

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 with 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, residentials, 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 bottom 20% of readers across the year (once a term) to measure the 	Standardised tests (June and December 2023) *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	4

impact of our approach to phonics teaching and reading interventions.		
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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	Improving 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, residential, 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some good individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. 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.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 and persistent absence is also higher. We recognise this gap is wider than we would like it to be, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic (children and their families). The impact on disadvantaged pupils has been particularly acute.

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