

## 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	192
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	September 2024 – July 2025
Date this statement was published	20 <sup>th</sup> December 2024
Date on which it will be reviewed	January 2026
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	£30,252
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	Academic achievement (Maths and Writing)
3	Resilience
4	Financial challenges for our families

## 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"> <li>• To reduce the Persistent Absence % from 30% (<i>National 29%</i>) to well below national</li> </ul>
To improve Pupil Premium children's academic achievements in Reading, Maths and Writing	<ul style="list-style-type: none"> <li>• To identify where the gaps are in Pupil Premium children's reading, maths and writing achievements compared to their peers</li> <li>• English and Maths subject leaders to focus on Pupil Premium's academic achievements when monitoring progress each half term</li> <li>• Reading outcomes to be closer to their non-pupil premium peers' outcomes</li> <li>• Maths outcomes to be closer to their non-pupil premium peers' outcomes</li> <li>• Writing outcomes to be closer to their non-pupil premium peers' outcomes</li> <li>• Targeted interventions will continue in January 2025 as a result of the end of Autumn Term outcomes in Reading, Writing and Maths</li> </ul>
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"> <li>• 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</li> </ul>
To improve Pupil Premium children's resilience when completing academic work.	<ul style="list-style-type: none"> <li>• Pupil Premium children will understand what 'resilience' means</li> <li>• Pupil Premium children will start to recognise when their resilience is being compromised</li> <li>• Pupil Premium children's resilience will improve when completing academic work</li> </ul>

	<ul style="list-style-type: none"> <li>• Our Personal Development Curriculum will ensure PP children are monitored through its effectiveness</li> </ul>
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Activity in this academic year

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

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £1,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Standardised Reading and Maths Tests	The quality assurance that our Reading and Maths curriculum is effective	2
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	2
Continue to deliver 'Ready Steady Write' when teaching our children to write; ensuring daily practise of handwriting and sentence accuracy before completing any writing task	Current writing outcomes for children in receipt of Pupil Premium are generally below their non-pupil premium peers. This approach is fully inclusive for all children	2
Continue to support the resilience of children when completing their work	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: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Targeted Interventions <b>(Reading, Writing and Maths)</b></li> <li>• Teachers and TAs to deliver</li> <li>• Early Reading Leader to listen to the lowest 20% of readers across the year (once a term) to measure the impact of our approach to phonics teaching and reading interventions.</li> <li>• Deliver ‘writing masterclasses’ for children behind ARE; extensive practice of sentence transcription skills, handwriting and spelling.</li> </ul>	<p>Standardised tests December 2024</p> <p>All children remain in class for the teaching of writing with adaptations/scaffolds (<i>EEF ‘Improving Literacy Provision’</i>;</p> <p><i>Teach writing composition strategies through modelling and supported practice</i></p> <p><i>Develop pupils’ transcription and sentence construction skills through extensive practice)</i></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 and will be included in the monitoring documentation</p>	2

**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 to fortnightly monitor the Pupil premium persistent attendance and work with any families necessary to improve their attendance	Pupil Premium persistent absence 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)	4
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**Total budgeted cost: £1,100 + £21,000 + £8,300 = £ 30,400**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's pupil premium pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Generally, outcomes in Phonics and Reading is good for pupil premium children (across year groups). Our pupil premium numbers have significantly fallen, so we have 2 year groups with no children in this group.

DfE has shared our school's 2024 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.

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

Data from tests and assessments suggest that, despite some good individual performances, the progress and attainment of the school's pupil premium pupils in 2024 was below our expectations, although we also identified that some of the approaches we used to boost outcomes for pupil premium 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 some interventions being able to take place.

The attainment gap between our pupil premium pupils and non-pupil premium pupils has grown.

Persistent absence among disadvantaged pupils was higher than their peers in 2023/24. We recognise this gap is wider than we would like it to be, which is why raising the attendance of our pupil premium pupils is a focus of our current plan (with a specific focus on reducing persistent absence).

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain high. The impact on disadvantaged pupils' families have been particularly acute. Therefore supporting our Pupil Premium families to build their children's resilience is also necessary.

## 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. To ensure the affordability of residential visits for our service children.
What was the impact of that spending on service pupil premium eligible pupils?	Parents were able to secure employment as paid childcare was available