

Pupil premium strategy statement – Culverstone Green Primary School 24.25

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	204
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024.25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Debbie Maxted
Pupil premium lead	James Bernard
Governor / Trustee lead	Debbie Maxted

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,500
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year	£32,500

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

This pupil premium strategy will work directly and indirectly by using funding to improve teaching and learning, support families, attendance, and staffing. The senior leadership team will monitor the impact and progress through a variety of methods such as:

- Termly pupil progress meetings
- Learning walks

- Pupil voice (with a focus on our disadvantaged pupils)
- Daily attendance tracking

Challenges

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

Challenge number	Detail of challenge
1	Multiple vulnerabilities, some disadvantaged pupils have multiple barriers to educations 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	Our attendance data shows that attendance among disadvantaged pupils is lower than that for non-disadvantaged pupils. The current rate of persistent absence for disadvantaged pupils is __ %.
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>English:</p> <p>For progress and attainment to be in line with non-pupil premium peers in writing.</p>	<p>For progress in writing for pupil premium children to be positive gains sustained throughout the year.</p> <p>Out comes to be comparative with their non-pupil premium peers. The gap in attainment between disadvantaged and other children is reduced and</p>

	<p>disadvantaged children makes rapid progress.</p> <p>More disadvantaged children are assessed as working at age related expectations and greater depth in writing.</p>
<p>Maths:</p> <p>Progress is made for disadvantaged children to narrow the gap between disadvantaged and non- disadvantaged children.</p> <p>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>	<p>High-quality teaching is in place in all classes and ensures that all children can be successful in lessons and receive appropriate support.</p> <p>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>
<p>Resilience and wellbeing:</p> <p>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.</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.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Attendance:</p> <p>All pupil's attendance levels are above the national average of 96%.</p>	<p>The differential between the attendance levels of pupil premium and non-pupil premium levels are eradicated.</p> <p>Targeted support for identified families will have a positive impact on attendance levels (A Star Attendance).</p>
<p>Attainment gap:</p> <p>Differentials in attainment (age related and working at greater depth) between disadvantaged and non-disadvantaged pupil groups will diminish.</p>	<p>Very high-quality teaching provision will be in all class rooms for all children.</p> <p>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.</p>

	This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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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: £ 10 000

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>	<p>Phonics is an approach to the teaching of reading that develops learners' phonemic awareness.</p> <p>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.</p> <p>Phonics teaching needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling. 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>"Research tells us that high quality teaching can narrow the</p>	1,2,3,5

	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)	
Senior Leader to be the Trust Champion with responsibility for pupil premium at the school. Senior leader: James Bernard, Headteacher	“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) 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.	1
Use of effective assessment and feedback programmes to provide quality formative and summative assessment. Purchase and subscription to Pixl Programmes and Sonar	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) <ul style="list-style-type: none"> • Pixl contributes to great teaching by: • Providing high quality assessments • Providing gap analysis software • Providing instant interventions 	1

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

Budgeted cost: £ 12, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 RWI Phonics Sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1,2,3,5

disadvantaged pupils who need further phonics support.	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)	
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
3 books sent home for Year R children and a workshop to support parents. £72 per child	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, 3

Year 3 and 4 Writing Workshop 6 x a year. £350 per workshop	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Year 5 and 6 Writing Intervention – Literacy Trust £350	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

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

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Star Attendance System to support tracking, monitoring and supporting families.	We know that the attendance of our disadvantaged pupils was lower than their non-disadvantaged peers in 2023-2024.	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

<p>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.</p>	<p>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)</p>	<p>1,2,3,4</p>
<p>Active Play provision to reduce the number of negative incidents at Lunchtime for this group of learners</p>	<p>We know that historically, over 70% of our behaviour incidents occur at play or lunchtime. Our disadvantaged group also get the majority of their incidents during these less structured times.</p>	<p>Staffing – ensuring that high quality CPD exists for our lunchtime team. Have 10 members of lunchtime team outside owning and running zones</p> <p>Equip the playgrounds well so children are positively engaged.</p>

Total budgeted cost: £ 32,500

Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

EYFS

GLD	21-22	National	22-23	National	23-24	National
Baseline					30%	
Predict			70%		70%	
Actual	70.0%	65.2%	76.7%	67.3%	73%	
FSM	66.7%		100%		50%	

Phonics

Phonics Y1	21-22	21-22 FSM	22-23	22-23 FSM	23-24 All	23-24 PP
Predict			80%		83%	50%
Actual	70.4%	50%	90%	100%	100%	100%
National	75%		78.9%			
				March Pre.	83-87%	

Phonics Y2	21-22	22-23	23-24	23-24 Dis
Predict		87%	96%	
Actual	60.0%	93.3%	93.1%	100%
National	87%			
		March Pre.	90%	

KS1

- 3 out of 5 Disadvantaged pupils reached EXS+ in all measures; 60% is above all last year's Nationals.

% pupils reaching expected Reading KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	66.9%	68.3%	54%			
Culverstone Green	76.0%	▼ 73.3%	50.0%	▲ 82.8%	▲ 60%	77%

% pupils reaching expected Writing KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	57.6%	60.1%	44%			
Culverstone Green	72.0%	▼ 70.0%	50.0%	▲ 75.9%	▲ 60%	73%

% pupils reaching expected Maths KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	67.7%	70.4%	56%			
Culverstone Green	83.0%	▼ 73.3%	50.0%	▲ 79.3%	▲ 60%	80%

% pupils reaching expected R,W,M Combined KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
Culverstone Green	65.5%	▼ 60.0%	50.0%	▲ 65.5%	▲ 60%	72%

% pupils reaching expected Science KS1					
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis
National	77%	79%	66%		
Culverstone Green	66.7%	▲ 73.0%		▲ 82.8%	60.0%

% pupils reaching Above expected reading KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	18.0%	18.8%	9%			
Culverstone Green	31.0%	▼ 23.3%	0.0%	▼ 20.7%	0.0%	17.2%

% pupils reaching Above expected Writing KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	8.0%	8.2%	3%			
Culverstone Green	24.0%	▼ 20.0%	0.0%	▼ 6.9%	0.0%	6.9%

% pupils reaching Above expected Maths KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	15.1%	16.3%	8%			
Culverstone Green	28.0%	▼ 23.3%	0.0%	▲ 27.6%	▲ 20%	27.6%

% pupils reaching Above expected R,W, M KS1						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
Culverstone Green	17.2%	▼ 16.7%	0.0%	▼ 6.9%	0.0%	6.9%

% pupils reaching expected Reading KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	74%	73%	60%	74%		
Culverstone Green	83.3%	▼ 70.0%	83.3%	▲ 78%	▼ 80%	78%

% pupils reaching expected Writing KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	70%	71%	58%	72%		
Culverstone Green	80.0%	▼ 76.7%	83.3%	▲ 81%	▼ 60%	81%

% pupils reaching expected Maths KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	72%	73%	59%	73%		
Culverstone Green	70.0%	▼ 66.7%	83.3%	▲ 69%	▼ 40%	84%

% pupils reaching expected R,W,M Combined KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	59%	59%	44%	61%		
Culverstone Green	70.0%	▼ 53.3%	50.0%	▲ 56%	▼ 40%	75%

% pupils reaching expected GPS KS2					
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis
National	73%	72%	59%	72%	
Culverstone Green	80.0%	▲ 83.3%	100.0%	▼ 78%	▼ 80%

% pupils reaching expected Science KS2					
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis
National	69%	80%	68%	81%	
Culverstone Green	70.0%	▼ 66.7%		▲ 78%	80.0%

% pupils reaching Above expected Reading KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	27.8%	29%	17%	28%		
Culverstone Green	13.3%	▲ 30.0%	16.7%	▲ 31%	▼ 0%	31.3%

% pupils reaching Above expected Writing KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	12.8%	13.3%	7%	13%		
Culverstone Green	27.0%	▼ 16.7%	0.0%	▲ 28%	0.0%	31.3%

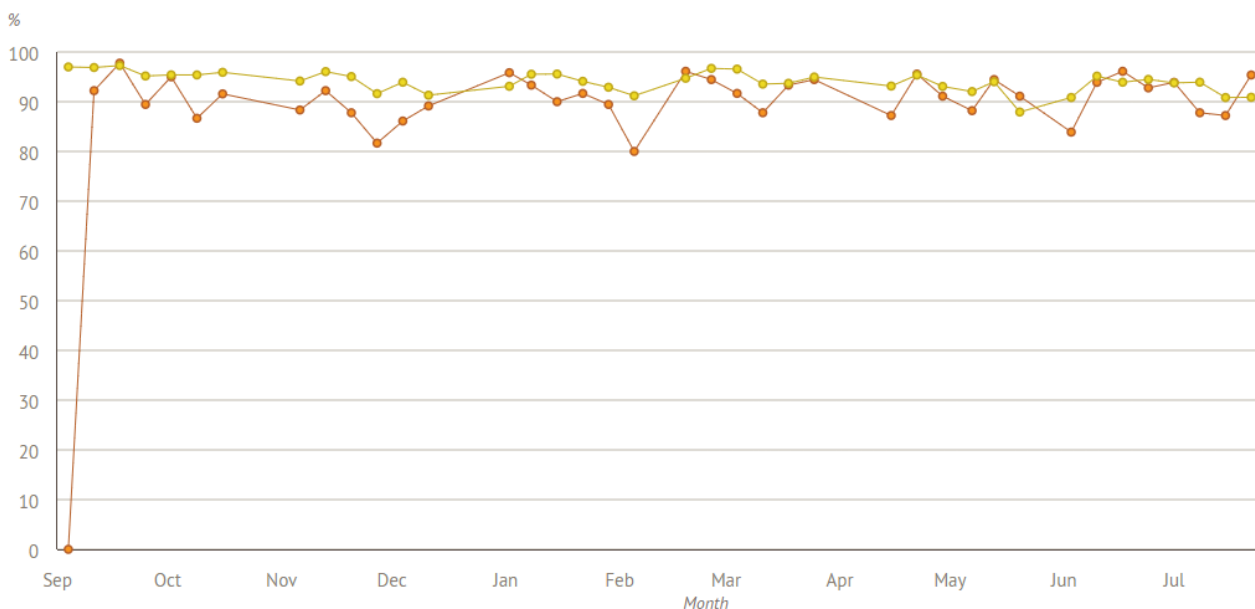
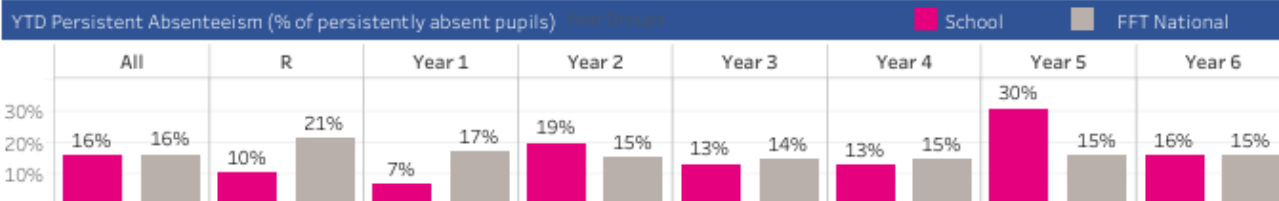
% pupils reaching Above expected Maths KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	23.0%	23.8%	18%	24%		
Culverstone Green	20.0%	▶ 20.0%	0.0%	▼ 19%	0.0%	28.1%

% pupils Above expected R,W,M Combined KS2						
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis	Target
National	7.2%	8%	3%	8%		
Culverstone Green	10.0%	▲ 13.3%	0.0%	▼ 9%	0.0%	25%

% pupils Above expected GPS KS2					
	2021-22	2022-23	22-23 Dis	2023-24	23-24 Dis
National	28.3%	30.1%	18%	32%	
Culverstone Green	16.7%	▲ 26.7%	0.0%	▼ 25%	▲ 20%

Attendance 2023.24

Attendance Headlines		YEAR TO DATE				4 Sep 23	5 Jul 24
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
94.0%	93.3% ●	94.5%	89.9% ●	94.5%	15.5%		



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.

Programme	Provider
Accelerated Reader	Renaissance
Timestable Rockstars	Maths Circle Ltd
White Rose Maths	White Rose
Spelling Shed	Ed Shed
PixL	PixL