetings, providing emotional support for parents mental health and children's mental health. Awareness days linked to mental health were supported by children working with the web team to lead these.

Additional information: Able to support disadvantaged children in year 6 with subsidised residential places. Pupil premium funding also enabled disadvantaged children across the school to experience a range of opportunities.

Improve attendance of disadvantaged children in school and reduce persistent absenteeism

Attendance for 2021-2022 falls at present broadly in line with national data as published in May 2022 (from Au 2021 statistics)

- Attendance of whole school 2021-2022 R-6: 93.18% 1-6: 92.92% (broadly in line with Aut 2021 national data)
- PA R-6: 20.84% 1-6: 22.07%
- Disadvantaged PA: 41% 42 children out of 102 PAs Attendance continues to be an area of challenge for the school and will form part of the development plan for 2022-2023. Persistent absenteeism is impacted by parents choosing

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
TTRockstars	Maths Circle Ltd.
LbQ	Learning by Questions
Core 5	Lexia
Sumdog	Sumdog
White Rose Maths	White Rose Hub

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, observations, book scrutiny and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

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.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.