

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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 |
|---|----------------------------------|
| School name | Cuddington Primary School |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers | September 2022 – July 2023 |
| Date this statement was published | 3 rd January 2023 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Cuddington's Local Academy Board |
| Pupil premium lead | Sue Mills |
| Governor lead | John Swindley |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £40,431 |
| Recovery premium funding allocation this academic year | £4,350 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

Create Learning Trust has developed the following overarching principles for our Pupil Premium spend strategy;

- Ultimately, we are striving for outcomes for our disadvantaged pupils (academic and non-academic) to be in line or better than their non-disadvantaged peers.
- All children in receipt of Pupil Premium funding will have the same exposure to quality first teaching practices in addition to targeted academic support and wider strategies.
- We will treat implementation as a process to prioritise, plan and prepare appropriately.
- Effective diagnostic assessments of our disadvantaged children for academic and non-academic outcomes will be in place.
- Following assessments school leaders will identify who needs intervention to close any emerging gaps and a targeted intervention plan will be produced.
- School leaders will build a culture of clear and sustainable implementation, ensuring the deployment of key staff are working with priority children.
- We will make evidenced informed decisions on what to implement when and by whom.
- We will regularly monitor the impact of additional interventions and strategies used – ensuring we adapt any strategies and processes. These will be monitored and reported termly.
- We will ensure that we evaluate our strategy regularly as what works one year may not work the next year.
- A full review will be conducted annually to evaluate the overarching strategy and measure the success based on outcomes for our disadvantaged pupils. We will report outcomes against a robust and evaluative framework.

Challenges

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

| Challenge | Detail of challenge |
|-----------|--|
| 1 | Attendance |
| 2 | Financial challenges for our families |
| 3 | Resilience |
| 4 | Academic achievement (Reading, Maths, Writing) |

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 |
|---|--|
| Pupil Premium children's attendance will be closer to non Pupil Premium attendance | <ul style="list-style-type: none"> Pupil Premium children's attendance to be close to 97% (between 95% - 96.5%) by July 2023 |
| All Pupil Premium children to have equal access to school trips, residential, private music tuition, after school clubs (despite the financial difficulties their families are experiencing). | <ul style="list-style-type: none"> Financial support to be given to pupil premium families for school trips, music tuition and after school clubs (should this be requested) to ensure equal access |
| To improve Pupil Premium children's resilience when completing academic work. | <ul style="list-style-type: none"> Pupil Premium children will understand what 'resilience' means Pupil Premium children will start to recognise when their resilience is being compromised Pupil Premium children's resilience will improve when completing academic work |
| To improve Pupil Premium children's academic achievements in Reading, Maths and Writing | <ul style="list-style-type: none"> To identify where the gaps are in Pupil Premium children's reading, maths and writing achievements compared to their peers English and Maths subject leaders to focus on Pupil Premium's academic achievements when monitoring progress against subject action plans Reading outcomes to be closer to their non pupil premium peers' outcomes (targeted interventions from January 2023) Maths outcomes to be closer to their non pupil premium peers' outcomes (targeted interventions from January 2023) Writing outcomes to be closer to their non pupil premium peers' outcomes (targeted interventions from January 2023) |

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: £1,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Standardised Reading and Maths Tests | The quality assurance that our Reading and Maths curriculum is effective | 4 |
| Use of Walkthrus materials to support our updated Teaching and Learning Policy | Consistency of approach to quality first teaching for ALL children using research based practises | 4 |
| Continue to deliver 'Steps to Read' when teaching our children to read. | The gap in attainment of reading outcomes between Pupil Premium and Non-Pupil Premium children | 4 |
| Personal Development/wellbeing training for staff | Pupil Premium's resilience is currently weaker than non-pupil premium children's resilience | 3 |

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

Budgeted cost: £ 28,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> Targeted Interventions (Reading, Writing and Maths) <ul style="list-style-type: none"> Teachers and TAs to deliver Early Reading Leader to listen to the lowest 20% of readers across the year (once a term) to measure the | <p>Standardised tests (June and December 2023)</p> <p>*Time out of classroom teaching for the English and Maths Leads each term to monitor interventions and impact. This will be completed alongside the SENDCo. Monitoring documentation</p> | 4 |

| | | |
|---|--|--|
| impact of our approach to phonics teaching and reading interventions. | | |
|---|--|--|

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

Budgeted cost: £12,860

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Family Support Worker | Dipping Pupil Premium Attendance | 1 |
| Financial support for equal access to all wider curriculum opportunities | Pupil Premium families unable to fund all wider curriculum opportunities (trips, music lessons, residentials, revision materials) | 2 |

Total budgeted cost: £1,100 + £28,500 + £12,860 = £42,460

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 **2022 to 2023 academic year**.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results, attendance data and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

| | Reading | Writing | Maths |
|-----------|--------------------------------------|--------------------------------------|-----------------------------------|
| Reception | 50% | 50% | 50% |
| Y1 | N/A | N/A | N/A |
| Y2 | 100% <i>(national non PP 68%)</i> | 100% <i>(national non PP 60%)</i> | 100% <i>(national non PP 70%)</i> |
| Y3 | N/A | N/A | N/A |
| Y4 | 100% | 25% | 50% <i>(MTC 75%)</i> |
| Y5 | 80% | 40% | 40% |
| Y6 | 60% <i>(national non PP 73%)</i> | 20% <i>(national non PP 73%)</i> | 20% <i>(national non PP 73%)</i> |

Data from tests and assessments suggest that, despite some good individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is whilst school had plans in place to address the gaps in academic attainment via interventions, staff absence impacted on interventions being able to take place, with leaders having to allocate support staff to the increasing number and complexities of SEND needs over the academic year.

Absence among disadvantaged pupils was 4% higher than their peers in 2022/23 and persistent absence is also higher (*Disadvantaged attendance 92.6%; non-disadvantaged attendance 96.6%*). We recognise this gap is much wider than we

would like it to be, which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

Our observations have demonstrated that pupil behaviour has continued to improve, but challenges in relation to wellbeing and the mental health of children and their families must continue to be a focus for school work – the gaps in mental health services is making this more apparent.

Service pupil premium funding

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? | To pay for our service children to attend our before and after school care to enable parents to work. |
| What was the impact of that spending on service pupil premium eligible pupils? | Parents were able to secure employment as paid childcare was available |