

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Cobham Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	7.8% (17 chn)
Academic year/years that our current pupil premium strategy plan covers	21/22
Date this statement was published	Sept 21
Date on which it will be reviewed	Sept 22
Statement authorised by	Jacqui Saunders
Pupil premium lead	Emma Heasman
Governor / Trustee lead	David Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,830
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25, 860

Part A: Pupil premium strategy plan

Statement of intent

Cobham Primary School provides an all-round education for children between the ages of 4 and 11 years. There are currently 219 children on the registration roll, being taught in seven classes. The class sizes range from 30 to 32 pupils. All classes benefit from a full-time teaching assistant to support the teaching of children in our school.

At Cobham Primary we aim to raise the aspirations and achievements of all our pupils, regardless of their socio-economic status. We have high expectations of all of our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we endeavour to support each and every child to the best of our abilities, so that all our children can maximise and achieve their potential, despite any barriers to learning that they may have. We believe that it is vitally important to foster a climate of understanding, acceptance and encouragement where every child's worth really does matter and each individual voice is acknowledged and valued. We strive to make learning fun for all and school a place where children love to learn. Our aim is to encourage the children to develop a love for lifelong learning in readiness for the challenges of the 21st century.

We consider the challenges and experiences faced by our vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined below are intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on the areas where our disadvantaged children require the most support. This is proven to have the greatest impact on closing the gap as well as providing a rich and diverse learning journey for all children.

Our approach will be based on individual need, rooted in diagnostic testing as well as teacher knowledge and assessments of each child throughout the course of the year.

To ensure that our actions have maximum impact and are wholly effective, we do and will continue to:

- Plan and act early to provide interventions to support any need identified
- Ensure that consistent identification of need across the school is rigorous through a range of systems – not just data driven
- Renew and adopt a whole school approach in which all stakeholders take responsibility for our disadvantaged pupils' outcomes and have high aspirations for all,

Challenges

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

Challenge number	Detail of challenge
1	Lower than expected oracy skills in EYFS and KS1 limiting progress for these children in reading. 65% of PP children achieved ARE (age related expectations) in reading last year.
2	Lower than expected starting points – all PP children made progress but 38% achieved ARE in Reading, Writing and Maths combined
3	Lack of parental engagement supporting the basic areas of Reading and Number.
4	Attendance on the whole is good for these children – higher than national average but often emotionally not in a place to take advantage of quality first teaching. Support for emotional needs to ensure children are ‘learning ready’ will be crucial this year.

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
<i>Improved phonic attainment and reading progress in the EYFS and KS1 to be at ARE for PP pupils.</i>	% of PP pupils achieving ARE to increase in Reading. 70% of PP children to achieve expected standards.
Accelerated progress across KS2 for pupil eligible for PP funding leading to improved levels of attainment at the end of KS2	A narrowing of the gap between PP children and non PP children. 50% of PP children to achieve expected levels in all 3 key areas.
Basic skills acquisition to be supported by parents of PP children.	PP children to become more secure and have regular practice/experience of these areas both at home and school.
Well Being Charter/Offer for the school to support children and families in crisis/difficulties.	PP children receive the emotional and well being support needed to be in the right learning state to take advantage of the optimum learning opportunities.

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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of DFE validated Systematic Synthetic Phonic Programme alongside training and further CPD opportunities.</i>	Our reading approach has always been systematic but we wish to ensure that children receive the 'diet' required and the consistency needed in the early stages of their reading development. The new scheme will provide greater levels of consistency through the phases and expectations will be shared with parents	1, 2 and 3
<i>Purchase and use and provide CPD for our new PSHE curriculum supporting children's quality of social and emotional learning experiences.</i>	PSHE has always been a strong feature of the school's curriculum. But we wished to renew its value as children were experiencing increasing levels of anxiety and emotional needs on their return to school after the national lockdowns. A new whole school approach was welcomed,	1, 2 and 3
<i>Identified training and CPD for TAs in Autism, Sensory Circuit, Lego Therapy and Colour Semantics and Clever Fingers</i>	These interventions in the past have proven invaluable and more children across the school can benefit from such strategies.	1, 2 and 3

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

Budgeted cost: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Support Staff to deliver small group/ 1:1 interventions in identified Year Groups</i>	Last year, our Covid Catch Up sessions allowed gaps in knowledge and skills to be taught effectively within a small group setting. Children gained confidence during these sessions and	1 & 2

<i>with training to support the levels of delivery</i>	applied their learning within whole class teaching and learning.	
<i>Pre-teaching sessions where needed for children in identified areas of learning.</i>	Children experiencing prior knowledge/pre teaching had opportunities to develop their learning again within a small group focus so that they were ready for the quality first teaching with the whole class.	1 & 2
<i>SEN and PP Champion daily sessions to provide immediate verbal feedback on learning.</i>	Individual verbal feedback /daily marking allows for misconceptions to be picked up immediately and reviewed. Green Pen Marking across the school with poor reading skills was redundant for these children as their reading skills did not allow them to access these AFL opportunities.	1 & 2
<i>Sensory Circuit Offer to ensure children are 'lesson ready' at the start of the school day.</i>	This has worked in the past for our most vulnerable children as it gives them a face to face contact before the official start of the school day. It also ensures that they are ready to learn and have aired any worries or anxieties about the day.	4
<i>Catch Up Classes</i>	Last year over 80 children received catch up sessions in Terms 5 and 6 and this is planned for Terms 3 and 4 this year. Priority is always given to PP children and most vulnerable.	1, 2 and 3

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

Budgeted cost: £7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Time to Talk Counselling Sessions</i>	Children have benefitted hugely in the past and these sessions have provided both the children and families with support through a variety of circumstances	4
<i>Play Therapy</i>	Children identified requiring this strategy have benefitted enormously in dealing with their problems/worries and therefore are more focused on their learning for more of the time.	4
<i>Speech & Language Therapy</i>	Children to be identified in early stages of their learning journey for Speech and Language support as this supports their	

	oracy skills and in turn their phonic acquisition.	
<i>Well Being Charter</i>	Our well-being offer ensures that children's attendance levels are high and that they are well supported in readiness for their learning and we aim to meet the needs of all our pupils.	4
<i>Attendance (SEEAS)</i>	PP children's attendance always scrutinised on a monthly basis and attendance figures are well above national average for our children.	4

Total budgeted cost: £9500 + £7800 + £8600 =

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 2020 to 2021 academic year.

Our catch up clubs proved most successful with all classes ending the year on 70-80% combined ARE in Reading, Writing and Maths. Our SENCo, along with all teachers and TAs led these sessions and over 80+ children were 'captured' in these sessions. Our internal assessments demonstrated that our PP/SEN children's performance was lower than previous years in Reading and thus the focus for this year.

Due to the 2 national closures as well as a full school closure in Nov 20, many of the interventions that PP children would have benefitted from, simply did not happen. Differentiated home learning was provided, additional resources were shared with parents and without doubt parents did their best.

Usually at Cobham, TAs who are experts in leading interventions across the school could not do so as they were placed in bubbles, so some TAs led strategies with little or no training in order to ensure that our most vulnerable still had some experience and needs based on children's individual plans.

Attendance of course was a concern for all children and in fact our attendance figures for our most vulnerable was well above national average at the end of the school year, of which we were most proud. 98.6% for the whole school and 96% for our PP children.

The biggest outcome on the return to school for all children, but predominantly our PP and SEN was their level of well-being and emotional state. We doubled the number of Time to Talk counselling sessions that were available to our children and our most vulnerable children were our first and primary concern.