

## Pupil Premium Strategy Statement - Culverstone Green Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-24
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Mrs Jack
Pupil premium lead	Mrs Jack
Governor / Trustee lead	Kirsty Hipwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,480
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,480

## Part A: Pupil premium strategy plan

### Statement of intent

At CGPS, our provision is driven by our vision and our ethos for all pupils. Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners. The provision we plan and the funding we allocate to support pupils' attainment, outcomes and quality provision for all pupils is driven by our ethos: "Putting the needs of every child at the heart of everything we think, say and do". Our intention in this strategy 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 take additional consideration toward the challenges faced by vulnerable pupils, such as those who have a social worker, young carers or those categorised at LAC or PLAC.

High Quality First teaching is at the heart of our approach, with split input/focused teaching consistently evident in all classes to support the learning of all pupils at all stages of the learning, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged pupil's attainment gap and at the same time will 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 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 are set
- Act early to intervene at the point need is identified
- Reasonable adjustments in place to aid disadvantaged pupils accessing the curriculum.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

Challenge number	Detail of challenge
1	Multiple vulnerabilities, some disadvantaged pupils have multiple barriers to education including, PLAC, SEND, CP, Wellbeing, Speech and Language
2	The attitude to learning of many of our PP children is less than that of their peers, with their self-esteem and belief in their academic abilities or ability to learn is less.
3	The communication, language and vocabulary of our disadvantaged / PP pupils is typically lower than their peers with intervention and additional support needed more often than not.
4	The attendance patterns of some pupil premium children can be sporadic, with some being categorised as persistently absent. Many will take term time holidays due to less of a financial cost.
5	Disadvantaged/vulnerable pupils joining EYFS are typically starting lower than their peers.

### 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
<p><b>English</b> For progress and attainment to be in line with non-pupil premium peers in writing.</p>	For progress in writing for pupil premium children to be positive gains sustained throughout the year. Outcomes to be comparative with their non pupil premium peers. The gap in attainment between disadvantaged and other children is reduced and disadvantaged children make rapid progress. More disadvantaged children are assessed as working at age related expectations and greater depth in writing.
<p><b>Maths</b> Progress is made for disadvantaged children to narrow the gap between disadvantaged and non-disadvantaged children. Attainment in Maths by the end of KS2 is above the national and Kent average at EXS and GDS standard. Introduction of Pixl for targeted support and interventions. Continued use of White Rose, adapted by staff.</p>	High-quality teaching is in place in all classes and ensures that all children can be successful in lessons and receive appropriate support. National and county data will show that results in Maths are above average. The school is at least in line with National average and Kent average for attainment of PP children in reading.
<p><b>Resilience and wellbeing</b> All children will develop emotional resilience and high-quality personal development skills, which will positively impact upon learning. To achieve and sustain improved wellbeing for all pupils in our school, particularly those who are disadvantaged. Sustained high levels of wellbeing within the school over the next three years demonstrated by:</p>	<p>Sustained high levels of wellbeing demonstrated by: Qualitative data from student voice and teacher observations and significant increase in participation in enrichment activities (Pupil voice will reflect the positive impact of alternative curriculum provision).</p> <p>Use of Boxall profile to assess the wellbeing of pupils and use this data to plan nurture provisions. An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p><b>Attainment gap</b> Differentials in attainment (age related and working at greater depth) between disadvantaged and non-disadvantaged pupil groups will diminish.</p>	Very high-quality teaching provision will be in all classrooms for all children. There will be progress to close the gap of those children who are classed as disadvantaged and those who are not both at the end of KS1 and KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p><b>Attendance</b> All pupil's attendance levels are above the national average of 96%.</p>	The differential between the attendance levels of pupil premium and non-pupil premium levels are eradicated. Targeted support for identified families will have a positive impact on attendance levels (FLO support).

### Activity in this academic year

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

Budgeted cost: £ 9,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics (RWI)</p> <p>Ongoing quality phonics training for staff to ensure high quality phonics teaching for all pupils' groups delivered by all adults.</p>	Phonics is an approach to the teaching of reading that develops learners' phonemic awareness. It aims to teach learners the relationship between sounds and the spelling patterns (or graphemes) that represent them and to sound them out by combining or blending. It is particularly beneficial to 4-7-year-olds and requires highly qualified teachers. Phonics teaching	1,3, 5, 2

<p>Provision of a comprehensive CPD program for staff</p>	<p>needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling.</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>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>“Research tells us that high quality teaching can narrow the disadvantage gap “EEF (2023) “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” EEF (2021)</p>	
<p>Senior Leader to be the Trust Champion with responsibility for pupil premium at the school.</p>	<p>“A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle” EEF (2022)</p> <p>With a senior leader leading Pupil Premium, there is always a high profile and a high level of review to ensure that every child is able to achieve and that attainment differences are being diminished.</p>	<p>1</p>
<p>Use of effective assessment and feedback programmes to provide quality formative and summative assessment. Purchase and subscription to Pixl Programmes and Sonar</p>	<p>“Provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year...Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.” EEF (2022)</p> <ul style="list-style-type: none"> <li>• Pixl contributes to great teaching by:</li> <li>• Providing high quality assessments</li> <li>• Providing gap analysis software</li> <li>• Providing instant interventions</li> </ul>	<p>1</p>
<p>Dedicated attendance officer to work alongside member of the SLT and FLO to ensure high attendance rates for all</p>	<p>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.</p> <p>“Evidence shows that the students with the highest attendance throughout their time in school gain the best results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn’t perform as well.” DfE (2023)</p>	<p>1,2,3</p>

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

Budgeted cost: £12,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 RWI Phonics Sessions targeted at disadvantaged pupils who need further phonics support.	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 of up to 12 weeks. Phonics   EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Purchase of Speech Link and Language Link to assess and target pupils' individual oral language needs. Talk boost sessions for identified pupils following assessment.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions   EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Employment of Speech and Language therapist to work directly with the school.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts on attainment. Oral language interventions   EEF (educationendowmentfoundation.org.uk)	2,3,5
Accelerated reader to continue to promote engagement and a love of reading and incentivise pupils towards continued strong outcomes.	The EEF toolkit tells us that there is extensive research in the chosen approaches. Reading will improve for all learners if we can develop pupil's language capability and teach reading comprehension through modelling and supported practice. The EEF toolkit tells us that pupils benefit when parents fully support a shared project. We know that the systematic teaching of phonics allows children to access our curriculum	1,2,3

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

Budgeted cost: £11,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing provision – from School Counsellor, Play Assistant and ELSA to offer specialised support for identified pupils and training for parents and staff to reduce anxiety towards school and barriers to learning.	It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.” Gov.uk (2021) The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in	1,2,4

	school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
A new FLO appointed to offer further support to vulnerable families and improve attendance and punctuality.	The FLO allows the school to build strong relationships with those families who may not otherwise engage in discussion / conversation with school staff. This supports wellbeing and attendance.	2,4
Engaging active lunchtimes	We know that historically, many of our behaviour incidents occur at play or lunchtime. The majority of incidents that our disadvantaged group are involved in occur during these less structured times. Active lunchtimes also contribute positively to our wellbeing offer and our physical activity / health strategy. Allstars to promote active and varied play	1,2,3
Clubs and enrichment linked to the PE/Sport strategy to increase the participation and engagement of all pupils within clubs and enrichment activities and ensure that fair access for all pupils.	It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges." Gov.uk (2021)	1,2,3,4

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment of Pupils in EYFS 2022-23

	School (All)	School (FSM)	National (All)	National (FSM)	LA (FSM)
% Good level of Development	76.7	100.0	67.2	51.6	51.9
% Expected Standards Literacy Goals	76.7	100.0	69.7		54.8
% Expected Standards Mathematics Goals	90.0	100.0	77.1		65.1

All measures were above National and Local Authority averages for 2023.

GLD increased to 76.7%, up from 70.0% in 2022; GLD (FSM) increased to 100% from 66.7% in 2022

% Expected Standards Literacy Goals increased to 76.7%, from 73.3% in 2022; Literacy Goals (FSM) increased to 100%, from 66.7% in 2022

% Expected Standards Mathematics Goals increased to 90%, from 86.7% in 2022; Mathematics Goals (FSM) remained at in both 2022 and 2023.

#### Attainment of Pupils in KS1 2022-23

Phonics	School (All)	School (FSM)	National (All)	National (FSM)	LA (FSM)
% 32+ Year 1	90.0	100 (5 out of 5)	79	67%	59.4
% 32+ Year 2 (7 retakes)	71.4	50 (1 out of 2)	58.7		50.3
% Overall Phonics pass (Y1+ Y2)	93.3	75 (3 out of 4)	89		

Y1 phonics for all pupils and FSM were above National and Local Authority Averages.

KS1	School (All)	School (FSM)*	National (All)	National (FSM)	LA (FSM)
Reading % <u>Expected Standard +</u>	73.3	50.0	68	54	50.7
Reading % Greater Depth	23.3	0.0	19	18.8	7.7
Writing % <u>Expected Standard +</u>	70.0	50.0	60	44	41.1
Writing % Greater Depth	20.0	0.0	8	8.2	2.3
Math % <u>Expected Standard +</u>	73.3	50.0	70	56	54.1
Math % Greater Depth	23.3	0.0	16	16.3	5.7

\* 4 FSM Pupils.

No FSM pupils in 2022 to compare against 2023 figures

#### Attainment of Pupils in KS2 2022-23

KS2	School (All)	School (FSM)*	National (All)	LA (All)	LA (FSM)
R/W/M % <u>Expected Standard +</u>	53.3	50.0	59	58.7	39.1
R/W/M % Greater Depth	13.3	0.0	8	8.3	2.7
Reading % <u>Expected Standard +</u>	70.0	83.3	73	72.5	56.9
Reading % Greater Depth	30.0	16.7	29	30.3	16.3
Writing % <u>Expected Standard +</u>	76.7	83.3	71	73.2	56.4
Writing % Greater Depth	16.7	0.0	13.3	14.1	5.3
Math % <u>Expected Standard +</u>	66.7	83.3	73	70.0	51.8
Math % Greater Depth	20.0	0.0	23.8	22.2	9.8
GPS % <u>Expected Standard +</u>	83.3	100.0	72	68.6	50.5
GPS % Greater Depth	26.7	0.0	30.1	26.0	12.0
Reading Progress Score	-1.4	-0.7	0.0	-0.5	-1.8
Writing Progress Score	0.7	-1.0	0.0	-0.4	-1.0
Math Progress Score	-2.3	-2.3	0.0	-1.1	-2.6

\* 6 FSM Pupils

All FSM measures are greater than the Local Authority FSM Averages at the Expected + standard (No FSM National comparisons released at the time of completion). FSM Progress score measures are either in line or better than LA comparative data, with reading (-0.7) having the greatest positive gap to LA (FSM) progress (-1.8)

**Non-Statutory Year groups**

**Y1 Attainment**

		Y1 2022 - 23			
		Reading	Writing	Maths	Combined
(29 pupils)	Exp+	75.9%	65.5%	89.7%	65.5%
	GD	17.2%	6.9%	27.6%	6.9%
4 FSM	FSM EXP+	50.0%	50.0%	50.0%	50.0%
	FSM GD	0.0%	0.0%	0.0%	0.0%

**Year 3 Attainment**

(No Eligible Pupils in year group)

**Year 4 Attainment**

		Y4 22- 23			
		Reading	Writing	Maths	Combined
(31 pupils)	Exp+	63.3%	53.3%	56.7%	50.0%
	GD	30.0%	13.3%	26.7%	13.3%
4 FSM	FSM EXP+	0.0%	0.0%	0.0%	0.0%
	FSM GD	0.0%	0.0%	0.0%	0.0%

**Year 5 Attainment**

		Y5 22- 23			
		Reading	Writing	Maths	Combined
(32 pupils)	Exp+	93.8%	81.3%	90.6%	81.3%
	GD	37.5%	3.1%	31.3%	3.1%
5 FSM	FSM EXP+	80.0%	40.0%	80.0%	40.0%
	FSM GD	20.0%	0.0%	0.0%	0.0%

**Attendance 2022-23**

Academic year 2022-2023	Attendance Average (%)	Persistent Absentees (%)
Whole School	95.1	11.1
FSM	90.4	31.6

**Externally provided programmes**

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Timestable Rockstars	Maths Circle Ltd
WhiteRose Maths	WhiteRose
Purple Mash	2 simple
Spelling Shed	Ed Shed
Pixl	The Pixl Club