

# Pupil premium strategy statement 2022-2025

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	Cuckney C of E Primary School
Number of pupils in school	125 130
Proportion (%) of pupil premium eligible pupils	15.2% 13.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	Lisa Crossland Head Teacher
Pupil premium lead	Rebecca Worboys
Governor lead	Margaret Lovell Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235 £14,550
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,235 £14,550

# Part A: Pupil premium strategy plan

## Statement of intent

At Cuckney C of E Primary School, it is our intention that all pupils make at least good progress and achieve high attainment across all subject areas, regardless of their background and individual circumstances. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including supporting those who are already high attainers to progress further and reach their potential. We will ensure we consider all challenges faced by vulnerable pupils, whether they are disadvantaged or not.

We will also consider the context of the school and the challenges this raises, as well as needs within specific cohorts, when planning our strategy, as well as using research conducted by the EEF.

Common barriers to learning for disadvantaged children can be:

- Less support at home and poor parental engagement with school.
- Poor language and communication skills.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

In addition, we must consider the impact of Covid-19 on mental health for all of our pupils, as well as those pupils (disadvantaged or non-disadvantaged) for whom this has created additional/further gaps in learning.

We recognise that each individual's circumstances are unique to them and take this into consideration within our strategy.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils in need of support, so that they are fully aware of strengths and weaknesses within their classes, and across the school.

We will use a tiered approach, focussing on:

- High quality teaching (this will benefit both disadvantaged and non-disadvantaged pupils).
- Targeted academic support.
- Wider strategies (to address non-academic barriers to attainment).

Through our strategy, we aim to ensure that all pupils' attainment and progress will be sustained or improved.

Our approach will centre on:

- Common challenges relevant to our context and cohorts.
- Individual needs.
- The impact of Covid-19 on mental health and learning.

We will act early to intervene at the point the need is identified, as well as adopting a whole school approach, where all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Impact of COVID-19 on attainment levels and gaps in learning in all areas of the curriculum- Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up, to enable them to work at age-related expectations or above depending on their attainment pre-COVID.</i>
2	<i>Mental health/ wellbeing due to COVID-19- Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Pupils are unable to self-regulate and manage emotions in an age appropriate way. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</i>
3	<i>Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency.</i>
4	<i>Attendance and punctuality- Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils.</i>
5	<i>Emotional distress, dysregulation and behaviour linked to attachment, adverse childhood experiences and trauma.</i>

## 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 oral language skills and vocabulary among disadvantaged pupils</i>	<i>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</i>

	<i>including engagement in lessons, book scrutiny and ongoing formative assessment.</i>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<i>Sustained high levels of wellbeing from 2021/22 demonstrated by: Qualitative data from pupil voice, children and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</i>
<i>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 &amp; 2 phonics check and Y4 multiplication check.  To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.</i>	<i>KS2 outcomes in 2021/22 show that more than 65% of disadvantaged pupils met the expected standard.  There will be systematic approach to the case studying of individual pupils who have SEND to ensure steps in progress can be more readily measured in Pupil Progress Meetings .</i>
<i>All disadvantaged pupils to be given the skills to access the main and wider curriculum, ensuring their pastoral needs are met alongside enrichment activities to build the same cultural capital as their non-disadvantaged peers.</i>	<i>Disadvantaged pupils have equitable access to the curriculum and for some pupils, this means additional enrichment support. Disadvantaged pupils feel valued and have a voice to communicate what they need. Pupil premium children access clubs, sometimes with additional support. The school review the wider curriculum offer regularly to ensure that PP children have opportunities within their interests. School staff have a good understanding of their disadvantaged pupils in their context.</i>
<i>For all disadvantaged pupils to attend school regularly and on time.</i>	<i>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to be in line with all pupils.</i>
<i>ALL school staff to have better awareness of early childhood trauma and the effects of this within the school context.</i>	<i>Training will enable staff to better meet the needs of vulnerable children, enabling them to feel safe so they can flourish (improved academic performance, attitudes, behaviour and relationships with peers).</i>

## 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: £7,617.50 ~~£7,275~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education psychology service 3 day training- Induction to attachment and trauma, exploring emotional distress, dysregulation and behaviour, developing action research in the context of your school (implementing the learning into schools).</p> <p>We will fund TA release time to attend the training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>The average impact of successful SEL (Social and Emotional Learning) interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF)</p>	2, 5
<p>Creative education online training- Enable children to feel safe so they can flourish</p>		
<p>Education psychology online course- Introduction to adverse childhood experiences, early trauma online training (for all staff).</p>		
<p>Purchase of a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>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. (EEF)</p> <p>Research has shown that disadvantaged pupils have been the</p>	3

	worst affected by 1, 3 9 school closures. Reading development in younger pupils will require significant efforts.(EEF 3.12.21)	
Member of staff to take on mental health and well-being lead to provide more focused well-being support, particularly to KS2 pupils that have been identified during 22/23 review where well-being is affecting attainment.	The EEF states, 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' We know there is growing research, particularly within the Mental Health field, looking at the link between gardening therapies and mental health support.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £3,808.75 **£3,637.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group interventions (TA run).	Research by the EEF states that 'additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy". <u>Closing the disadvantage gap (EEF)</u> "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum".	1,3

<p>1:1 (TA) SALT interventions for speech and language.</p>	<p><u>Closing the disadvantage gap</u></p> <p>The EEF suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>3</p>
<p>Forest schools to support behaviour and wellbeing.</p>	<p>Evidence from the EEF suggests that children from disadvantaged backgrounds have an average weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation both of which may subsequently increase academic attainment.</p>	<p>2</p>
<p>TA interventions (pre-teaching and catch-up to close the gap).</p>	<p>Research from EEF suggests that teaching assistants who provide 1:1 or small group targeted interventions shows a stronger positive benefit. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions over a finite period, and linking learning to classroom teaching. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.</p>	<p>1, 3</p>

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

Budgeted cost: £3,808.75 **£3,637.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fun fit (gross motor skills) small group sessions with trained staff member.	<p>There is a small positive impact of physical activity on academic attainment (+1 month). Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>The aim of Fun Fit is to improve a child's co-ordination skills and underlying postural stability and balance. Fun Fit improves the foundations of movement. Postural control is necessary to stabilise the body for different movements. For children who have an Occupational Therapy plan, we work alongside therapists to implement these within the school environment.</p>	1
ELSA sessions 1:1 with trained staff member.	<p>The EEF states, 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' We know there is growing research, particularly within the Mental Health field, looking at the link between gardening therapies and mental health support.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</a></p>	2
'Take 5' initiative		
Music tuition 1:1 with specialist teacher.	<p>The EEF states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2
Free/subsidised wrap around care (breakfast club/ after school club). All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment. (Free/subsidised uniform/milk)	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
Embedding principles of good practice set out in the	<p>The DfE guidance has been informed by engagement with schools that have</p>	4

<p>DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Office Manager to be tenacious in the tracking and following up of non-attendance. Follow up with Head Teacher.</p> <p>Letter home to parents for all disadvantaged pupils who drop below 96% with further action if required.</p> <p>Half-termly tracking of all disadvantaged pupils.</p>	<p>significantly reduced levels of absence and persistent absence.</p> <p>We know that in primary schools positive strategies for the pupils are most effective alongside tailored work with families. A structured system for support is in place and we know that the strategies used from meeting with parents to working with the LA have had positive outcomes of PP attendance. EEF parental engagement has 'moderate impact for very low cost based on extensive evidence.</p>	
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**Total budgeted cost: £15,235 ~~£14,550~~**