

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	2022: 7% 2023: 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2023 2023-2024 2024-2025
Date this statement was published	29.11.23
Date on which it will be reviewed	29.11.24
Statement authorised by	Sandra Cunningham
Pupil premium lead Designated Teacher	Marita Cunniffe Hilary Ali
Governor / Trustee lead	John Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,485
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,023
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,508

Part A: Pupil Premium Strategy Plan

Statement of intent

At CPS, our intention is that all pupils, irrespective of their background or challenges they may face, make good progress and achieve high attainment across all subject areas. We have high expectations for all. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

Our vision is to develop high achieving, aspirational, confident and responsible individuals. We will do this by providing a welcoming and happy school community within a safe and supportive learning environment, where all achievements are valued and celebrated

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonic difficulty negatively impacts on reading development and on ability to access the wider curriculum.
3	Internal assessments indicate that disadvantaged pupils' attainment in mathematics is significantly below that of non-disadvantaged pupils.
4	The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils, impacting on academic attainment, despite being at school.
5	Social and emotional issues are apparent for many pupils and particularly disadvantaged pupils.
6	Attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Significantly improved oral language amongst disadvantaged pupils, evidenced through engagement in lessons, observations, book scrutiny and ongoing formative assessment.
Implementation of Little Wandle Letters and Sounds programme shows an increase in PPG pupils passing the Phonics Screening Test in Y1.	Three year increase in the Y1 pass rate with increased number of pupils achieving above national expectations by the third year of implementation.
Implementation of Little Wandle Catch up Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that all PPG children will meet the expected standard unless they have SEN
Improved mathematics attainment for disadvantaged pupils at the end of KS2.	KS2 mathematics outcomes in 2022/23 show that more than 75% of disadvantaged pupils meet the expected standard.
Achieve and sustain improvement of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil, parent and staff surveys and teacher observations • engagement in learning and enrichment • targeted intervention by qualified staff, identifying need
Achieve and sustain improvement in attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and non-disadvantaged pupils continues to diminish. PPG attendance is in line with national average. Persistent Absence is decreasing over time. Decrease in School Attendance Lead and EWO interventions.

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: £ 6,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum.</p> <p>SDP priority on Oracy 2021-2022. Introduction of Teacher Oracy Benchmarks (Jan 21) defining classroom practice for oracy and supporting strategic decisions to be made by school leaders</p> <p>Establish trained oracy team with program of CPD in place</p> <p>ELKLAN Training for KS1 £378</p>	<p>EEF: Understanding the importance of oracy, At CPS, we believe that it is crucial to allocate the same resource to this area as other priority areas, such as literacy</p>	1,2,3,4,5
<p>Little Wandle Phonics programme implemented across the whole school. Littler Wandle Rapid Catch up, targeting KS2 children. Lexia UK Licenses £3,850 purchased specifically for vulnerable children. £995</p>	<p>EEF: Phonics has a positive impact overall (+5 months) with extensive evidence and is an important component in the development of early reading skills.</p> <p>EEF: Children offered Lexia made the equivalent of two additional months' progress in reading, on average in comparison to other children.</p>	2,4
<p>Additional agency staff employed to ensure vulnerable children supported.</p>	<p>EEF: Increased attention and support for learning for those pupils who struggle most has a direct impact on their learning, and an indirect effect on the learning of the rest of the class.2 Results from observations made as part of the DISS project confirm teachers' views that TAs had a positive effect in terms of reducing disruption and allowing more time for teachers to teach</p>	2,3,4,5,6

<p>Walk Thrus coaching and teaching CPD package utilised to improve pedagogy with a focus on questioning and feedback £805</p> <p>Appoint Walk Thrus lead & team and map out program of CPD, coaching and peer observations</p>	<p>The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers_a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms:</p>	1,2,3,4,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£ 46,336**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths lead provides small group tuition to targeted KS2 children £1,368</p> <p>Year 4 teaching Team run multiplication Club for targeted pupils £1,368</p>	<p>EEF: Small group tuition has an average impact of four months additional progress over the course of a year. Improved delivery and tracking of interventions show measurable progress and timely interventions are tracked carefully</p>	3
<p>Mastering Number program rolled out to Y3, 4 and 5 via Maths Hub. Lead members of staff appointed and program of CPD in place</p>	<p>Mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings (NCTEM)</p>	3
<p>Third Space Learning Maths tuition 19 x PPG £20,700</p> <p>KS2 pupils Doodle Mathematics & English Licences for all PPG pupils. Whole school focus on Doodle maintains high profile, engagement and 'buy in' where successes are celebrated £2,712</p>	<p>EEF: The EEF report describes Third Space Learning as "an excellent holistic learning experience via one-to-one tuition that individualises learning and has the potential to accelerate it</p>	3
<p>School led tutoring with SLT and HLTAs across each phase in school and</p>	<p>EEF: Small group tuition has an average impact of four months additional progress over the course of a year. Improved delivery and tracking of interventions show measurable</p>	2,3

purchase of necessary associated resources £15,768	progress and timely interventions are tracked carefully	
Targeted Phonics Catch Up Program for Year 1 pupils 5x weekly £3,420	EEF: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months progress	1,2
STIP package increased to 'solver' results increased training and support for PPG and SEND £500	EEF: The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving	2,3,5
1x TA trained in ELKLAN (speech and language) to support targeted pupils in KS1 with targeted language development £500	EEF: Understanding the importance of oracy	1,2

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

Budgeted cost: **£ 9,969**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (including termly ELSA supervision) Play therapy Drawing & Talking Sand Therapy £200	EEF: On average, Social and Emotional Learning 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	2,4,5,6,
Active Play approach - new MDS employed 11.20-1pm daily £3,863	Children at active play based schools rapidly develop creativity, imagination, cooperation, resilience, stamina and confidence. An active play approach makes play better for every child, every day... with no exceptions. Play is a human need and a human right.	1,5
SAATIS program - aim to become a Trauma Informed School - 2 year program Lead team appointed with training mapped out - team includes ELSA, Class teacher	Improved access to early support: Trauma-informed schools can help improve student mental health by providing a supportive environment where students feel safe to openly discuss their experiences, seek support and get the help they need to prevent the onset of mental health problems earlier.	5,6

and DSL to ensure whole school culture change		
Funded outside clubs and Clubland (after school wrap around care): £1,932	The value of after school clubs for disadvantaged children. Briefing paper 3 Research from Newcastle University, funded by the Nuffield Foundation (Jan 2017) stated that after school clubs was seen to enable children to experience success, become more positive about themselves and, for some children, enhance their 1,5,6 8 confidence to participate in the classroom:	1,5,6
Enrichment Blocks are designed to 'deep dive' into different subject areas however all have a common theme; to develop resilience, independence, social skills and the understanding of emotions Some examples include: M Fit Enrichment Block with a focus on emotional support Mini-Woodies – targeted Nursery & YR pupils engage with forest school type activities Woodland Learning with a focus on collaboration and resilience Multisports with a focus on resilience and team spirit Additional Forest school for children to facilitate emotional regulation. £3,674	EEF: The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving Sam Massey Early Years Mentor Teacher, Worcester LEA research around Forest schools recognised that activities around forest schools provide a real context for language and also provide practitioners with an alternative view of the child and further insights into a child's particular development.	1,5,6

Total budgeted cost: £ 62,333

Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

Improved oral language skills and vocabulary amongst disadvantaged pupils.

Drop ins, evidence from external scrutiny (such as Ofsted 2023) have noted a consistent and robust pedagogical approach towards the explicit teaching of vocabulary. Use of STEM sentences across all subjects has had the most significant impact, both in children's verbal responses but also in writing outcomes (writing attainment 2023 stood at 85% with progress at +3.9). Word of the week, from EYFS to KS2 and our Opening Worlds Curriculum for humanities in KS2 have further improved vocabulary acquisition – and drops ins, book looks show that pupils are retaining this new vocabulary.

Implementation of Little Wandle Letters and Sounds programme shows an increase in PPG pupils passing the Phonics Screening Test in Y1.

91% pupils achieved expected standard in the Year 1 PSC 2023.

Implementation of Little Wandle Catch up Improved reading attainment among disadvantaged pupils.

All disadvantaged pupils received LW Catch up targeted at small gaps in their phonics knowledge. 1 out of the 4 pupils in Y1 met standard in the PSC however all 4 pupils made significant progress from their starting points and are on track to meet standard by the end of Y2.

Improved mathematics attainment for disadvantaged pupils at the end of KS2.

The average score for the MTC in 2023 was 24.2. Out of 6 PPG pupils, only 1 scored below 20 (this pupil also has SEND).

Data from termly assessments show that PPG pupils are making expected or better than expected progress in Maths. Third Space Maths tuition (targeted at PPG pupils) and school led tuition has led to much improved progress scores in Maths at the end of KS2.

Achieve and sustain improvement of wellbeing for all pupils in our school, particularly our disadvantaged pupils.

97% parents reported their child is happy at CPS, with 98% parents reporting their child feels safe. Regular pupil voice surveys evidence that children feel happy and supported at school, with nearly 100% pupils stating that they felt they could share worries with a trusted adult. Zones of regulation has become an integral part of school life at CPS and individual child chronologies evidence that ZoR are used effectively to identify and deal with worries. Two further ELSAs were trained in 2022-2023 resulting in increased

capacity (during 2022-2023 over 40 pupils received ELSA). Capacity was further strengthened by ELSA Hub targeted at Y4 & MFIT targeted at Y5/6. Pupil voice evidences that pupils feel there are support mechanisms in school to help well-being and that access to these support systems is well publicised. All PPG pupils were offered a funded termly club, with uptake increasing significantly as a result of careful tracking and monitoring via a termly spreadsheet. 98% parents reported via a parent questionnaire in Jun '23 that their child has opportunities to take part in clubs and activities.

Achieve and sustain improvement in attendance for all pupils, particularly our disadvantaged pupils.

PA for all pupils fell from 20% in December '22 to 10% in July '23 however the proportion of disadvantaged pupils who were PA stood at 50% at the end of the academic year 2022-2023. Ofsted and the LA recognised the robust approach taken by CPS with referrals into the LA (4 disadvantaged pupils), regular letters and meetings leading to a reduction in whole school numbers of PA. At the time of writing (December 2023) the % of disadvantaged pupils who were PA had fallen to 30%, with actions such as letters & meetings having a clear impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated reader and MyOn Renaissance	Renaissance
Lexia	Lexia Learning
Doodle Maths & Doodle English (KS2)	Ez Learning
Times Tables Rockstars	Maths Circle Ltd
Play Therapy	Accredited Counsellor
Little Wandle Letters and Sounds	www.littlewandlelettersandsounds.org.uk