

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
Cotgrave Candleby Lane	
Number of pupils in school	576
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Spring term 2022
Statement authorised by	
Pupil premium lead	Patrick Betts/ Wendy Soar
Governor / Trustee lead	Neil Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,985 (based on 113 eligible pupils on oct 20 census)
Recovery premium funding allocation this academic year	£ 16,820 (based on 116 pupils on oct 20 census)
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	£ 168,805

Part A: Pupil premium strategy plan

Statement of intent

*'Relentless in our strive for excellence' underpins everything that we do and alongside our values (**Confidence, Aspiration, Creativity, Fun, Pride, Perseverance, Respect and Responsibility**), this ethos helps all our children to achieve the best that they can in all areas of their learning. Our Candleby Lane Curriculum vision is LOVE (**Long term memory, Oracy Rich, Values Based, Experiential**). Our curriculum promotes a love of learning. It is broad and balanced, rich and varied, and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.*

All members of staff and the governing body accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to maximise their full potential.

We recognise that some of our pupil premium children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These challenges include lower levels of oracy and language, reduced exposure to literacy, social and emotional needs and lower aspirations. We know that many of our children do not have the same opportunities of their peers outside of school. Therefore, our key activities and spending reflect that as set out below, with the priority of ensuring that we provide children with the very best education through quality teaching, a knowledge rich and experiential curriculum and support for their social and emotional development.

We also know that disadvantaged pupils have been worst affected by the partial closures of schools and that the attainment gap has grown as a result of national lockdowns due to COVID 19. In addition to that, we have found that the emotional wellbeing of some of our children has suffered. Our strategy reflects the educational recovery needs of our children who receive pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading.
2	The opportunity for sustained writing and handwriting practice and a focus on presentation has been limited for some, due to the partial closure of school.
3	Gaps in mathematical knowledge across school including times tables and reasoning application due to the partial closure of school.
4	Experiences of some pupil premium children outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world.
5	Lower language and oracy starting points for some of our pupil premium children.
6	Levels of aspiration and positive attitudes for learning for some children.
7	Social and emotional well-being of some pupil premium children, with the opportunities for positive interactions and relationships with their peers limited by Covid19.
8	Attendance of pupil premium children, with a particular focus on persistent absence.

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
To enable pupil premium children to make expected, and accelerated progress to achieve at the expected standard.	<p>The percentage of pupil premium children achieving ARE and above will match that of non-pupil premium children within Cotgrave Candleby Lane.</p> <p>Children will demonstrate progress following high quality first teaching and additional interventions.</p> <p>Pupil discussions will show that our pupil premium children are knowing and remembering more in line with what has been taught and on par with their non pupil premium peers</p> <p>Children will be independent learners and able to self-regulate their level of challenge across subjects.</p>

To ensure a greater number of children achieve Greater Depth.	<p>There is a larger percentage of children achieving greater depth.</p> <p>Levels of aspiration and children's expectation of themselves increases.</p> <p>Children will be independent learners and able to self-regulate their level of challenge across subjects.</p>
To prioritise early reading so that a greater number of pupil premium children pass their phonics screening in Year 1.	<p>All pupil premium children pass their phonics screening in year 1.</p> <p>Children have the correct reading books and are progressing through the book bands.</p>
To improve language and oracy of pupil premium children enabling progress and attainment in all subject areas	<p>All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning.</p> <p>All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work.</p> <p>Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny</p> <p>All pupils develop fluency in speaking and reading and a love of reading.</p>
To develop the resilience and aspirations for learning of all pupil premium children –to enhance social interactions, relationships with peers, positivity, confidence & independence.	<p>Children are able to manage strong emotions, be resilient to challenges & change, supporting emotional health & positive wellbeing.</p> <p>PP children will demonstrate a growth mindset evidenced from lesson observations, pupil interviews and work showing a greater level of challenge being achieved.</p> <p>Children will self-regulate their level of challenge appropriate to their needs.</p> <p>SDQ pre and post ELSA, demonstrates measurable impact on children accessing the provision.</p>
To ensure our pupil premium children attend school regularly to maximise learning opportunities	<p>Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children.</p> <p>Any persistent absence is rapidly addressed</p>

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

Budgeted cost: £92,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	‘The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF	1,2,3
Lesson design ‘learning journey’ in place to support granular learning and promote learning in the long-term memory.	Rosenshine’s Principles of Instruction have influenced our lesson design. As has Sweller’s Cognitive Load Theory.	1,2,3,5
Work with the FHP lead practitioners to support CPL to ensure teaching is high-quality and effective in English and Maths	Effective Professional Development – EEF . Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3
Mastery approach in Maths with investment in Power Maths	Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery learning approaches are effective, leading to an additional five months’ progress. EEF .	3
Key facts sessions in Maths including the use of Times tables Rockstars	Daily key facts sessions and dedicated sessions for times tables improved attainment in the previous academic year.	3
High-quality texts linked to enquiry learning	The use of high-quality books within the curriculum is at the heart of a school’s successful approach to engage and support children to become motivated and independent readers	1,5

Early Reading Leader to provide CPL and coaching for teachers and TAs	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	1,2
Classrooms and communal areas of school are language rich environments	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum.	1,5
Assessment procedures highlight gaps in learning to inform high-quality first teaching	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy-EEF	1,2,3,5
Effective assessment in place across the curriculum to ensure children know more and remember more	What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacherhead-consulting, UK https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf	4
FFT aspire targets used to provide ambitious targets for all pupils	We are ensuring that our pupils have ambitious targets to help ensure that the gap between PP and Non-PP pupils is closed.	1,2,3

Targeted academic support

Budgeted cost: £ 48,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in SHINE interventions to target gaps in learning from Year 1-6.	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF TA interventions	1,3
Phonics interventions for pupils in EYFS and KS1	Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the	1,5

	development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics	
Reading interventions and daily reading for spotlight readers	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension.	1,5
Targeted intervention for KS2 pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3
Targeted support and feedback in lessons for pupils	Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback	1,2,3,6
Pre and post teach and feedback sessions	Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF TA Interventions	1,2,3,6
NELI (Nuffield Early Language Interventions) for children in F2	Research suggests that oral language approaches have a high impact on pupil outcomes of up to 6 months. EEF.	5

Wider strategies

Budgeted cost: £28,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to provide targeted support for children and families	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	6,7,8
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF.	6,7
A clear, robust and graduated approach to improving attendance	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	8
Breakfast Club provision to provide support for punctuality and attendance	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	8
School contribution to residential and class visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	4,7

Total budgeted cost: £168,805

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.

P1 To enhance resilience, positivity, confidence & independence

- Due to the school pastoral offer now being established, the pupils that have received a support package are now better equipped to be able to manage strong emotions, be resilient to challenges & change. The impact is seen within the classrooms and during the unstructured times of the day. Positive comments from the parents have also been a factor.
- The support that has been available has played a part in promoting positive wellbeing and this is evident in the children's everyday resilience and ability to draw upon the restorative behaviour approaches that have been a key aspect to the relationships formed.
- The PP children are demonstrating a growth mindset evidenced from lesson observations, and work showing a greater level of challenge being achieved this is evident in the data, as there is a % of PP chn that are exceeding with their learning.
- The PP children within the school have demonstrated positivity, especially in the light of the disruption linked to Covid. The impact is gathered using pupil voice and SDQ questionnaires.

This Priority will be continued within the 21/22 strategy. Social emotional learning and relationship accroaches to behaviour and attitudes will continue to improve pupils' interactions, provide self-management of emotions, build upon relicense and able articulation of feelings. It is evident that there is a need due to the number of pastoral referrals that were submitted during the 20/21 period, alongside parental requests.

P2- Supporting effective learning will mitigate the extent to which the gap widens alongside sustained support to help disadvantaged families and pupils catch up

- Pupils have had the opportunity to learn through remote teaching during the school closures. Those children, where there was a technology barrier, this was dealt with by equipment and internet being provided. The impact of this ensured that PP children had the same opportunities as their peers, enabling them to access and participate.
- The live teaching reinforced by the E learning platform has been beneficial. Engagement was tracked and proved to be an effective alternative to face to face class room teaching in the light of the school closures.

- Developing and maintaining two-way communication with parents has strengthened and where support was required staff initiated smaller group sessions, work packs being delivered and online communication with parents on a daily basis. This promoted parental understanding and, in many cases, gave them the confidence to support their children. In cases where this was not the case, vulnerabilities were assessed and in school places were considered.
- This priority will not be a focus of the 2021 strategy, however the main points remain available to implement in the event of further lock downs due to Covid 19. The E learning also will remain in place for any child that cannot physically be able to access the learning in school.

P3-To ensure all pupils access learning that enables them to make accelerate progress.

- The children have demonstrated attainment and progress following interventions and pre/post small group teaching sessions. This has been evidenced using the class teacher action plan and pupil progress meeting. Monitoring of the book, through SLT book looks and teacher assessments.
- Improving the quality of teaching provides a robust training package to all teachers and Teaching Assistants to ensure effective QFT through effective lesson design following the FHT approach. This has enabled all staff to access support and training that informs their everyday practise, alongside ensuring there is an impact in the classroom. SLT monitor this to ensure all training is applied and shared. The tasks of observations and book looks support this.
- Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. This is a key factor within the classroom, as in the moment conversations about the learning ensures understanding and supports progress.
- Reading Strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. This approach has enabled the children to be taught the concepts in isolation with the aim to apply the skill in further lessons and subjects, alongside inform 1:1 reading. Reading is a key focus of the schools SIP for 21/22 and will continue to be a main focus.
- PP Children exceeding- The data shows that there are small numbers of PP children who are achieving a high standard for the core subjects.
- In school NTS assessments have informed the attainment and progress of the children for both the Spring and Summers terms 2021. This in school data has been used to identify areas for development in terms of children's individual gaps. So that targeted

support could be put in place. The school will be purchasing the NTS tests for the academic year 2021/22.

Areas for development moving forward in line with the national average in each reading range strand-

- Year 2- PP areas for development- vocab, non-fiction sequence, inference& predictions
- Year 3/5- PP chn area for development- summarising
- Year 4- PP chn area for development- exploring/ retrieval

P 4- Improved oral language skills of pupils will result in improved progress and attainment for PP children in reading, writing and maths.

- KS1 phonics screening has provided school with key data that has enabled the school phonics lead to put together a gap analysis and target individual and small group phonic based sessions, alongside informing the teaching with in each classroom. The development in phonics across the school is a continued focus due to supporting the oracy.
- Language screen assessment linked to the Nutfield Early Language Intervention for F2 chn has enabled the staff to have an informed decision and baseline assessment so that targeted linked intervention could be put in place. This program is continuing to be used in the academic year 21/22.
- Oral language interventions will also continue and stem from early support in the Foundation stage.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nutfield Early Language Intervention	Ox Ed assessments

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school has a robust pastoral offer. The wellbeing of children who access this support includes those children who have a service indicator and linked funding. This is either through direct planned sessions or indirect. This depends on the current needs of the children at the time.
What was the impact of that spending on service pupil premium eligible pupils?	Building and maintaining relationships are a key aspect to ensuring children with this indicator feel that they can share their thoughts and work through them with a trusted school adults.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.