

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Cobden Primary School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2025/26
Date this statement was published	May 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Andy Kitchen Headteacher
Pupil premium lead	Andy Kitchen
Governor / Trustee lead	Ioanna Thoma

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,890
Recovery premium funding allocation this academic year	£23,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£253,380

# Part A: Pupil premium strategy plan

## Statement of intent

At Cobden it is our intention that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged learners to achieve that goal, irrespective of their ability. This should be supported by all staff within school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged learners require the most support. We have implemented a small step, learning journey, approach to teaching and the use of metacognition to encourage children to self-regulate their learning. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged learners in our school, this is our priority as a school, as written in our whole school raising attainment plan.

Our approach will be responsive to common challenges and individual needs. The approaches we will be focusing on for the duration of this plan are:

- to ensure all disadvantaged pupils are challenged in the work that they're set
- to provide training opportunities to develop quality first teaching in our school
- to cater for the mental health and wellbeing of all our learners
- to adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to encourage our disadvantaged children to be aspirational about their future
- to partner with parents and carers and to build opportunities to provide the best pastoral and educational support for the needs of our children

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Pupils do not have regular exposure to reading and rich and technical vocabulary.
2	Many of our disadvantaged children achieve less well than their peers.
3	Some low parental aspiration for pupil attainment outcomes.
4	Support staff intervention development is needed to ensure the highest impact to targeted children.
5	Many children are coming to school hungry having not been provided with breakfast at home and causing distraction and lack of concentration in some children.
6	Wellbeing-some children lack real world experiences to build knowledge, social skills and resilience.
7	Attendance- in 2021/2022 Pupil premium attendance was 91% - well below our target of 96%.

## 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
Raise standards of progress in core subjects for both pupil premium and others with evidence of an improving vocabulary.	Standards generally are higher for ALL pupils and there is a narrowing of the attainment gap.
Effective engagement of targeted PP parents to ensure parents are fully aware of the part they can play in raising their child's attainment.	Narrow the attainment between targeted pupils and School Others
To ensure that there is a clear school system in place to target pupil premium pupils matching them to appropriate support and intervention and to ensure that monitoring of this is clear to all relevant stakeholders.	The school system has positive impact on progress and attainment.
Increased funding for opportunities for pupils to attend enrichment activities to further aspirations and to subsidise trips, clothing and experiences at school.	School have been able to provide financial support for disadvantaged children for school trips, clothing and other enrichment activities.
All pupils will have access to a 'breakfast bite' as part of their school day.	All pupils in school are provided with the opportunity to have breakfast daily, and as a result will be better prepared to learn and be better able to focus on their learning.
Our wellbeing team will work with pupil premium pupils to help them to manage their emotions, improve their social skills and resilience; enabling	Pupils will become more resilient and able to self-regulate, allowing them to focus more on their learning.

them to make better progress within their classroom learning.	
Issue attendance rewards for all children meeting the 96% attendance target and review attendance systems	The attendance of our disadvantaged learners will be 96% or approaching 96%.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cover supervisors to provide release time for monitoring and evaluation and coaching of QFT with a focus on PP children.</p>	<p><a href="https://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>2 and 4</p>
<p>Purchase of additional resources for our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics learning for our learners.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 and 4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>2, 3 and 6</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality, effective interventions.	<p>Many of our PP pupils' attainment and progress is below that of their peers and with targeted intervention, attainment and progress could be raised.</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/2-targeted-academic-support-eef">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2 and 4
Listen to disadvantaged children read at least twice a week.	<p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2-eef">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF report on Improving Literacy in KS2 says “Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text”</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1-eef">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And the EEF report on Improving Literacy in KS1 states “Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.”</p>	1, 2 and 3
Provide book boxes for children who don't have access to books at home.	<p><a href="https://www.readingagency.org.uk/reading-facts">Reading facts   Reading Agency</a></p> <p>A report written by the Reading Agency suggests that having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not</p>	1, 2 and 3

	like reading and 73% consider themselves 'very confident' readers.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £138,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a breakfast bite for all pupils in school.	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</p> <p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	5
Provision of Wellbeing support.	<p>There is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills and promoting well-being.</p> <p><a href="#">EEF Blog: Building social and emotional learning into the...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>64% of children accessing wellbeing support are entitled to Pupil Premium</p>	6
Family Support Worker 16/24- 67%	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	3, 5 and 6

	<p><a href="http://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>67% of our children whose families are supported by our family support worker are entitled to Pupil Premium</p>	
Attendance initiatives, including additional incentives for persistent absentees.	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity, and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcome</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/Attendance-REA-protocol-Addendum-Nov21.pdf">Attendance-REA-protocol-Addendum-Nov21.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	7
Financial support for purchasing school uniform and paying for enrichment opportunities, such as educational visits	<p><a href="http://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that enrichment opportunities can directly improve pupils' attainment.</p>	2, 3 and 6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £253,380**

## 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 assessments during 2022/23 show that for disadvantaged pupils their attainment is significantly below at KS1 and KS2. Progress of our disadvantaged pupils at KS2 was similar to that of other pupils.

Our assessment of the reasons for these outcomes points primarily to the ongoing impact of Covid-19, which disrupted all our subject areas to varying degrees. Our disadvantaged pupils found it the hardest to engage with online and remote learning and received the least amount of support at home. Children in EYFS arrived in school well below previous cohorts. See EYFS data.

Although overall attendance in 2022/23 (92%) and disadvantaged pupils' attendance (92%) were similar, this is well below the national average for attendance. Attendance remains a priority, with a particular focus on our disadvantaged groups.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and staff absences. 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. We are building on that approach further with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
Making the difference for disadvantaged children	EEF

## Service pupil premium funding (optional)

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

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding metacognition and the small step, learning journey approach to learning to ensure access and challenge for all children and to allow children to take ownership of their learning.
- support from the Leicestershire and Rutland mental health services, through which we will be supported by the team and a mental health practitioner based in our school.
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. (Club offered free 2023/34)
- Engagement with our local authority and specialist school when needed.