

Pupil premium strategy statement – review – July 2024

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

Detail	Data
School name	Caldecote Community Primary School
Number of pupils in school	636
Proportion (%) of pupil premium eligible pupils	$265/636 = 41.7\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – September 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 12 th 2024
Statement authorised by	Mathew Alcock
Pupil premium lead	Louise McMahon
Governor / Trustee lead	Vacant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1455 x 265 (Oct. 2021 census) = £365,575
Recovery premium funding allocation this academic year	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£385,575

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	<p>Only 11 PP pupils (JA, RA, HC, DD, EE, LL, RM, MP, LV, AW, EY) on entry into Reception are working at age-related expectations.</p> <p>22 PP pupils achieved GLD at the end of EYFS.</p>
2	<p>Ensuring that quality first teaching remains at least consistently good in all year groups.</p> <p>The school are proactive in supporting all teachers at all levels. It provides high quality training and development for all staff. The quality first teaching, is not yet consistently good in all year groups. This is due to recruitment of ECT teachers for September 2024 and the removal of teachers from the staffing structure who have been underperforming.</p>
3	<p>Movement of teaching staff – through leaving the school/maternity/long-term absence, September 2021 saw seven Early Career Teachers in the school, September 2022 had six and this year there are six again.</p> <p>Significant staff training has been in place, centring on high quality teaching of English and maths. ECT support has been in place and ECTs have made good progress.</p>
4	<p>Staff provide very effective provision for SEND pupils: however, further awareness of individual class profiles must be raised to ensure excellent provision is provided for PP pupils to close the gap. The additional focus on, and tracking of, PP pupils is central to this.</p> <p>Due to staffing changes, this is still a priority and needs development.</p>
5	<p>Limited family experience has led to fewer life opportunities for some PP children, which impacts on children's world experience, cultural capital and vocabulary. The school location deprivation indicator is in quintile 5 (most deprived) of all schools and the pupil base is in quintile 5 (most deprived) of all schools.</p> <p>All year groups have participated in workshops, had visiting speakers and been out on trips (subsidised for all children as needed), including a residential trip in Year 3. Year 2 have had a in school sleepover which was classed as a residential, as well as their yearly 'Think Tank' and 'Twin Lakes' trip. Nursery and year 1 have had farm trips. All trips were subsidised through the pupil premium grant.</p>
6	<p>In September 2023, PP pupils were over-represented among CCPS' aspiring early readers (e.g. >2 years behind for decoding and comprehension) in all year groups, particularly when PP is coupled with SEN additionally, which has an impact on academic attainment through access to the curriculum.</p> <p>End of July 2024 data review and observation of incoming children in September 2024 now shows that 73% of our pupil premium children have pupil premium. This is coupled with various other significant needs, including SEN.</p>
7	<p>In September 2023, PP pupils were over-represented among CCPS' aspiring mathematicians (e.g. >1 year behind for number and calculation) in all year groups which has an impact on academic attainment through access to the curriculum.</p>

	<p>End of July 2024 data review and observation of incoming children in September 2024 now shows that 73% of our pupil premium children have pupil premium. This is coupled with various other significant needs, including SEN.</p>
8	<p>Attendance rates for PP were 91.3% in 2022-23, compared to 94.6% in 2022-23 for non-PP pupils. The gap between PP and non-PP attendance rates has increased.</p> <p>The absence rates for 2023-2024 for pupil premium children was 9.2%. For non pupil premium children was 4.6%. This data is for children aged 5 and above.</p>
9	<p>Persistent absence rates were significantly higher for PP pupils (22.7% = 52/229 PP-pupils in 2022-23) than for non-PP pupils (10.4% = 31/297 non-PP-pupils in 2022-23). The gap between PP and non-PP PAs grew from the end of 2022 to 2023.</p> <p>For pupil premium pupils (23.7% = 54/228 pp children in 2024) vs non pupil premium children (8.5%= 26/306 non pp children in 2024). The gap between pp and non pp grows for the second consecutive year.</p>
10	<p>Punctuality – 86 pupils were late on >10% of days. 61/86 (70.9%) were PP. 12 PP children had >90 days late.</p> <p>Poor punctuality was relatively common among PP-pupils in 2022-23 (24.5% = 61/249 of PP pupils) are regularly late (>10% of days late).</p> <p>64 pupils on greater than 10% of days. 43/64 were pupil premium (67%). 21 of 64 children were non pupil premium (33%). The gap for punctuality is closing between pp and non pp children.</p>

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>Attainment and progress in Reading Achieve above national average attainment and progress scores in KS2 Reading</p>	<p>Reduce the number of PP pupils who are on the aspiring early reader list from 37/265 (14%) at the Eo2023 to 26/265 (10%) = eleven fewer early aspiring readers</p> <p>Year 6: reduce from 8/37 to 6/37 PP pupils who are aspiring early readers</p> <p>Year 5: reduce from 6/45 to 4/45 PP pupils who are aspiring early readers</p> <p>Year 4: reduce from 5/42 to 3/42 PP pupils who are aspiring early readers</p> <p>Year 3: reduce from 4/43 to 3/43 PP pupils who are aspiring early readers</p> <p>Year 2: reduce from 10/24 to 6/24 PP pupils who are aspiring early readers</p> <p>Year 1: ensure number of PP pupils who are early aspiring readers is in line with number of non-PP pupils</p> <p>Needs aspiring reader data adding here – get this from Yaroslava and go through to identify who the PP aspiring readers are/whether they came off the list. Look at last year’s review to see how to lay it out!</p> <p>Year 6: close the reading attainment gap by 10% at EXS and 5% at GDS PP: 42% EXS @EoY5, 72% EoY6 – gap closes PP: 19% GDS @EoY5, 33% EoY6 – gap closes</p> <p>Year 5: close the reading attainment gap by 5% at EXS and maintain higher % of PP pupils attaining GDS PP: 30% EXS @EoY4, 42.5% EoY5 – gap closes PP: 5% GDS @EoY4, 17.5% EoY5 – gap closes</p> <p>Year 4: close the reading attainment gap by 10% at EXS and 10% at GDS PP: 25% EXS @EoY3, 40% EoY4 – gap closes PP: 10% GDS @EoY3, 12.5% EoY4 – gap closes</p> <p>Year 3: maintain higher % of PP pupils attaining EXS/GDS PP: 44.7% EXS @EoY2, 48.9% EoY3 – gap closes PP: 12.% GDS @EoY2, 23.4% EoY3 – gap closes</p> <p>Year 2: close the reading attainment gap by 10% at EXS and 5% at GDS PP: 14.8% EXS @EoY1, 55.6% EoY2 – gap closes PP: 11.1% GDS @EoY1, 7.4% EoY2 – gap widens</p> <p>Year 1: ensure % of PP pupils attaining EXS and GDS is in line with non-PP</p>

	<p>PP: 64% EXS @EoYR, 33.3% EoY1 – gap widens PP: 12.1% EoY1 –</p>
<p>Attainment and progress in Writing Achieve above national average attainment and progress scores in KS2 Writing</p>	<p>Year 6: close the writing attainment gap by 10% at EXS and 5% at GDS PP: 26% EXS @EoY5, 70% EoY6 – gap closes PP: 5% GDS @EoY5, 12% EoY6 – gap closes</p> <p>Year 5: maintain higher % of PP pupils attaining EXS/GDS PP: 47.5% EXS @EoY4, 60% EoY5 – gap closes PP: 17.4% GDS @EoY4, 22.5 % EoY5 – gap closes</p> <p>Year 4: close the writing attainment gap by 10% at EXS and GDS PP: 36.6% EXS @EoY3, 56.1% EoY4 – gap closes PP: 12.2% GDS @EoY3, 24.4% EoY4 – gap closes</p> <p>Year 3: close the writing attainment gap by 10% at EXS and GDS PP: 54.5% EXS @EoY2, 63.6% EoY3 – gap closes PP: 13.6% GDS @EoY2, 18.2% EoY3 – gap closes</p> <p>Year 2: close the writing attainment gap by 10% at EXS and 5% at GDS PP: 29.6% EXS @EoY1, 59.3% EoY2 – gap closes PP: 7.4% GDS @EoY1, 7.4% EoY2 – gap</p> <p>Year 1: ensure % of PP pupils attaining EXS and GDS is in line with non-PP PP: 64% EXS @EoYR, 56.3% EoY1 – gap widens PP: EoY1 – gap</p>
<p>Attainment and progress in Maths Achieve above national average attainment and progress scores in KS2 Maths</p>	<p>Reduce the number of PP pupils who are on the aspiring mathematician list (more than one year behind in mathematics) to move more in line with non-PP from 40/63 (63%) to 27/63 (43%)</p> <p>Year 6: 10/17 aspiring mathematicians are PP. Reduce number of PP aspiring mathematicians from 10/37 PP pupils (27%) to 7/37 (19%) = 3 fewer PP aspiring mathematicians</p> <p>Year 5: 6/10 aspiring mathematicians are PP. Reduce number of PP aspiring mathematicians from 6/45 PP children (13%) to 4/45 (9%) = 2 fewer PP aspiring mathematicians</p> <p>Year 4: 8/12 aspiring mathematicians are PP. Reduce number of PP aspiring mathematicians from 8/42 PP children (19%) to 6/42 (14%) = 2 fewer PP aspiring mathematicians</p> <p>Year 3: 3/4 aspiring mathematicians are PP. Reduce number of PP aspiring mathematicians from 3/43 PP children (7%) to 2/43 (5%) = 1 fewer PP aspiring mathematician</p> <p>Year 2: 4/7 aspiring mathematicians are PP. Reduce number of PP aspiring mathematicians from 4/24 PP children (17%) to 2/24 (8%) = 2 fewer PP aspiring mathematicians</p> <p>Year 1: 9/13 aspiring mathematicians are PP</p>

	<p>Reduce number of PP aspiring mathematicians from 9/32 PP pupils (28%) to 6/32 (19%) = 3 fewer PP aspiring mathematicians</p> <p>Year 6: close the maths attainment gap by 5% at EXS and 5% at GDS PP: 30% EXS @EoY5, 72% EoY6 – gap closes PP: 14% GDS @EoY5, 23% EoY6 – gap closes</p> <p>Year 5: close the maths attainment gap by 10% at EXS and 5% at GDS PP: 15% EXS @EoY4, 45% EoY5 – gap closes PP: 5% GDS @EoY4, 17.5% EoY5 – gap closes</p> <p>Year 4: close the maths attainment gap by 5% at EXS and 5% at GDS PP: 35% EXS @EoY3, 35% EoY4 – gap stays the same PP: 10% GDS @EoY3, 2.5% EoY4 – gap widens</p> <p>Year 3: close the maths attainment gap by 10% at EXS and 5% at GDS PP: 19.1% EXS @EoY2, 46.8% EoY3 – gap closes PP: 14.9% GDS @EoY2, 19.1% EoY3 – gap closes</p> <p>Year 2: close the maths attainment gap by 10% at EXS and 5% at GDS PP: 29.6% EXS @EoY1, 48.1% EoY2 – gap closes PP: 0% GDS @EoY1, 7.4% EoY2 – gap closes</p> <p>Year 1: close the maths attainment gap by 5% at EXs (<5%) at acquire and maintain a percentage at GDS PP: 67%% EXS @EoYR, 45.5 % EoY1 – gap widens PP: EoY1 – gap widens</p> <p>Ensure % of PP pupils attaining EXS and GDS is in line with non-PP</p>
<p>Higher prior-attaining pupils Increase progress and attainment scores at the end of KS2 for all higher prior-attaining PP pupils</p>	<p>We would normally aim to increase the progress scores for the end of KS2 for all HA pupils by 50% however, due to Covid, there is no prior attainment data available for this current cohort of Year 6 pupils.</p> <p>Sats scores for cohort 2023-2024 Pp children with 110+ score for: Reading: 14 (32.6%) Writing: 5 (11.6%) Mathematics: 10 (23.3%)</p> <p>In comparison non pp children with a score of 110+ for: Reading: 32 (66.7%) Writing: 10 (20.8%) Mathematics: 22 (45.8%)</p> <p>Gap between pp and non pp pupils in reading is 34.1% in comparison to the previous academic year which was 4%- gap widens. Gap between pp and non pp pupils in writing is 9.2% in</p>

	<p>comparison to the previous academic year which was 16%- gap closes. Gap between pp and non pp pupils in maths is 22.5% in comparison to the previous academic year which was 5+%- gap widens.</p>
<p>Mathematics PP children achieve national average expected standard in Multiplication Tables Check in line with non-PP pupils</p>	<p>65% of PP pupils achieve the expected standard in Multiplication Tables Check – PP pupils to remain in line with, or better than, non-PP in MTC scores</p> <p>Average score for all pupils on the MTC = 20.02 59 pupils achieved scores 20+ 26/44 PP pupils achieved 20+ = 19.34</p>
<p>Phonics PP children achieve national average expected standard in PSC</p>	<p>75% of PP pupils in Year 1 achieve the expected standard in Phonics Screening Check</p> <p>24/33 (73%) PP children achieved the expected standard in phonics (up from 65% last year)</p> <p>Increase the % of Year 2 PP pupils achieving the expected standard in Phonics Screening Check to 50%, closing the gap with non-PP pupils (of the 8 PP children who were Wt at EoY1, half will pass by EoY2)</p> <p>4/8 PP pupils who were Wt at EoY1 achieved the expected standard at Y2</p> <p>The 4 PP children still Wt in Y2 phonics screening (+3 disapplied – SEND). Other arrived mid-year and scored 17 representing good progress from baseline.</p>
<p>Attendance – overall attendance Improve attendance of disadvantaged pupils</p>	<p>Improve attendance of disadvantaged pupils, reducing the gap between PP and non-PP to <2%</p> <p>(PP attendance 2022-23 = 92.9% Non-PP attendance 2022-23 = 95.7%)</p> <p>(PP attendance 2023-24 = 90.8% Non-PP attendance 2023-24 = 95.4%)</p> <p>This data is for children aged 5 and above.</p>
<p>Attendance – persistent absentees Reduce number of Persistent Absentee disadvantaged pupils</p>	<p><i>In 2023, 52/83 persistent absentees were PP pupils.</i></p> <p>Reduce number of Persistent Absentee disadvantaged pupils to no more than</p>

	<p>50% of the overall number of PP pupils – more in line with whole school average In 2024 54/80 persistent absentees were pupil premium pupils.</p>
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Family support

Support families of PP pupils with individualised, non-academic provision

Provide individualised, non-academic support for disadvantaged pupils, including, but is not limited to:

- **Parenting classes (e.g. ADHD solutions)**
– fewer external this year, more work with Clare Kane (Family Support Worker), who does also signpost to additional external services
- **Art therapy/play therapy** – remains in place for pupils with significant need
- **Books-for-home scheme (sharing stories)** Every child received a book for Christmas once again this year. The reading curriculum has been rewritten and so this should be easier to put in place in the coming year.
- **Counselling support services** Provided to support a range of pupils coping with SEMH, bereavement, anxiety etc.
- **SEMH support services** Joint-funded from PP/SEN budgets and supporting pupils coping with SEMH, bereavement, anxiety etc.
- **Pupil premium learning workshops** In some year groups (Nursery/Rec/music across the school – can be extended next year)
- **LAC support (e.g. after-school provision, swimming lessons, dance club, music lessons, home resources)** Provision continues in conjunction with the virtual school on a basis of individual need
- **Holiday activities** Paid places provided for PP families at October half term and Easter but unable to offer over summer due to building works
- **Food support** Christmas hampers to 50 families, + addition as-and-when needed food support for families across the year. Family support worker can signpost to foodbanks/food support charities
- **Breakfast club places** Remains free for all children, with support from Fareshare and the PP funding, supporting over 200 children across the year
- **Travel subsidy/transport support** - families in need continue to apply and receive help with bus passes/lifts to school
- **Trip subsidy, including match-funding for residential trips** Subsidised trips to the value of £20,000
- **Uniform** Over £2000 worth to 100+ pupils