

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 McMahan |
| Governor / Trustee lead | Zoé Capey |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £1385 x 261 (Oct. 2021 census) = £361,485 |
| 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>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>Year 5: reduce from 8/38 PP weaker readers to 6/38 (25% reduction)</p> <p>Year 4: maintain PP weaker reader %, in line with all weaker reader % (2/38 PP = below 5%)</p> <p>Year 3: reduce from 6/30 (20%) to 5/37 (14%) = 1 fewer PP weaker reader</p> <p>Year 2: reduce from 14/40 (35%) to 10/45 (22%), in line with 'all' weaker readers = 4 fewer PP weaker readers</p> <p>Year 1: TBC after first term's benchmarking completed.</p> <p>Year 6: maintain higher % of PP pupils attaining above non-PP in reading at EXS and close the gap by 5% at GDS</p> <p>Year 5: close the reading attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 4: close the reading attainment gap by 5% at EXS and maintain higher % of PP pupils attaining GDS</p> <p>Year 3: close the reading attainment gap by 5% at EXS and 10% at GDS</p> <p>Year 2: close the reading attainment gap by 5% at EXS and maintain higher % of PP pupils attaining GDS</p> <p>Year 1: maintain higher % of PP pupils attaining above non-PP in reading at EXS and GDS</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 5% at EXS and 5% at GDS</p> <p>Year 5: close the writing attainment gap by 10% at EXS and 5% at GDS</p> <p>Year 4: close the writing attainment gap by 5% at EXS and maintain the writing attainment gap (<5%) at GDS</p> <p>Year 3: maintain the writing attainment gap (<5%) at EXS and close the writing attainment gap by 5% at GDS</p> <p>Year 2: close the writing attainment gap by 5% at EXS and 5% at GDS</p> |

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| | <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</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</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</p> <p>Year 4: reduce number of PP weaker mathematicians from 4/42 PP children (10%) to 3/42 (7%) = 1 fewer PP weaker mathematicians</p> <p>Year 3: reduce number of PP weaker mathematicians from 5/37 PP children (14%) to 4/37 (11%) = 1 fewer PP weaker mathematicians</p> <p>Year 2: reduce number of PP weaker mathematicians from 3/45 PP children (7%) to 2/45 (4%) = 1 fewer PP weaker mathematicians</p> <p>Year 1: currently only one child in year one is a weaker mathematician – maintain this</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 maintain the maths attainment gap (<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 5% at EXS and 5% at GDS</p> <p>Year 2: maintain the maths attainment gap (<5%) at EXS and 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>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>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> |

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| <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>In summer 2022, 70% of non-PP met the expected standard in year 1, compared to 62% of PP pupils who met the standard in year 1.</i></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</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>Attendance – persistent absentees Reduce number of Persistent Absentee disadvantaged pupils</p> | <p><i>In 2022, 37/51 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 • 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: £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 |

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| <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> | |
|--|---|--|

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 2020 to 2021 academic year.

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| TBC – July 2023 for this document. |
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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.