Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	407 (446 capacity)
Proportion (%) of pupil premium eligible pupils	25.7% (90 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026 (Current version)
Statement authorised by	J. Tucker
Pupil premium lead	J. Tucker
Governor / Trustee lead	V.Shaw

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.
- To implement an effective oracy strategy across the school to aid writing outcomes.
- 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.
- To aid disadvantaged children not categorised by the traditional 'Pupil Premium' definition, by identifying and removing any possible barriers to success.

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. 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.	● 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.
2. Set a culture of high expectations for all learners' behaviour, attendance and conduct ensures that positive attitudes and commitment to learning are consistently demonstrated.	● 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 very well with learning tasks and communicate very effectively with adults and peers alike. ● 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 barriers 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.
3. To offer an extensive Personal Development offer in order to remove barriers and holistically develop the 'Whole child' and prepare them for their next stage in life	● 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, 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. ● 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.. ● Our Cogan Scholars Programme taps into the interests of the child to

	allow them to study at home a range of subjects to obtain a 'degree' in. ● Within our dedicated barriers 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/ Collective 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. ● 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. ●
4. Increased aspiration, attainment and emotional intelligence as a result of modelled, mental health support and extracurricular activities	● 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: • 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. ● 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 with OPAL.