

Cold Aston Pupil Premium Strategy Statement 2021 - 2024

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	Cold Aston Primary
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	5.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-Sept 2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jackie Buckland
Pupil premium lead	Rebecca Hibell
Governor / Trustee lead	LAC and Martin Nicholas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5439.33
Recovery premium funding allocation this academic year	£500
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	£5939.33

Pupil premium strategy plan

Statement of intent

Our intent is that each pupil, irrespective of their background or challenges will make good progress and achieve.

We holistically support vulnerable pupils who may have a social worker or young carer's role. Our approach documented on this strategy applies to these children regardless of whether they receive pupil premium funding.

High quality teaching is at the heart of our approach. Our curriculum has been developed with the needs of our vulnerable learners at the heart of it. Reading is the gateway to learning and this continues to be central to our curriculum at each stage. We have a high focus on vocabulary and the explicit teaching of this across all subjects. Our children benefit from rich experiences, we make full use of our beautiful local area. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We think about each pupil and use diagnostic assessments to identify barriers to learning. We monitor this progress carefully and use the assessments to inform the teaching approaches that are used to close the identified gaps. As well as academic needs we consider the health and well-being of each child. This is gathered through the use of pupil and parental surveys.

Our strategy is also part of, and integral, to our wider school development plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Small numbers of pupil premium in cohorts means that an individualised approach for each child must be found.
3	Following Covid 19 lock downs there has been an increase in SEMH needs in our disadvantaged children. SEMH support 66.6% 121 (2 children) Group SEMH support 33.3% (1 child)

4	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils is not consistent across the group.</p> <p>Attendance monitoring has highlighted that there are pockets of persistent attendance concerns for individual children.</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard. It is worth noting that due to small numbers the % should be read with caution.
Improved writing attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of effective wellbeing support from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>To address elevated levels of anxiety through targeted 1:1 support with teaching assistants, HoS and the Pastoral Lead and Parent support advisor</p> <p>Peer Mediation to support playtime to reduce feeling of loneliness.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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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: £ 0 This is recognised as important and is funded through the school budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed metacognition strategies throughout our teaching approach.</p> <p>CPD Training</p>	<p>The evidence documented in the EEF report below;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Also this work that documents other authors of significant work;</p> <p>https://teaching.cornell.edu/teaching-resources/teaching-cornell-guide/teaching-strategies/metacognitive-strategies-how-people#:~:text=Some%20metacognitive%20strategies%20are%20easy,how%20it%20informed%20their%20thinking</p>	<p>1, 2, 3</p>
<p>Keep a 4 class structure in the am.</p>	<p>Mixed Class Size Research from Cambridge University</p> <p>https://cerj.educ.cam.ac.uk/archive/v62019/CORERJ-Journal-Volume6-10-ToMixOrNotToMix.pdf</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Embed Can do Maths.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2</p>
<p>CPD for all teachers for wider curriculum subjects.</p>	<p>For all our children a broad and balanced curriculum is vital to their cultural development and learning. Focused CPD for curriculum leaders and teachers is a priority to ensure quality first delivery.</p> <p>https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	<p>3</p>

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

Budgeted cost: £ 51,373.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted precision teaching for phonics following the CPD from the English hub</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Nurture sessions run by Teaching Partner and focus on</p>	<p>https://www.nurtureuk.org/research-evidence/</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4</p>

On going employment of Family Support Worker to support families for a variety of reasons.	Early Intervention Foundation (EIF) 2021 research evidences that early help can reduce risk factors that may hamper a child’s well-being and can promote good parental mental health, income advice support and benefits, enable access to community services and facilities and families develop strong emotional and social skills. It is also shown that it is more effective to provide early help when problems first appear than to intervene later (DFE 2012, EIF 2021)	1,2,3,4
To use specially trained teaching assistants to deliver targeted interventions on a one to-one or small group basis	EEF Evidence: The EEF Guide to the Pupil Premium—Autumn 2021 “Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.”	1,2,3

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Restorative Practise CPD, including Circles Training.	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	3,4
Whole school trauma informed training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4

<p>Individualised approach for families with persistent attendance.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>2,3,4</p>
<p>Support for trips and extra curricular activities</p>	<p>The EEF writes that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=skills-enrichment&utm_medium=search&utm_campaign=</p>	<p>2</p>
<p>CPD on Metacognition and learning science</p>	<p>Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson according to the EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Year 4, 5 and 6 Pupil Wellbeing Surveys and Year 6 Exit Interviews</p>	<p>Carrying out wellbeing surveys allows us to ensure we are spotting areas of need quickly and are able to eliminate hurdles in a time efficient manner. https://www.tes.com/magazine/leadership/data/why-and-how-schools-should-monitor-pupil-wellbeing</p>	

NPQH completion by Head Teacher	Head teachers have up to date training and development opportunities. They also generate a network of other professionals.	
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Total budgeted cost: £ 57,873

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 2022 to 2023 academic year.

Attendance last academic year for pp children was 97.6%. which is an increase from the previous year. This is down to the dedication and hard work of the administration team and new policies and procedures that are now in place.

SEMH nurture support was successful as shown by individual SDQ's completed by parents and class teachers. Improvement in relationships with families as shown by the parent questionnaire has also increased.

Stable school environment with class teachers staying in post and in year group.

Year 1 Phonics screening check where 100% passed.

Externally provided programmes

Programme	Provider
Essential Letters and Sounds	ELS
The Write Stuff	Jan Constantine
YARK (York Assessment for Reading Comprehension)	GL Assessment
Nessy Dyslexia Screening Tool	Nessy Learning
Restorative practice	Gloucestershire Local Authority
ACE aware	Gloucestershire Local Authority
Can do Maths	Buzzard Publishing
Test base Assessments	Test Base
Rapid Lucid	GL Assessment