

Cottesmore St Mary Primary School

Pupil Premium Strategy 2021-2024

FINAL REVIEW December 2024



This statement details our school's use of pupil premium (initially for 2021 to 2022 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	Cottesmore St Mary
Number of pupils in school	419 [Sept 19]
Proportion (%) of pupil premium eligible pupils	17% Dec 2022 18% 78 pupils Dec 2023 19% 85 pupils Dec 2024 16% 70 pupils
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 review December 2023 review December 2024 review
Statement authorised by	Rachel Breen
Pupil premium lead	Cath McLoughlin
Governor lead	Governors' Pupil Premium Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98, 495 Dec 2022 £108,910 Dec 2023 £126,140 Dec 2024 £116,920
Recovery premium funding allocation this academic year	2022-23 £10,295 2023-24 £4,725 2024-25 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0 £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	£108, 790 Dec 2022 £119, 205 2023-24 £133,415 2024-25 £116,920

Review of outcomes in academic year 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023-24 academic year using the KS2 performance data, Phonics screening check and our own in-school tracking.

Writing

PP Strategy target: *For writing progress of PP pupils to be in line with national and peers by Summer 2024*

Impact Summer 2024

Writing Attainment end of KS2 Summary

PP pupils achieve well in writing and are above the national average. Their attainment remains below their peers, but the gap has been reduced and is narrower than the national average attainment gap in writing,

- By end of KS2, **71%** of pupils in receipt of PP funding achieved ARE in writing and this is now well above national and local average [59% and 53% respectively]. However, this remains below peers, 84% of whom achieved ARE in writing.
- The attainment gap remains, at 13%. However, this is below the national gap of 19%.
- In terms of GDS, **0%** PP pupils achieved GDS standard, compared to **9%** of non PP pupils. This figure is below national.

EGPS

- **81%** of PP pupils achieved ARE in Grammar, Spelling and Punctuation, which is above national and local averages [59% and 55% respectively]. To compare, 88% non PP pupils achieved ARE, showing an attainment gap of 7% which is well below the national average gap of 19%.
- **GDS 29%** achieved the higher standard, compared to **47%** of non PP, showing an attainment gap of **18%**. This is in line with national average.

Progress rates in writing by end of KS2

- From end of KS1 to end of KS2, **94%** of PP pupils made good or better progress in writing, which is better than peers [91% made good or better progress – see data table below].
[NB no data for 2019-20 due to pandemic, so progress is measured from next data drop after COVID: spring 2021].

Pupil Premium	Less than expected progress	Expected progress	More than expected progress
Y — (18)	5.56%	50%	44.44%
N — (32)	9.38%	75%	15.63%

Outcome: target achieved as by Summer 2024, PP attainment in writing is in line with national and peers and PP pupils' progress is stronger than peers.

Targeted actions 2023-24

- Funded extra TA hours to deliver writing interventions across KS1 and 2.
- Purchased standardised GAPs tests and related Shine intervention package to support teacher assessment, the identification of gaps in learning and provision of targeted interventions in spelling and grammar.
- Further developed our tailored writing process through staff CPD and an increased focus on explicit vocabulary teaching.
- Introduced a half termly writing grid for homework
- PP budget was used to fund cover for Learning Community Leads to provide coaching and mentoring in writing to staff.
- Purchased training and resources to introduce Pupil Book Study monitoring and teachers received bespoke next steps based on regular monitoring of writing.
- Through staff training, further developed marking and feedback in writing process to ensure impact.
- Purchased subscription websites [RWI phonics, Letter join, Spelling Shed] to support fluency development and homework support across the school.
- Explored new approaches to writing, both via visits to local schools and researching/ attended training in published schemes [The Write Stuff and Power of Reading CLPE].

Maths

PP Strategy target: *For progress of PP pupils in maths to be in line with national figures and with peers by Summer 2024.*

Impact summer 2024

Maths attainment end of KS2 Summary

PP pupils achieve well in maths and are above the national average. Their attainment remains below their peers, but we have seen a narrowing of the gap over the period of this strategy.

- By end of KS2, **62%** of pupils in receipt of PP funding achieved ARE in maths [source: School Information Pack 2024] and this above national and above local [59% and 54% respectively].

Maths attainment in Multiplication Tables Check [Year 4]

- 27% scored 100% in the MTC. This is in line with national average [not specifically for PP pupils].

Progress rates in maths by end of KS2

- From end of KS1 to end of KS2, **89%** of PP pupils made good or better progress in maths, which is just below peers [94% made good or better progress – see data table below]. Over the period of the current 3-year strategy, we have seen PP progress rates steadily improve from 75% PP pupils making good progress in spring 2020, before COVID.
- [NB no end of KS2 data for 2019-20 due to pandemic, so progress is measured from next data drop after COVID: spring 2021].

Pupil Premium ≡	Less than expected progress ≡	Expected progress ≡	More than expected progress ≡
Y — (18)	11.11%	44.44%	44.44%
N — (32)	6.25%	65.63%	28.13%

Outcome: target partly achieved, as attainment has improved and is above local and national average and progress rates have improved.

Targeted actions 2023-24

- Funded twice yearly PUMA standardised tests, supported by a targeted intervention package.
- Employed a dedicated specialist TA funded by SLTF, providing same day intervention and targeted support in upper KS2.
- Continued our work with Sussex Maths Hub, to provide CPD in mastery and to identify and target children working at GDS in Maths.
- Purchased subscription websites [MyMaths, TTRS] to support fluency development and homework support across the school.
- Extra hours were funded for a TA to provide additional practice for Y4 pupils taking MTC.

Reading

PP Strategy target: *For progress of PP pupils in reading to be in line with national and peers by Summer 2024*

Impact summer 2024

Reading attainment end of KS2 Summary

PP pupils achieve well in writing

- By end of KS2, **91%** of pupils in receipt of PP funding achieved ARE in reading [source: LA School Information Pack 2024] and this is well above national and above local [63% and 65% respectively]. PP reading attainment is also in line with peers, whereas the national attainment gap is -18%.

Progress rates in reading by end of KS2

- From end of KS1 to end of KS2, **94%** of PP pupils made good or better progress in reading, which is in line with peers [see data table below].
[NB no data for 2019-20 due to pandemic, so progress is measured from next data drop after COVID: spring 2021].

Pupil Premium ≡	Less than expected progress ≡	Expected progress ≡	More than expected progress ≡
Y — (18)	5.56%	50%	44.44%
N — (32)	6.25%	53.13%	40.63%

Outcome: target achieved, as attainment has improved and is above local and national average. Additionally, progress rates are in line with peers.

Targeted actions 2023-24

- Introduced a consistent system of daily reading across school
- Funded extra hours for TAs to read regularly with off track readers.
- Funded twice yearly PIRA standardised tests, to support teacher assessment and allow teachers to complete gap analysis.
- Funded targeted intervention package linked to above tests.
- Funded extra hours for two TAs to read with lowest 20% readers.
- Funded reading fluency groups in KS2.
- Funded diverse reading books for classrooms to increase reading engagement
- Funded KS1 and KS2 phonics interventions.

- Termly staff CPD with external Phonics consultant.
- Funded two reading and two KS1 phonics before-school boosters, using SLTF budget.
- Purchased new banded books to replenish reading scheme

Early Years

PP Strategy target: *For PP pupils in Reception to make accelerated progress in reading, writing and maths and to be in line with national and peers by Summer 2024*

Impact summer 2024

Attainment in literacy and maths by end of Reception

- By the end of Reception, **67%** of PP pupils met the expected standard in literacy and maths, which is well above national and local average [52% and 49% respectively]. PP attainment in Reception [in literacy and maths] is just below peers [9%].

Progress rates in Reception

- From Baseline to end of reception, **100%** of PP pupils made good progress [source: Scholarpack] in reading, writing and maths, which is in line with peers.

Outcome: target achieved, as attainment has improved and is above local average and progress rates and the gap between PP and peers has narrowed.

Targeted actions 2022-23

- Funded training, resourcing and extra TA hours to deliver Talk Through Stories intervention, focusing on vocabulary acquisition.
- Sharp focus on explicit vocabulary teaching in Reception.
- Precise phonics teaching coupled with funded 1:1 phonics interventions to close gaps in learning.
- Termly staff CPD with external Phonics consultant.
- Reception teacher engaged in Maths Mastery Project, provided by Sussex Maths Hub, to further develop number skills in Reception.

Mental Health and Wellbeing

PP Strategy target: *To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.*

Impact Summer 2024

Pupil Survey results [Summer 2024]

Children in Years 2 - 6 completed an annual in house school survey. The survey asked a range of questions about school, to health and wellbeing, anti-bullying and equality. 256 pupils took part in the survey.

The results are excellent and reflect positive attitudes to health and wellbeing as well as how safe and supported all pupils, including disadvantaged, feel at school.

Strengths to share

- The school teaches me how to look after my wellbeing (96%)
- The school teaches me how to keep healthy (exercise, sleep, diet, wellbeing, etc) (97%)
- I know how to eat healthily (98%)
- I feel safe and supported at school (95%)
- I have somebody to go to if I am feeling unsafe (somebody on my helping hand) (96%)

- I enjoy coming to school (95%)
- This school supports me in making helpful behavioural choices (99%)
- I feel like I belong in this school (95%)
- I enjoy learning at school (98%)
- The school teaches me how to keep safe online (99%)
- The school teaches me how to be an anti-racist (99%)
- The school teaches me to be inclusive of everybody (welcome everybody) (99%)

Numbers of PP pupils receiving counselling support

- In the academic year 2023-24, **62%** of pupils receiving counselling in school were PP pupils, showing an increase of 12% on the previous year, indicating effective use of PP funding to support the wellbeing of our disadvantaged pupils.

Targeted actions 2023-24

- In order to achieve and sustain improved MHWB for disadvantaged pupils, we ensure MHWB approaches are embedded into routine practices and supported by professional development and training for staff.
- Increased mental health content in EPR curriculum
- Opportunities to build self-esteem through, for example, positive affirmations in class, wellbeing journals, school councillor, worry boxes in class, daily meditation, roles and responsibilities and EPR.
- Regularly celebrate wellbeing awareness days: World Mental Health Day, Children's Mental Health Week, World Kindness Day, Mental Health Awareness Week, International Day of Happiness.
- Parents are regularly signposted to information (via the newsletter and website) regarding wellbeing and children have access to mindful breathing videos, demonstrated by teachers at Cottesmore, if they wish to practice mindfulness at home.
- Excellent systems of in school pastoral care, as well as trained Mental Health First Aiders, school counselling and outside agencies.
- Annual 'Wellbeing Survey', and data feeds into our School Development Plan.
- Playground Buddies provide peer support in the playground and children are trained by the Safety Net a local charity who work with schools to keep children safe.
- Proactive in supporting pupils to lead healthy lifestyles through physical education, sports clubs (including at lunch times), healthy eating (modelled and taught), swimming lessons, Bike Ability and competitive and friendly inter-school sports
- Dedicated Sports Coach who teaches all outdoor PE and runs all competitive sports
- Consistent adherence to behaviour policy
- Shared language consistently used
- Consistent use of CPOMs behaviour logs
- Engaged with parents consistently when a child received 3 Reflections.
- Bespoke behaviour plans for pupils with significant SEMH needs

Outcome: target achieved

Pupil premium attendance

PP Strategy target: *To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*

Impact Summer 2024

PP attendance

- At end of 2023-24, the attendance of groups of children linked to FSM (Free School Meals) and Pupil Premium was **94%**, showing an improvement of 1.9% in attendance for PP pupils, between July 2022 and July 2024.
- PP pupil attendance is roughly **in line** with those who are not in receipt of PP funding (within 1.4%) and we continue to work with and support these families.

We also measure and record the numbers of children who are 'persistent absentees'. This is defined as individual attendance which has fallen below 90%.

PP pupils persistent absentees

The following data shows % PP pupils of total number of all persistent absentees:

- Between September 2023 and July 2024, the numbers of PP pupils who are classed as persistent absentees **dropped by 8%**, from 34% [in 2022-23] to **26%**.
- Whilst we have seen a continued decrease in numbers of PP who are persistent absentees, we aim to continue to focus on this area to ensure numbers continue to decrease.

Targeted actions

- Increased regularity of monitoring of attendance rates by Attendance Lead from half termly to fortnightly
- Newsletter, termly attendance newsletter, regular pings to targeted families
- Dedicated page on website
- Introduced formal process and standard letters/ meetings for attendance concerns.

Outcome: target achieved

ENRICHMENT and EXTRA-CURRICULAR ACTIVITIES

PP Strategy target: *All pupils, including disadvantaged, have equal access to broad and balanced, coherent and well sequenced curriculum, including extra-curricular and enrichment activities*

Curriculum at Cottesmore

- Over the period of this strategy, we have done extensive work developing our foundation curriculum, in order to provide a knowledge rich, progressive and well sequenced curriculum for all children including those from disadvantaged backgrounds.
- We have a consistent approach across foundation subjects, and all topics follow a 6-week structure. Core concepts and knowledge are identified and we use knowledge organisers to support children to learn and retain content.

OFSTED 2023

- "Leaders have devised an ambitious curriculum. They are determined that all pupils, including those with special educational needs and/or disabilities (SEND), will achieve well. The curriculum is planned to prepare pupils for the next stage of their education. Leaders have supported staff to teach the curriculum effectively through well-sequenced plans and appropriate training. Teachers know what to teach and when."

School Partnership Adviser Visit November 2024 [focus – retrieval in foundation curriculum]

- Pupils across the school displayed strong retrieval of knowledge learnt in both history and science lessons.
- All pupils are enthusiastic, motivated and interested in their learning. Pupils were animated when discussing their learning and sharing their work.
- Progression in skills was evident across year groups (evidenced in discussion and in books).
- Books scrutinised were exemplary; pupils were very proud of their work.

Breakfast club

- Over the period of this strategy, the numbers of PP pupils benefiting from the support we offer has increased steadily. By the end of 2024, **58%** of PP pupils were taking up the offer of a free Breakfast Club place. This is an **increase of 11%** on last academic year, and an increase of 26% since the first year of the current PP 3-year strategy.

Trips

- In the academic year 2023-24, we made 50 separate contributions to the cost of school trips and events for PP families, totalling £1198.05. This shows an increase on the previous year, when 42 payments were made, totalling £1,500.95]

After school clubs

- We offer PP families £50 per term, towards an after-school club of their choice and over the period of this strategy, we have seen the uptake increase each year from a starting point of 28% to an average of 35% of PP pupils, over the 3-year period of this strategy.

Targeted actions

- Reach out to families
- Free breakfast club places promoted in newsletter
- Further developed staffing and provision in Breakfast club
- Publicised all support to new Reception parents
- Promoted in newsletters and Pings to parents
- Promoted on school website
- Audited cost of trips across school, and reorganised to ensure balance across year groups.
- Reached out to parents via Ping and newsletter to offer financial support for trips, including residential.
- Introduced payment plans to support low income families.
- Reduced the number of residential trips to lessen financial burden on families.