

Pupil Premium strategy statement 2024-2025

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 | Cotgrave Candleby Lane |
| Number of pupils in school | 523 |
| Proportion (%) of pupil Premium eligible pupils | 25% |
| Academic year that our current pupil Premium strategy plan covers | 2024-2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | 22.04.25 10.10.25 |
| Statement authorised by | Claire Lindsey |
| Pupil Premium lead | James Wood |
| Governor / Trustee lead | Neil Robinson |

Funding overview

| Detail | Amount |
|---|--|
| Pupil Premium funding allocation this academic year | £201,280 + £1937 EYPP + LAC PP £3600 Based on: <ul style="list-style-type: none"> • 134 eligible pupils • 3 Service • 6 post-LAC |
| 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 | £206,817 |

Part A: Pupil Premium strategy plan

Statement of intent

'Relentless in our strive for excellence' underpins everything that we do alongside our 8 school values (Confidence, Aspiration, Creativity, Enjoyment, 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 principles are LOVE: Long term memory, Oracy Rich, Values Based and 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 pupils eligible for pupil premium 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, poor attendance and lower aspirations for some pupils eligible for pupil premium. We know that many of our pupils eligible for pupil premium do not have the same opportunities as their peers outside of school. Therefore, our key activities and spending, as set out below, reflect that, 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 are all champions for our pupils eligible for pupil premium and are passionate about their achievement and development.

We are relentless in our support for the attendance of pupils eligible for pupil premium and go the extra mile to ensure they develop good habits of attending school and intervene swiftly where attendance drops.

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 practise and a focus on presentation has been limited for some. |
| 3 | Gaps in mathematical knowledge across school, including times tables and reasoning application. |
| 4 | Experiences of some children eligible for pupil premium 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 children eligible for pupil premium. |
| 6 | Levels of aspiration and positive attitudes towards learning for some children eligible for pupil premium. |
| 7 | Social and emotional well-being of some children eligible for pupil premium including self-confidence and positive interactions and relationships with their peers. |
| 8 | Attendance of children eligible for pupil premium, with a particular focus on persistent absence. Support from Family Support Worker for targeted work to improve attendance of children eligible for pupil premium. |

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 |
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| To enable pupils eligible for pupil premium to make expected, and accelerated progress to achieve at the expected standard. | <ul style="list-style-type: none"> • The percentage of pupils eligible for pupil premium achieving ARE and above will match that of non-pupil premium children. • Children will demonstrate progress following high quality first teaching and additional interventions. • Pupil discussions will show that our pupils eligible for pupil premium are knowing and remembering more in line with what has been taught and on par with their non-pupil premium peers. • Children will be independent learners and able to self-regulate their level of challenge across subjects. |
| To ensure a greater number of pupils eligible for pupil premium achieve Greater Depth. | <ul style="list-style-type: none"> • There is a larger percentage of children achieving greater depth. • Levels of aspiration and children’s expectation of themselves increases. • Children will be independent learners and able to self-regulate their level of challenge across subjects. |
| To prioritise early reading so that a greater number of pupils eligible for pupil premium pass the phonics screening in Year 1. | <ul style="list-style-type: none"> • All Pupil Premium children pass their phonics screening in year 1. • Children have the correct reading books and are progressing through the book bands. • All pupil premium pupils access our libraries and choose books for pleasure. |
| To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas | <ul style="list-style-type: none"> • All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning. • All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work. • 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 • All pupils develop fluency in speaking and reading and a love of reading. |
| To develop the resilience and aspirations for learning of all pupil Premium children – to enhance social interactions, relationships with peers, positivity, confidence & independence. | <ul style="list-style-type: none"> • Children are able to manage strong emotions, be resilient to challenges & change, supporting emotional health & positive wellbeing. • Pupil premium pupils will demonstrate a growth mindset evidenced from lesson observations, pupil interviews and work, showing a greater level of challenge being achieved. • Children will self-regulate their level of challenge appropriate to their needs. • SDQ pre and post ELSA, demonstrates measurable impact on children accessing the provision. |
| To ensure our pupil Premium children attend school regularly to maximise learning opportunities | <ul style="list-style-type: none"> • Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children. • Any persistent absence is rapidly addressed. |
| To ensure our Pupil Premium pupils develop strong cultural capital and experience both | <ul style="list-style-type: none"> • Pupil premium pupils will attend all visits and residentials- cost will not be a barrier. |

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| <p>an experiential curriculum and access extra-curricular and leadership opportunities in school.</p> | <ul style="list-style-type: none"> • Pupil Premium pupils will benefit from music lessons in school and will also attend a wide range of extra-curricular clubs with cost not being a barrier. • Pupil leadership positions will be made up of at least 25% pupil premium pupils. |
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Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: £100,640

| 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 time tables shows 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 |

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| 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 |
| Coaching and support in place for teaching staff, including all ECTs, to develop high-quality pedagogy and quality first teaching | Effective Professional Development – EEF . Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. | 1,2,3 |

Targeted academic support

Budgeted cost: £50,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Investment in SHINE interventions to target gaps in learning from Year 1-6. | 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. | 1,3 |
| Phonics interventions for pupils in EYFS and KS1. | <p>Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | 1,5 |
| 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. | 1,5 |
| Targeted intervention for pupils from CCLS 'Learning Champions' | Effective feedback has high impact on pupil outcomes of up to 8 months. | 6,5,4 |
| Targeted intervention for KS1 and 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 | Teaching assistants 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 the same impact on learners. | 1,2,3,6 |
| Early Years Talk Boost interventions for pupils in F1 and F2 | Research suggests that oral language approaches have a high impact on pupil outcomes of up to 6 months. | 5 |

Wider Strategies

Budgeted cost: £50,320

| 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, sports mentoring and counselling. | Social and emotional approaches have a positive impact on pupil learning of up to 4months. | 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 |
| Family Support Worker and Attendance Lead are committed to going the extra mile to support positive attendance and impact positively on attendance. | We know that close relationships with ourfamilies results in better attendance and positive attitudes towards school. We know our community and embrace thatbeing relentless in our support for families results in improved attendance at school. | 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 toresidentials and class visits | Outdoor Adventure Learning might provideopportunities 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 andmotivation. EEF | 4,7 |
| Support to access extra-curricular activities and music tuition | Overall, the average impact of arts participation on other areas of academiclearning appears to be positive but moderate, about an additional three months progress. EEF | 4 |

Total budgeted cost: £201,280

Part B: Review of outcomes in the previous academic year

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

| Intended outcome | Success criteria |
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| To enable pupil Premium children to make expected, and accelerated progress to achieve at the expected standard. | <ul style="list-style-type: none"> • PP pupils have made positive progress in Reading at end of KS2 and average progress in writing and maths at end of KS2. • PP progress: <ul style="list-style-type: none"> - Reading = +0.97 - Writing = -0.43 - Maths = -0.85 • PP pupils at end of KS2 achieved higher outcomes than PP pupils nationally. <p>KS2:</p> <ul style="list-style-type: none"> • Reading = 70% • Writing = 70% • Maths = 65% • Combined = 65% <p>KS1:</p> <ul style="list-style-type: none"> • Reading = 72% • Writing = 66% • Maths = 73% • Combined = 61% <ul style="list-style-type: none"> • The quality of learning in lessons and work in books of PP pupils shows high levels of aspiration and progress during monitoring. • PP pupils are knowing more and remembering more knowledge during pupil discussions. • Plickers data shows that between 90% and 100% of PP pupils are remembering sticky knowledge from enquiry learning in each class at the end of each term. |
| To ensure a greater number of children achieve Greater Depth. | <ul style="list-style-type: none"> • Levels of aspiration are rising and pupils have more resilience to learning and more aspiration to achieve the higher standards of attainment. <p>PP pupils at end of KS2 achieving GDS:</p> <ul style="list-style-type: none"> • Reading = 13% • Writing = 4% • Maths = 9% • Combined = 4% |
| To prioritise early reading so that a greater number of Pupil Premium children pass their phonics screening in Year 1. | <ul style="list-style-type: none"> • 74% of PP pupils achieved the expected standard in the Y1 phonics check. • Excluding pupils with SEND, 100% of PP pupils achieved the expected standard in the Y1 phonics check. • Progress of PP pupils in targeted interventions was positive. • Children have the correct reading books and are progressing through the book bands. • All Pupil Premium pupils access our libraries and choose books for pleasure. |
| To improve language and oracy of children eligible for pupil premium enabling progress and attainment in all subject areas | <ul style="list-style-type: none"> • Reading outcomes at end of KS1 and KS2 are above National outcomes. At end of KS2, progress is positive for PP pupils in reading at +0.97 • Phonics progress and achievement in Y1 was strong. 74% of PP pupils achieved the expected standard in the Y1 phonics check. • Excluding pupils with SEND, 100% of PP pupils achieved the expected standard in the Y1 phonics check. |

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| | <ul style="list-style-type: none"> • PP Pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work. |
| | <ul style="list-style-type: none"> • PP pupils demonstrate increasingly high levels of confidence in oracy and can discuss their knowledge and learning. |
| To develop the resilience and aspirations for learning for all children eligible for pupil premium –to enhance social interactions, relationships with peers, positivity, confidence & independence. | <ul style="list-style-type: none"> • PP Pupils are continuing to develop their skills to manage strong emotions, be resilient to challenges & change. They respond positively to the targeted pastoral support – counselling, sports mentor sessions, ELSA. • 18/45 pupils accessing ELSA were PP pupils = 45% • 5/19 pupils accessing sports mentoring were PP pupils = 26% |
| | <ul style="list-style-type: none"> • Pupil Premium pupils show a positive mindset evidenced from lesson observations, pupil interviews and work is showing a greater level of challenge being achieved. |
| To ensure our children eligible for pupil premium attend school regularly to maximise learning opportunities | <ul style="list-style-type: none"> • <u>Attendance data 23-24:</u> • PP pupils 92% |
| | <ul style="list-style-type: none"> • Our systems in school for improving attendance of PP pupils is rigorous and we go the extra mile to support PP families to attend regularly. • We are significantly above both LA and National PP attendance figure. • End of Autumn 2023 = 91% • End of Spring 2024 = 92% • End of Summer 2024 = 92% |
| | <ul style="list-style-type: none"> • Our target for 2024-2025 is that there is no gap between PP and Non-PP and that the PP attendance is above 96%. |
| | <ul style="list-style-type: none"> • Case studies show the impact of our intervention with key PP families to improve attendance and reduce persistent absence. |
| To ensure our children eligible for pupil premium develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school. | <ul style="list-style-type: none"> • PP visits and residentials are subsidised so that no pupil has cost as a barrier. • All PP pupils attended all school visits. All PP pupils attended residential visits. |
| | <ul style="list-style-type: none"> • Music tuition is subsidised so that cost is not a barrier. 15 PP pupils benefited from music tuition. |
| | <ul style="list-style-type: none"> • Extra-curricular clubs are subsidised so that cost is not a barrier to attend. |
| | <ul style="list-style-type: none"> • Pupil leadership positions were represented by pupil premium pupils in all groups. 40% of behaviour group were PP pupils. • 41% of diversity group were PP pupils. • 2 PP pupils made up the School Council leaders. |

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 |
|------------------|------------------------|
| Early Talk Boost | Speech and Language UK |

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? | <ul style="list-style-type: none"> 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. Opportunities were created to contact regularly a parent who was away with military service and this was positively received by the family and had a positive impact on pupils in school. |
| What was the impact of that spending on service pupil Premium eligible pupils? | <ul style="list-style-type: none"> 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 adult in school. Parental feedback and feedback from the pupils were positive. |