



## CPS Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Cottenham Primary School
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	30 <sup>th</sup> September 2023
Date on which it will be reviewed	Interim Review (1) 22 <sup>nd</sup> November 2023
Statement authorised by	James Kilsby
Pupil premium lead	James Kilsby
Governor / Trustee lead	Lynda Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,713
Recovery premium funding allocation this academic year	£13,557
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£47,712
<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	£197,982





## Part A: Pupil Premium Strategy Plan

### Statement of intent

The *CPS Pupil Premium Strategy Plan* has been designed to ensure that the disadvantaged pupils at Cottenham Primary School are able to reach their potential across all areas of their development and to thrive within the school's curriculum. It is our intention that all pupils are provided with an exceptional quality of education; one that equips them phenomenally well for the next stage of their educational journeys, and their lives beyond.

At CPS we recognise the challenges that vulnerable pupils within our community face and - in partnership with our families and external agencies - we are committed to working as hard as we can to overcome any barriers to their academic and social development.

As with all aspects of the CPS curriculum, this strategy has been developed using evidence-based practice and resources, which are then underpinned by high-quality professional development. It will be subject to regular review across the lifetime of the strategy.

### 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 discussion with pupils indicate insecure retention of key components of core knowledge and basic skills across the curriculum due to a range of factors, including poor executive function and limited prior exposure to the CPS curriculum.
2	Assessments and observations indicate that complex family contexts sometimes make it difficult for parents and carers to provide support with learning and prioritise regular attendance and punctuality.
3	Our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many pupils, including issues with friendships and insecure attachments.
4	Assessments (including Language Screener) indicate limited communication skills on entry to CPS (across all ages and including children with English as an additional language).
5	Limited opportunities for enriching cultural capital (e.g. trips, museums visits, outdoor pursuits, theatre, music and sporting events).





## 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
Disadvantaged pupils have a secure foundation in the key components of core knowledge for reading, writing and mathematics to ensure that they are ready for the next stage of their education.	Increase the proportion of disadvantaged pupils: <ul style="list-style-type: none"> <li>• Achieving GLD at the end of the EYFS</li> <li>• Achieving ELG in Literacy and mathematics at the end of the EYFS</li> <li>• Achieving the expected standard in the Y1 PSC</li> <li>• Achieving the Expected Standard in Reading, Writing and mathematics at the end of KS1 and KS2</li> <li>• Achieving the expected standard in the Y4 multiplication check</li> <li>• Achieving at-least the expected standard across the school in the PIRA and PUMA tests, as well in writing.</li> </ul>
Early identification of children and families in need, with appropriate support secured and implemented	<ul style="list-style-type: none"> <li>• Targeted families have been identified and supported in accessing appropriate services and programmes</li> <li>• On-going Professional Development has raised awareness across the CPS staff of the issues that some of our families face, and equipped them with the knowledge of what to do if they have concerns.</li> <li>• Attendance Reviews are conducted as early as possible to break the cycle of poor attendance and punctuality and also to highlight a need for additional services and support</li> <li>• The school continues to provide tangible and easily accessible support for families in need (e.g., distribution of food bank vouchers, school uniform and equipment )</li> </ul>
Children with social and emotional difficulties are planned for and supported across the school day	Bespoke plans for identified pupils have resulted in: <ul style="list-style-type: none"> <li>• Low levels of serious breaches of the school's Behaviour Policy</li> <li>• Increased attendance</li> <li>• Feedback from parents, carers and pupils which reflects increased enjoyment of school</li> <li>• Improvement in academic progress (including across the course of any intervention groups)</li> </ul>
Children with poor communication skills are identified, planned for and supported at the earliest opportunity	<ul style="list-style-type: none"> <li>• Systems and structures support the early identification and intervention for target children.</li> <li>• Interventions delivered, with outcomes analysed and tracked and which result in an improvement in communication skills and progress across the curriculum.</li> <li>• SALT involvement is supported by the team around the child, with individual targets successfully met.</li> </ul>
Children are given access to a wide range of experiences and activities that develop their cultural capital and promote their curiosity.	<ul style="list-style-type: none"> <li>• Parents and carers of disadvantaged pupils are proactively supported in ensuring participation on school trips and visits.</li> <li>• Additional funded trips organised for targeted pupils to supplement the gaps in the core knowledge, vocabulary, and provide access to experiences not previously available to them.</li> <li>• Pupil surveys highlight enjoyment of the trips and visits, as well as support with learning.</li> </ul>





## 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: **£69,160**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development to support high-quality teaching (including support for the specific needs of the school's most vulnerable children)	<i>The EEF Guide to The Pupil Premium</i> states that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.	1 & 4
Focus of a proportion of the DHT: Inclusion Lead's role to ensure optimum leadership of provision for disadvantaged and all vulnerable pupils	<i>The EEF Guide to The Pupil Premium</i> states that a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.	1, 2, 3, 4, 5
Employment of a Year 4/5 teacher (0.5FTE) to deliver English and Maths small group sessions to disadvantaged pupils	<i>The EEF Guide to The Pupil Premium</i> states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers can provide targeted academic support is likely to be an essential ingredient of an effective pupil premium strategy.	1

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

Budgeted cost: **£58,622**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition through the SL-T programme to accelerate the recovery of disadvantaged pupils	<i>The EEF Guide to The Pupil Premium</i> states that evidence consistently shows the positive impact that targeted academic support (such as small group tuition) can have. In addition, <i>The EEF Teaching and Learning Toolkit</i> highlights the impact that small-group tuition can have on academic progress.	1 & 4
Delivery of <i>RWI 1:1 Intervention Programme</i> across EYFS and KS1	<i>The EEF Guide to The Pupil Premium</i> states that evidence consistently shows the positive impact that targeted academic support (such as small group tuition) can have. In addition, <i>The EEF COVID-19 Support Guide for Schools</i> states that a particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	1 & 4
Delivery of <i>Nuffield Early Language Intervention (NELI)</i> across EYFS		
Delivery of key maths interventions: <i>Success@Arithmetic (Number Sense; and Calculation)</i> ; <i>1st Class@Number 1 &amp; 2</i> ; <i>Becoming 1stClass@Number</i>		
Delivery of small group Pre- and Post-teaching sessions		
Subscription to <i>Nessy</i> for targeted children in KS2.		
Additional support for Ukrainian refugees (and other children who are new to English) to assist with their English language skills		





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

Budgeted cost: **£70,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerating the social and emotional development of identified children through a range of actions and initiatives (including: use of ELSAs, Equine Assisted Learning; Breakfast Club; Music Therapy)	<i>The EEF COVID-19 Support Guide for Schools</i> states that there is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy and that interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.	2, 3, & 4
Funding of Family Worker	<i>The EEF COVID-19 Support Guide for Schools</i> states Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	2,3,4 & 5
Increase the cultural capital of identified children through providing opportunities beyond the timetabled curriculum	<i>The EEF Guide to The Pupil Premium</i> states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	2, 3, 5

**Total budgeted cost: £197,982**

## 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.

Our internal assessments during 2022-23 show that the progress of disadvantaged children across the school was greater than that of their peers (as evidenced by the PIRA and PUMA test results). In addition, the gap between the proportions of disadvantaged pupils and the general cohort at age-related expectations decreased by 6% for Maths and 22% for Reading across the school year.

The gap between the proportion of disadvantaged pupils and the general cohort achieving at least the expected progress decreased slightly on 2021-22 outcomes for Reading and Writing (both -4%), and maths (where there was a 6% decrease on the previous year's gap).

In the EYFS, all 9 pupils in receipt of Pupil Premium made good progress from their starting points, and were able to show increased independence and engagement in learning activities. Six disadvantaged children (66%) achieved GLD by the end of the year and 77% achieved the ELG for all aspects of Literacy





(with 100% achieving the ELG for Reading and Writing). Of the 9 EYFS pupils who underwent the Nuffield Early Language Intervention (NELI), 88% achieved the ELG for all aspects of Literacy, and all achieved a GLD by the end of the year.

Of the 81 children who School-Led Tutoring (S-LT), 38% were in receipt of the Pupil Premium and 23% were on the school's SEND Register. The progress of the children receiving this tuition for Reading was in-line with the general cohort and slightly above for Maths. Of the children who received tuition for Writing, 11% moved from Working Towards to the Expected Standard - significantly above the 4% of children in the general cohort who moved.

Children identified as having gaps in key components of their core knowledge, have received a range of interventions. These included the Edge Hill University maths programmes, with 7 months of progress made by the 8 disadvantaged pupils who were on the 20 week programme.

To address identified gaps in their prior knowledge, 54 pupils in receipt of Pupil Premium received small group 'pre- and over-teaching' tuition in science, history or geography. The work in the pupils' books, the outcomes of assessment activities, along with the children's feedback and that of their teachers, attests to the positive impact these sessions have had on supporting progress.

Other interventions that took place during the academic year that benefited pupils in receipt of Pupil Premium Funding (PPF) included:

- Nurture Group, attended by 5 PPF children
- A KS2-KS3 Transition Group, attended by 9 PPF children
- *Equine Assisted Learning*, attended by 10 PPF children
- Daily ERT sessions, where the 1 PPF children took 24 weeks to learn all 12 sets of words
- Music Therapy, attended by 2 PPF children
- Weekly Tennis Club, led by a qualified Lawn Tennis Association Coach
- *K9 Therapy*, attended by 1 PPF child
- *Reciprocal Teaching*, accessed by 3 PPF children
- *Toe by Toe*, accessed by 2 PPF children
- *Cool Connections CBT*, accessed by 2 PPF children
- *Circle of Friends*, accessed by 3 PPF children
- Panathlon sessions, accessed by 5 PPF children
- 1:1 sessions with an Emotional Literacy Support Assistant (ELSA) undertaken by 2 PPF children
- Sensory Circuits, attended 4 times a week by 6 PPF children
- SALT Service, accessed by 2 PPF child
- 1:1 sessions with an INCO accessed by 2 PPF child

Over the year, the school continued to support its vulnerable children and their families through the development of the CPS Inclusion Team. The team now includes INCOs, ELSAs, TAs and a Family Worker, who all work under the strategic direction of the DHT Inclusion Lead to design and deliver the extensive programme of support offered. This work is aimed at reducing risk for families where social deprivation is a factor. Families are signposted to external support providers, or work alongside members of the Inclusion Team and professional partners from a range of agencies (including the Alternative Education and Inclusion Service, the School Nursing Service, and the Emotional Health and Wellbeing Service). The school is also able to issue Foodbank vouchers to families in crisis, and in liaison with the CPS PTCA, is currently providing termly packs of 'essentials' to 10 families, twice a term.

A range of approaches (including an early morning Breakfast Club for 20 disadvantaged pupils with historically poor attendance) have been used to address issues around the attendance of disadvantaged pupils; with the strategic aim of developing the engagement of specific groups of





children and their families. The evidence would indicate that this approach is working, with the attendance of disadvantaged pupils increasing from 89.1% for the academic year 2021-22, to 91.8% last year (an improvement of 2.7%).

Whole-staff professional development (PD) has focussed on accelerating the pupils' academic progress and their social and emotional development (including sessions on teaching phonics and the school's provision for its vulnerable pupils and their families).

In addition to the content of the school's high-quality knowledge-rich curriculum, the cultural capital of our disadvantaged pupils has been increased by a range of extra-curricular activities, including taking a group of Year 2 and Year 3 children to the theatre, 20 Year 6 pupils to the Imperial War Museum at Duxford, Year 5 children attending the Cambridge Festival and covering the cost of an artist to deliver sculpture workshops for all Year 6 children. In addition, Year 6 children attended a concert by the Cambridge University Jazz Orchestra and 10 pupils in receipt of Pupil Premium attended a weekly Dance Club, led by a qualified dance teacher. Places have also been funded at other after-school sports clubs, including Rugby Tots and Gymnastics.

### Externally provided programmes

Programme	Provider
Becoming FirstClass@Number	Edge Hill University
FirstClass@Number 2	
FirstClass@Number	
Success@Arithmetic Number Sense	
Success@Arithmetic Calculation	

