



Our aim is as simple as **ABC - Achieving, Belonging, Caring**

## **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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**

<b>Detail</b>	<b>Data</b>
School name	Cubbington C of E Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Juliet Jones, Headteacher
Pupil premium lead	Juliet Jones, Headteacher
Governor lead	Naomi Nicholson, lead for disadvantaged pupils

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£50,385
Recovery premium funding allocation this academic year	£4455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£54,840</b>



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## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for pupil premium or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



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## Challenges

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

Challenge number	Detail of challenge
1	<p>Due to Covid closures and a varied level of parental engagement, not all pupil premium children accessed remote learning to the same extent (although offered places in school only some felt able to attend) over the past 18 months.</p> <p>Significant support was put in place from school to help all families during this time. School work was provided for all children via Seesaw and this covered all subject areas. Class teachers were in daily contact with children and their families. The numbers of children in school steadily increased over time and we maintained continuous contact with our most vulnerable families</p> <p>This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations. The areas that families found hardest to support their children with remotely were writing and some areas of maths.</p>
2	<p>Not all children are socially confident and able to develop secure attachments. Some have significant emotional wellbeing needs to be recognised and supported. At Cubbington we currently have five children who were previously looked after.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils.</p> <p>Teacher referrals for emotional support have markedly increased during the pandemic.</p>
3	<p>Some pupil premium children are on the SEND register, with specific needs and individual, small step targets to support a more gradual progress than their peers.</p>



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## 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 continue to make expected or better than expected progress in maths	<ul style="list-style-type: none"> <li>• To achieve at least school/ national average scores in maths</li> </ul>
To continue to make expected or better than expected progress in reading	<ul style="list-style-type: none"> <li>• To achieve at least school/ national average scores in reading</li> </ul>
To continue to make expected or better than expected progress in writing	<ul style="list-style-type: none"> <li>• To achieve at least school/ national average scores in writing</li> </ul>
To continue to make expected or better than expected progress in phonics	<ul style="list-style-type: none"> <li>• To achieve at least school/ national average scores in phonics – support to reach the expected standard in the Y1 phonic check.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>



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## Activity in this academic year 2021/2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£24840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Pixl standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Targeted support for children based on outcomes of these assessments. Individual and small groups working with teachers/teaching assistants.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>PiXL provides high quality diagnostic tools, strategies and resources available through a digital platform. This is used for assessment, planning, interventions. <a href="#">PiXL Subscription Benefits</a> (PiXL)</p>	1, 3
<p>Attend National College webinars to undertake relevant CPD which supports improved understanding relating to the intended outcomes for all staff</p>	<p>The National College offers the opportunity to continue CPD, have high quality and up-to-date CPD, whilst being able to access it remotely. <a href="#">National College Testimonials</a></p>	All
<p>Implement 'No More Marking' in order to: - Track progress - Improve moderation skills of the teaching team - Benchmark our pupils against national data</p>	<p>A network of over 1000 schools who collaborate on judgement of writing in a targeted and efficient way. No <a href="#">More Marking – Comparative Judgment</a> (No More Marking)</p>	1,3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1



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	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
<p>Improve the quality of social and emotional learning.</p> <p>Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2

### Targeted academic support

Budgeted cost: **£12500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3

### Wider strategies

Budgeted cost: **£17500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of	Both targeted interventions and universal approaches can have positive overall effects:	2,3



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developing our school ethos and improving behaviour across school.	<a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Continue to fund regular Thrive activities for individual children and small groups in school. JN leads on this.  Annual subscription and continuous staff training required.  EJ to start Thrive training	<a href="#">The Thrive Approach</a>	2,3
Newly planned forest school activities to take place weekly for Year 2 children	<a href="#">Outdoor adventure learning</a>	2,3
Engage with and promote Public Health Campaign (health and wellbeing topics)	<a href="#">Compass - Health and Wellbeing support for Warwickshire Families</a>	2,3
Support for trips, music lessons, events and uniform where appropriate		All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £54840**



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## 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 2020 to 2021 academic year.

Last academic year saw our highest number of children in receipt of pupil premium. This may be as a result of changes in circumstances for some families due to Covid-19, as well as an improved awareness of the support and parent engagement. In total, 16.5% of our pupils at Cubbingtton were in receipt of Pupil Premium which was in line with the national average of 17.3%.

The end of year outcomes for 2020-2021 are as follows:

	Reading	Writing	Maths
All pupils	76% Expected 26% GDS	68% Expected 11% GDS	76% Expected 19% GDS
PP Pupils	58% Expected 16% GDS	52% Expected 3% GDS	58% Expected 6% GDS

The data shows that there was an average gap of 18% in pupil premium children achieving EXS, and an average gap of 14% in pupil premium children achieving GDS.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. At Cubbingtton the impact was mitigated by our resolution to maintain a high quality curriculum, through our Covid recovery plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.





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