

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – September 2023
Date this statement was published	October 14 th 2022
Date on which it will be reviewed	July 7 th 2023
Statement authorised by	Mathew Alcock
Pupil premium lead	Louise McMahon
Governor / Trustee lead	Zoé Capey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1385 x 261 (Oct. 2021 census) = £361,485 By July 2023, PP numbers were up to 279 children
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	£361,485

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	5 PP pupils (S-MB, AF, EH, GL, RT) on entry into Reception are working at age-related expectations – compared with 18 non-PP pupils.
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 and September 2022 there are six.
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,
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 2022, PP pupils were over-represented among CCPS' weaker readers (e.g. >2 years behind for decoding and comprehension) in all years groups, particularly when PP is coupled with SEN additionally, which has an impact on academic attainment through access to the curriculum.
7	In September 2022, PP pupils were over-represented among CCPS' weaker mathematicians (e.g. >2 years behind for number and calculation), particularly in years 5, 4, 3 and 2, which has an impact on academic attainment through access to the curriculum.
8	Attendance rates for PP were 92.9% in 2021-2, compared to 95.7% in 2021-22 for non-PP pupils. The gap has decreased by 0.6% last year, but needs to close further.
9	Persistent absence rates were significantly higher for PP pupils (14.9% = 37/249 PP-pupils in 2021-22) than for non-PP pupils (4% = 14/350 non-PP-pupils in 2021-22). The gap between PP and non-PP Pas grew from the end of 2021 to 2022.
10	Punctuality – 88 pupils were late on >10% of days. 63/88 (71.6%) were PP. 25 PP children had >90 days late. Poor punctuality was relatively common among PP-pupils in 2021-22 (25% = 62/249 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 weaker reader list (to move in line with non-PP) from 42/249 (17%) at the Eo2022 to 32/249 (13%) = ten fewer weaker readers</p> <p>EoY whole school = achieved, in the main</p> <p>In KS1-2, 77/529 children are weaker readers. Around 43% of the KS1-2 population are in receipt of PP. 37 of the 77 (48%) weaker readers are PP – so PP are slightly over-represented among the weaker readers. The majority of PP weaker readers are PPO – with SEN the most common reason.</p> <p>Year 6: maintain PP weaker reader % in line with non-PP and reduce number of weaker from 4/38 (11%) to 3/39 (8%) = 1 fewer PP weaker readers</p> <p>EoY6 = partially achieved.</p> <p>4/8 weaker readers are PP - so PP weaker reader % rate is similar to non-PP. However, the number of weaker reader PP pupils remains at 4. 3/4 are also SEN, with significant attendance issues. 3/4 PP weaker readers progressed 2+ book levels.</p> <p>Year 5: reduce from 8/38 PP weaker readers to 6/38 (25% reduction)</p> <p>EoY5 = not achieved.</p> <p>8/11 weaker readers are PP. 8/38 (11%) PP children are weaker readers – 7 of the 8 are also SEN. In one class, PP pupils made +4, +5, +7 and +12 Book Levels, but staffing in another class lead to less progress.</p> <p>Year 4: maintain PP weaker reader %, in line with all weaker reader % (2/38 PP = below 5%)</p> <p>EoY4 = not achieved.</p> <p>6/7 weaker readers are PP (6/45 children overall = 13% of PP are weaker readers, compared to only 1/45 for non-PP). Extremely limited progress in one class, due to staffing. PPO (SEN) in other plus intervention not applied due to staffing, leading to slower progress.</p> <p>Year 3: reduce from 6/30 (20%) to 5/37 (14%) = 1 fewer PP weaker reader</p> <p>EoY3 = achieved.</p> <p>5/17 weaker readers are PP = one fewer than the beginning of the year. 5/40 (12.5%) PP children are weaker readers. A large influx of new-to-English speakers has significantly increased the weaker reader numbers (but not the PP numbers) in this year group.</p>

Year 2: reduce from 14/40 (35%) to 10/45 (22%), in line with 'all' weaker readers = 4 fewer PP weaker readers

EoY2 = achieved.

4/9 weaker readers are PP. 4/42 (10%) PP children are weaker readers.

Year 1: PP weaker readers in line with non-PP

EoY1 = nearly achieved.

10/27 weaker readers are PP. 10/25 (40%) PP children are weaker readers. PP>non-PP on the weaker readers list.

Year 6: maintain higher % of PP pupils attaining above non-PP in reading at EXS and close the gap by 5% at GDS

PP: 74% EXS @EoY5, 82% EoY6 – gap maintained +2% to +4%

PP: 18% GDS @EoY5, 18% EoY6 – gap closes -13% to -8%

Year 5: close the reading attainment gap by 10% at EXS and 5% at GDS

PP: 51% EXS @EoY4, 41% EoY5 – gap closes -15% to -11%

PP: 24% GDS @EoY4, 16% EoY5 – gap widens -1% to -3%

Year 4: close the reading attainment gap by 5% at EXS and maintain higher % of PP pupils attaining GDS

PP: 56% EXS @EoY3, 33% EoY4 – gap widens -3% to -10%

PP: 22% GDS @EoY3, 7% EoY4 – gap closes -2% to +2%

Year 3: close the reading attainment gap by 5% at EXS and 10% at GDS

PP: 36% EXS @EoY2, 29% EoY3 – gap widens -6% to -11%

PP: 7% GDS @EoY2, 10% EoY3 – gap widens -15% to -17%

Year 2: close the reading attainment gap by 5% at EXS and maintain higher % of PP pupils attaining GDS

PP: 52% EXS @EoY1, 52% EoY2 – gap widens +7% to +1%

PP: 21% GDS @EoY1, 17% EoY2 – gap remains +4%

Year 1: maintain higher % of PP pupils attaining above non-PP in reading at EXS and GDS

PP: 25% EXS @EoEYFS, 21% EoY1 – gap widens -11% to -19%

PP: 25% GDS @EoEYFS, 22% EoY1 – gap widens +1% to -5%

<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 5% at EXS and 5% at GDS PP: 31% EXS @EoY5, 77% EoY6 – gap closes -14% to +6% PP: 10% GDS @EoY5, 13% EoY6 – gap widens -10% to -16%</p> <p>Year 5: close the writing attainment gap by 10% at EXS and 5% at GDS PP: 22% EXS @EoY4, 22% EoY5 – gap closes -26% to -14% PP: 3% GDS @EoY4, 3% EoY5 – gap stays the same (-8%)</p> <p>Year 4: close the writing attainment gap by 5% at EXS and maintain the writing attainment gap (<5%) at GDS PP: 33% EXS @EoY3, 16% EoY4 – gap closes -5% to +2% PP: 9% GDS @EoY3, 2% EoY4 – gap stays the same at +2%</p> <p>Year 3: maintain the writing attainment gap (<5%) at EXS and close the writing attainment gap by 5% at GDS PP: 21% EXS @EoY2, 26% EoY3 – gap stays the same at -14% PP: 7% GDS @EoY2, 10% EoY3 – gap widens -6% to -15%</p> <p>Year 2: close the writing attainment gap by 5% at EXS and 5% at GDS PP: 43% EXS @EoY1, 21% EoY2 – gap widens +3% to -19% PP: 7% GDS @EoY1, 5% EoY2 – gap stays the same at -10%</p> <p>Year 1: close the writing attainment gap by 5% at EXS and achieve a % at GDS as there are currently no children working at GDS for writing PP: 25% EXS @EoEYFS, 13% EoY1 – gap widens -16% to -24% PP: 13% GDS @EoEYFS, 0% EoY1 – gap closes -19% to -3%</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 weaker mathematician list (in line with non-PP) from 27/40 (68%) to 20/40 (50%)</p> <p>Year 6: reduce number of PP weaker mathematicians from 4/39 PP pupils (10%) to 3/39 (8%) = 1 fewer PP weaker mathematicians EoY6 = achieved. Only 3/39 PP children remain as weaker mathematicians at the end of the year. One of these three made accelerated progress. All are PPO (SEN).</p> <p>Year 5: all 10/10 weaker mathematicians are PP. Reduce number of PP weaker mathematicians from 10/38 PP children (26%) to 7/38 (18%) = 3 fewer PP weaker mathematicians EoY5 = not achieved. 14 children end Year 5 as weaker mathematicians, 9 of whom are PP. 9/38 PP</p>

children remain weaker mathematicians (=24%)
– reduction by one. Of the 9 weaker mathematicians, all are PPO.

Year 4: reduce number of PP weaker mathematicians from 4/42 PP children (10%) to 3/42 (7%) = 1 fewer PP weaker mathematicians

EoY4 = achieved.

Of the 4 weaker mathematicians at the beginning of the year, one achieves 3w+ and one 4b+ at the end of the year, bringing them off the weaker mathematicians list. 2/45 (4%) PP children are weaker mathematicians. A further 4 children are only one sublevel from weaker mathematician status at the end of the year (3 of whom are PPO).

Year 3: reduce number of PP weaker mathematicians from 5/37 PP children (14%) to 4/37 (11%) = 1 fewer PP weaker mathematicians

EoY3 = not achieved.

The original 4 weaker mathematicians remain (one left). 3 more have been added (new arrivals, one of whom is PP). 4/40 PP children are weaker mathematicians (10%)

Year 2: reduce number of PP weaker mathematicians from 3/45 PP children (7%) to 2/45 (4%) = 1 fewer PP weaker mathematicians

EoY2 = achieved.

3/42 (7%) PP children are weaker mathematicians at the end of the year – one of whom was added to the PP mid-year.

Year 1: currently only one child in year one is a weaker mathematician – maintain this

EoY1 = achieved.

1 child is working at 30-60w+ and 2 children are at 40-60b+. 1/25 (4%) PP children are weaker mathematicians

Year 6: close the maths attainment gap by 5% at EXS and 5% at GDS

PP: 26% EXS @EoY5, 82% EoY6 – gap closes -19% to -4%

PP: 13% GDS @EoY5, 31% EoY6 – gap closes -3% to +3%

Year 5: close the maths attainment gap by 10% at EXS and maintain the maths attainment gap (<5%) at GDS

PP: 19% EXS @EoY4, 30% EoY5 – gap closes -20% to -4%

PP: 3% GDS @EoY4, 11% EoY5 – gap widens +1% to -5%

Year 4: close the maths attainment gap by 5% at EXS and 5% at GDS

PP: 16% EXS @EoY3, 16% EoY4 – gap widens -7% to -18%

PP: 16% GDS @EoY3, 4% EoY4 – gap closes -7% to -5%

Year 3: close the maths attainment gap by 5% at EXS and 5% at GDS

	<p>PP: 29% EXS @EoY2, 38% EoY3 – gap closes -13% to -6%</p> <p>PP: 12% GDS @EoY2, 14% EoY3 – gap widens - 6% to -12%</p> <p>Year 2: maintain the maths attainment gap (<5%) at EXS and GDS</p> <p>PP: 48% EXS @EoY1, 43% EoY2 – gap widens +11% to -13%</p> <p>PP: 19% GDS @EoY1, 17% EoY2 – gap widens +8% to -2%</p> <p>Year 1: close the maths attainment gap by 5% at EXs (<5%) at acquire and maintain a percentage at GDS</p> <p>PP: 38% EXS @EoEYFS, 29% EoY1 – gap closes -21% to -3%</p> <p>PP: 21% GDS @EoEYFS, 0% EoY1 – gap closes -19% to -5%</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>25% (2/8 children) of higher prior-attaining PP pupils achieve GDS at End of KS2</p> <p><i>Achieved – 4/8 achieved GDS in reading, writing and maths. All 8 achieved GDS in at least one area.</i></p> <p><i>AA – GDS for reading and maths</i></p> <p><i>AB – GDS all</i></p> <p><i>K-SJ-S – GDS all</i></p> <p><i>S-AM – GDS for reading and writing</i></p> <p><i>MM – GDS for all</i></p> <p><i>LM – GDS all</i></p> <p><i>MP – GDS for maths</i></p> <p><i>J-JR – GDS for reading</i></p>
<p>Mathematics PP children achieve national average expected standard in Multiplication Tables Check in line with non-PP pupils</p>	<p>50% of PP pupils achieve the expected standard in Multiplication Tables Check</p> <p><i>Achieved.</i></p> <p><i>29/44 (65.9%) PP pupils scored 20+ in the MTC, compared to 27/43 (62.8%) of non-PP.</i></p> <p><i>Nationally, the average score for disadvantaged pupils was 17.9, while the average score for pupils not known to be disadvantaged was 20.5. Average scores at CCPS for 2022-23 were 20.1 for PP and 20.7 for non-PP.</i></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><i>Not achieved.</i></p> <p><i>69% of all pupils met the standard.</i></p> <p><i>23 PP children: 15 Wa, 8 Wt, = 65% achieved the EXS in phonics screening.</i></p> <p>Increase the % of Year 2 PP pupils achieving the expected standard in</p>

	<p>Phonics Screening Check to 50%, closing the gap with non-PP pupils</p> <p>Achieved.</p> <p>12 of the 16 PP children who did not pass the PSC at year 1 achieved Wa in Y2 PSC.</p> <p>Only 3 PP children still Wt in Y2 phonics screening (+1 disapplied – SEND), but improved scores in all cases (L-JB 12 up from 1, AC 20 up from 14, RS 23 up from 2)</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 2021-22 = 92.9% Non-PP attendance 2021-22 = 95.7%)</p> <p>Not achieved, despite significant intervention.</p> <p>PP attendance 2022-23 = 91.3% Non-PP attendance 2022-23 = 94.6% Gap widens.</p> <p>86 pupils were late on >10% of days. 61/86 (70.9%) were PP.</p> <p>12 PP children has >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>Attendance – persistent absentees Reduce number of Persistent Absentee disadvantaged pupils</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><i>In 2022, 37/51 persistent absentees were PP pupils.</i></p> <p>Not achieved, despite significant intervention.</p> <p>In 2023, 31 non-PP and 52 PP pupils were persistent absentees. 52/83 persistent absentees (63%) were PP.</p> <p>Average attendance of PAs was 80% for non-PP and 76% for PP PAs.</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) – signposted by Family Support Worker to families in need • ✓ Art therapy/play therapy – remains in place for pupils with significant need • ✓ Books-for-home scheme – every child in the school received a book for Christmas. This scheme will be developed next year to a termly book issue.

- ✓ 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.
- ✓ 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 and food support – paid places provided for PP families at October half term, Easter and for three weeks over the summer
- ✓ 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 – PP funding used to subsidise coach travel in all year groups. Trip highlights include nursery's teddy bears' picnic, Y3 residential and Y6 London trip
- ✓ Uniform – over 150 pupils supported with uniform grants in 2022-23
- ✓ PP workshops – animal meet-and-greet in science week, music workshop

Achieved.

Pupils in receipt of PP had access to many if not all of these supports in the 2022-23 academic year.

In addition, relationships have been strengthened with new services (including Leicester Children's Holiday Fund charity, who have supported funding for a number of projects for PP pupils)

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: £80,000

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 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 broader curriculum	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 5

<p>(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>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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed targeted reading intervention (e.g. Early Words, Reading Coaching, Inference Training) for PP weaker 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/ 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 establishing a Books-for-Home scheme for PP Weaker Readers (3 year plan)</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 for PP weaker 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with attendance/punctuality difficulties by employing a designated attendance officer/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 setting and life experience	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

Total budgeted cost: £280,000

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 2021 to 2022 academic year.

Reviewed above in red.

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.