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## **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	212
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£48645
Recovery premium funding allocation this academic year	£4063
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£52708</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 tutoring 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>Following Covid closures and a varied level of parental engagement, not all pupil premium children accessed remote learning to the same extent. During lockdowns all vulnerable children were although offered places in school but not all felt able to attend.</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 six 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 and parent referrals for emotional support continue to increase.</p>
3	<p>Currently 43% of 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>
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 (particularly new joiners in KS2) and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been approximately 3% lower than for non-disadvantaged pupils. Attendance across the whole school has been above national data for the last year including for disadvantaged pupils however 32% of disadvantaged pupils have been 'persistently absent' compared to 11% of all children during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 national average scores in maths at expected and greater depth</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 national average scores in reading at expected and greater depth</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 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 national average scores in phonics</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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>



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## Activity in this academic year 2023/2024

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: **£25000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Literacy Tree scheme for writing across the school (Y1-6)</p> <p>Training for staff to ensure planning is delivered successfully.</p> <p>Monitoring of implementation by subject leader and SLT. Evidence of impact will be seen in childrens books.</p>	<p>Recommendations 4 and 5 of EEF <a href="#">Improving Literacy In Key Stage 2</a></p> <p><a href="#">Writing Approaches in Years 3 to 13: Evidence Review</a></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>Continue to 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>Further implementation 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>	1,4
<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> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1



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<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="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>2,5</p>
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**Targeted academic support**

Budgeted cost: **£13808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Particular focus on new joiners in KS2.</p>	<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>	<p>1</p>
<p>Provisions of 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>	<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>	<p>1,3</p>

**Wider strategies**

Budgeted cost: **£13900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3</p>



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Whole staff training on attendance with the aim of developing our school ethos and improving attendance across school.		
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
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: £52708**



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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 2022 to 2023 academic year.

In the last two academic years we have seen 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% of our pupils at Cubbington were in receipt of Pupil Premium which was in line with the national average of 17.3%. (This figure is now reduced in 2023/2024)

The end of year outcomes for KS2 for 2022-2023 are as follows:

	Reading	Writing	Maths	Combined
All pupils (30)	73% Expected 34% GDS	66% Expected 27% GDS	80% Expected 33% GDS	63% Expected (National 59%) 17% GDS (National 8%)
PP Pupils (8)	50% Expected 25% GDS	50% Expected 13% GDS	63% Expected 2% GDS	50% Expected (National 44%) 0% GDS (National 3%)

The data shows that there is a gap in combined Expected between PP and Non PP of 13% compared with the National gap of 16% and for GDS combined there is a gap of 5% combined with a national gap of 3%

Our PP children did well to achieve the expected level at the end of Year 6. We targeted the Recovery fund premium and NTP premium at Year 6 children so they received significant additional support throughout the year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the last few years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide





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wellbeing support for all pupils, and targeted interventions where required. We are building on that with the activities detailed in this plan.



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