

Pupil premium strategy statement

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	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.
2	Ensuring that quality first teaching remains at least consistently good in all year groups.
3	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.
4	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.
5	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.
6	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.
7	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.
8	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.
9	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.
10	Punctuality – 86 pupils were late on >10% of days. 61/86 (70.9%) were PP. 12 PP children had >90 days late. 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).

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>Year 6: close the reading attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 5: close the reading attainment gap by 5% at EXS and maintain higher % of PP pupils attaining GDS</p> <p>Year 4: close the reading attainment gap by 10% at EXS and 10% at GDS</p> <p>Year 3: maintain higher % of PP pupils attaining EXS/GDS</p> <p>Year 2: close the reading attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 1: ensure % of PP pupils attaining EXS and GDS is in line with non-PP</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</p> <p>Year 5: maintain higher % of PP pupils attaining EXS/GDS</p> <p>Year 4: close the writing attainment gap by 10% at EXS and GDS</p> <p>Year 3: close the writing attainment gap by 10% at EXS and GDS</p> <p>Year 2: close the writing attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 1: ensure % of PP pupils attaining EXS and GDS is in line with non-PP</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</p>

	<p>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. 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</p> <p>Year 5: close the maths attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 4: close the maths attainment gap by 5% at EXS and 5% at GDS</p> <p>Year 3: close the maths attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 2: close the maths attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 1: close the maths attainment gap by 5% at EXs (<5%) at acquire and maintain a percentage at GDS</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>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>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>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>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>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 50% of the overall number of PP pupils – more in line with whole school average</p>
<p>Family support Support families of PP pupils with individualised, non-academic provision</p>	<p>Provide individualised, non-academic support for disadvantaged pupils, including, but is not limited to:</p> <ul style="list-style-type: none"> • Parenting classes (e.g. ADHD solutions) • Art therapy/play therapy • Books-for-home scheme (sharing stories) • Counselling support services • SEMH support services • Pupil premium learning workshops • LAC support (e.g. after-school provision, swimming lessons, dance club, music lessons, home resources) • Holiday activities and food support • Breakfast club places • Travel subsidy/transport support • Trip subsidy, including match-funding for residential trips • Uniform • PP workshops

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff, including ECTs, are trained in the teaching of reading, reading comprehension and vocabulary (including all relevant staff receiving training – both in school and out - to deliver the phonics scheme effectively)	EEF: teaching pupils reading comprehension strategies leads to a +6 month gain in reading attainment https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	1, 2, 3, 6
Ensure all staff including ECTs, are trained in the teaching of mathematics (following the 'ready to progress' guidance). Monitor the implementation of the new maths curriculum and assessments in line with the 'ready to progress' curriculum	DfE: 2020 mathematics guidance aims to summarize the most important knowledge and understanding within each year group https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools	1, 2, 3, 6, 7
Ensure all staff including ECTs, are trained in the teaching of a	EEF: offering pupils opportunities for arts participation leads to a +3 month gain in attainment and offering physical activity leads to a +1 month gain in attainment	1, 2, 3, 5

<p>broader curriculum (following the PKC structure). Monitor the implementation of the new, broader foundation curriculum in providing children with opportunities to develop new language and cultural capital</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit DfE: 2021 curriculum guidance aims to help schools prioritize elements in the curriculum to provide a broad curriculum https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed targeted reading intervention (e.g. Early Words, Reading Coaching, Inference Training) alongside quality first teaching or reading for PP aspiring early readers to secure accelerated progress in reading</p>	<p>EEF: teaching pupils reading comprehension strategies leads to a +6 month gain in reading attainment https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>In school analysis, using Edukey, shows interventions including reading coaching and inference training to be successful.</p>	<p>1, 4, 6</p>
<p>Encourage wider reading – due to a lack of reading materials at home – by ensuring ohonetically-matched reading books and the Books-for-Home Sharing Stories scheme for PP Aspiring Early Readers <i>(3 year plan)</i></p>	<p>NLT: Research by the National Literacy trust suggests children in receipt of FSM are less likely to own their own books, which correlates negatively with reading attainment https://literacytrust.org.uk/research-services/research-reports/book-ownership-literacy-engagement-and-mental-wellbeing/</p>	<p>1, 4, 5, 6</p>
<p>Embed targeted small-group maths interventions (including established number interventions and daily catch-up/booster) for PP aspiring mathematicians to secure accelerated progress in maths</p>	<p>EEF: guidance reports on improving the teaching and learning of mathematics in EYFS/KS1 and KS2 - small group tuition leads to a +4 month gain in attainment https://educationendowmentfoundation.org.uk/school-themes/mathematics/</p>	<p>1, 4, 6, 7</p>

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with attendance / punctuality difficulties by employing a designated attendance officer in the office / EWO support	DfE: the higher the overall absence rate across KS2, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3x more likely to achieve age-related expectations at the end of KS2 https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	4, 8, 9, 10
Support families with attendance / punctuality difficulties by offering free Breakfast Club and transport-to-school support	Institute for Fiscal studies/EEF: offering breakfast club places to disadvantaged children can improve academic attainment (+2 months) https://www.ifs.org.uk/publications/8714	4, 8, 9, 10
Employ Family Learning and Parenting Coordinator to provide individualised family support, funded by PP (e.g. parenting classes, ADHD solutions, play/art therapy, counselling, LAC support, PP workshops, uniform and home stationery)	EEF: research suggests that offering more sustained, intensive family support can help develop positive behaviour and family relationships which impact on school attainment https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/	4, 5, 8, 9, 10
Increase opportunities for disadvantaged pupils to engage with activities which provide real world experiences, cultural capital and vocabulary from beyond their familiar	EEF teaching and learning toolkit: Arts participation (+2), Outdoor Adventure learning (+4), Sports participation (+2) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	4, 5

setting and life experience		
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Total budgeted cost: £380,000

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.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

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?	N/A – we do not have any service children.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.