



Cotton End Forest School Pupil Premium Strategy Statement

2022/2023 – 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.

The strategy is for a three-year cycle and will be reviewed on a yearly basis.

School overview

| Detail | Data |
|---|----------------------------------|
| School name | Cotton End Forest School |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 15.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Karen Headland Headteacher |
| Pupil premium lead | Kylie Grey Deputy Headteacher |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £83,140 |
| Recovery premium funding allocation this academic year | £0 |
| Tutoring funding allocation this academic year | £0 |
| 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 | £83,140 |



Part A: Pupil premium strategy plan

Statement of intent

Cotton End Forest School is a growing two form entry primary school south of Bedford. Our current site opened in March 2019 and we are currently two form from Reception to Year 5. Our intake is diverse, with many children coming from local towns and villages.

The Pupil Premium Strategy Plan covers a three-year cycle and will be reviewed on a yearly basis. Cotton End Forest School is committed to ensuring that every pupil, irrespective of their background, is a highly successful learner.

In some year groups, the gap between disadvantaged pupils and others has widened over the past two years. Through our internal data, we know that the gaps have widened, or are at risk of widening, in writing and maths. We have also identified that many of our disadvantaged pupils are requiring additional support with SEMH and other non-academic barriers, such as behaviour and attendance.

We use a variety of tools to assess learning, starting from the use of NELI in Reception to PIRA and White Rose throughout Key Stages 1 and 2. These assessments focus staff not on what we have covered, but on what has been retained and applied by our pupils.

High-quality first teaching is at the heart of our approach, with staff delivering a curriculum which responds to the needs of the pupils. Teachers identify where their pupils require more support and plan strategies to bridge and narrow gaps in attainment. In turn, this also benefits non-disadvantaged pupils across school. Targeted academic support is planned for and delivered, ensuring interventions meet the needs of disadvantaged pupils, including those with SEND.

Our approach will be responsive to the needs of the children, rooted in robust diagnostic assessments. The approaches complement each other in order to support children on their learning journey. To ensure they are effective, we will:

- Ensure children are challenged in the work they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach, where all staff are responsible for the outcomes of the children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reading attainment across the school isn't in line with non-disadvantaged pupils in some year groups. QLA shows that children require additional support with retrieval and inference. |
| 2 | Children in years 2, 3 and 4 have lower attainment in writing compared to their non-disadvantaged peers. |
| 3 | Children in years 2, 3 and 4 have lower levels of attainment in maths. |
| 4 | Number of children requiring additional support with their Mental Health has increased, with a particular focus on children in UKS2. |
| 5 | Attendance of disadvantaged pupils is lower than non-disadvantaged pupils. For the academic year 21/22, this was 91% compared to 94.8%. |
| 6 | Phonics attainment for disadvantaged learners is lower than non-disadvantaged. For the academic year 21/22, 28.6% of year 1 disadvantaged were 'Working At' compared to 67.9% for the whole year group. |

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 support disadvantaged children to make accelerated progress in phonics. | <ul style="list-style-type: none"> • Pupils will make accelerated progress in phonics towards end of year expectations. • The gap between pupil premium and non-pupil premium pupils will lessen. • Attainment for disadvantaged pupils will be at least in line with national. • Phonics outcomes in 2025/2026 show an increase of disadvantaged pupils will have met the expected standard of above compared to previous years. |
| To improve reading, writing and maths attainment and progress among disadvantaged pupils. | <ul style="list-style-type: none"> • Pupils will make accelerate progress in reading, writing and maths towards end of year expectations. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • The gap between pupil premium and non-pupil premium pupils will lessen. • Attainment for disadvantaged pupils will be at least in line with national. • KS2 reading, writing and maths outcomes in 2025/2026 show an increase of disadvantaged pupils will have met the expected standard of above compared to previous years. |
| <p>To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Increased social and emotional mental health needs of children and families. • Clear pathways of external support for pupils and families. • A reduction in behaviour incidents across the school, sustained by 2025/2026. |
| <p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Attendance Lead to identify and track families in need of support, including persistent absentees. • Family Support Worker and SLT to identify barriers to attendance and punctuality for pupils and families. • SENDCos to support families and signpost the to internal and external services that can support barriers around attendance. • Disadvantaged pupils' attendance to increase and be in line with local and national targets, sustained by 2025/2026. |



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 |
|--|---|-------------------------------|
| Additional specialist teaching support across the school, including maths, writing and reading support. | High quality, targeted interventions across the school for identified disadvantaged/vulnerable pupils. Small group tuition - EEF | 1, 2, 3 |
| CPD with CLPE for identified staff. | Use of quality texts (CLPE – Power of Reading) for learning. Power of Reading: www.clpe.org.uk | 1, 2 |
| Purchase of PIRA and GAPS assessments to secure stronger reading and GPS teaching for all pupils, including disadvantaged. | Teachers will have more confidence in identifying gaps in learning, therefore planning lessons which meet the needs of their pupils. Reading Comprehension - EEF | 1, 2 |
| Purchase of Nelson Handwriting software to secure stronger handwriting teaching across school. | Use of Nelson software for teaching and interventions. Nelson Handwriting | 2 |
| Invest in CPD – support for ECTs and experienced staff. Identified staff to undertake NPQs. | Use of quality providers will ensure staff develop skills to best support children in their class. | 1, 2, 3, 4, 5, 6 |



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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Engaging with staff to provide tuition for identified pupils. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small Group Tuition - EEF</p> <p>One to One Tuition - EEF</p> | 1, 2, 3 |
| Additional support for targeted lowest 20% in 1:1 reading and phonics support from teaching assistants. | <p>Targeted 1:1 reading and phonics with teaching assistants, supported by the English lead.</p> <p>One to One - EEF</p> | 1, 6 |
| Additional support from teachers and teaching assistants for children in EYFS with speech and language needs. | <p>High quality, targeted NELI support for identified disadvantaged/vulnerable pupils.</p> <p>Oral Language Interventions - EEF</p> | 1, 2, 6 |



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

Budgeted cost: £28,140

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Family Support Worker, Mental Health Lead, Behaviour Lead and Attendance Manager to support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers. Working with pupils, families and outside agencies – building links, breaking down barriers and developing positive relationships, which all impact children’s ability to learn.</p> | <p>Parental Engagement - EEF</p> <p>Behaviour Interventions - EEF</p> | <p>4, 5</p> |
| <p>Children to participate in Forest School and Outdoor Learning for increased levels of wellbeing and involvement. This in turn will impact the children’s academic attainment.</p> | <p>A holistic, hands-on approach to education allows children to become independent, resilient learners. Small group Forest School interventions will boost disadvantaged pupils’ wellbeing and involvement.</p> <p>Forest School</p> <p>Leuven Scale</p> <p>Physical Activity - EEF</p> | <p>1, 2, 3, 4, 5, 6</p> |

Total budgeted cost: £83,140



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 2023 to 2024 academic year.

83% of year 6 disadvantaged children received transition work with the MHST.
18% of disadvantaged children in years 1 – 5 received mental health support (MHST).

The gap between disadvantaged and non-disadvantaged school attendance has narrowed by 0.7% this academic year: 93.16% (disadvantaged) compared to 95.27% (non-disadvantaged). This has also improved since the previous academic year.

The rate of progress for disadvantaged children varies across the school. The greatest impact on progress was in years 1, 4, 5 & 6 (Reading, Writing) and years 1, 2, 4, 5 & 6 (Maths).

Reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------|--------|--------|--------|--------|--------|
| PP | 5.3 | 4.3 | 5 | 5.7 | 5.7 | 6 |
| All pupils | 5.3 | 5.4 | 5.7 | 5.7 | 5.6 | 6.1 |

5 steps progress is expected in year 1 across the academic year; 6 steps progress is expected in years 2-6. Based on teacher assessment.

Writing

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------|--------|--------|--------|--------|--------|
| PP | 4.4 | 4 | 4.5 | 6.3 | 5.7 | 5.8 |
| All pupils | 4.9 | 5.3 | 6.3 | 6.1 | 6 | 6 |

Maths

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------|--------|--------|--------|--------|--------|
| PP | 5 | 5.9 | 5.3 | 6.1 | 5.7 | 6 |
| All pupils | 5 | 5.8 | 5.8 | 5.9 | 6 | 6.2 |

The attainment figures for disadvantaged children working at ARE vary across the school. The gap has widened in years 3 and 4 in Reading. In year 4, the gap has widened in Writing and Maths. The gap has significantly narrowed in year 1.

Reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------|--------|--------|--------|--------|--------|
| PP | 71.4% | 20% | 36.4% | 46.2% | 80% | 66.7% |
| All pupils | 71.2% | 63.3% | 58.2% | 67.8% | 86.6% | 68.2% |

Writing

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------|--------|--------|--------|--------|--------|
| PP | 57.1% | 10% | 27.3% | 38.5% | 60% | 66.7% |
| All pupils | 64.4% | 45% | 43.6% | 62.7% | 63.3% | 59.1% |

Maths

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------|--------|--------|--------|--------|--------|
| PP | 71.4% | 30% | 45.5% | 38.5% | 60% | 66.7% |
| All pupils | 78% | 60% | 67.3% | 66.1% | 76.6% | 77.3% |

17.9% of children logged on as demonstrating negative behaviour are disadvantaged (CPOMs). This has decreased by 9.37% since the previous academic year.

The gap in EYFS GLD attainment has lessened this academic year (-7.4% compared to -8.3%):

EYFS: 66.7% of disadvantaged pupils achieved GLD, compared to 74.1% (all pupils).

The gap in Year 1 phonics attainment has closed this academic year. A greater proportion of PP children were assessed at Working At compared to non-PP children:

Phonics – Year 1: 85.7% of disadvantaged pupils achieved Working At, compared to 83.1% (all pupils).

The gap in Year 2 phonics attainment has narrowed this academic year:

Phonics – Year 2: 80% of disadvantaged pupils achieved Working At, compared to 91.7% (all pupils).

Year 4 MTC:

38.4% of disadvantaged children achieved a score between 21 - 25 compared to 65.4% (all pupils). The gap has widened since last year.

There has been an increase in the attainment of PP children in KS2 SATs compared to 23 - 24 – the gap between PP and non-PP children has narrowed.

KS2 Assessments:

Reading: 66.7% of disadvantaged pupils achieved expected or above, compared to 68.2% (all pupils).

Writing: 66.7% of disadvantaged pupils achieved expected or above, compare to 59.1% (all pupils).

GPS: 66.7% of disadvantaged pupils achieved expected or above, compare to 54.5% (all pupils).

Maths: 66.7% of disadvantaged pupils achieved expected or above, compared to 77.3% (all pupils).

RWM: 66.7% of disadvantaged pupils achieved expected or above, compared to 59.1% (all pupils).



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 |
|-----------|----------|
| N/A | |
| | |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | |