

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 | 599 |
| Proportion (%) of pupil premium eligible pupils | 41.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – September 2022 |
| Date this statement was published | January 25 th 2022 |
| Date on which it will be reviewed | July 1 st 2022 |
| Statement authorised by | Mathew Alcock |
| Pupil premium lead | Louise McMahon (Sarabjeet Dhiraj – maternity cover) |
| Governor / Trustee lead | Zoé Capey |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £1345 x 206 (Oct. 2020 census) = £277,070 |
| Recovery premium funding allocation this academic year | £145 x 206 = 29,870 |
| 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 | £306,940 |

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 | No PP pupils on entry into Reception are working at age-related expectations – compared with at least 10-15% on average for non-PP pupils. This gap has widened over the past two years due to Covid-19. |
| 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 2020 saw five Early Career Teachers in the school and September 2021 will see seven. |
| 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. |
| 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 | Pupils in receipt of PP were more likely to have attended school during lockdown one and two of the Covid-19 crisis. However those that did not attend were less likely to access online learning consistently. |
| 7 | In September 2021, PP pupils were over-represented among CCPS' weaker readers (e.g. >2 years behind for decoding and comprehension), particularly in years 1, 2, 4 and 6, which has an impact on academic attainment through access to the curriculum. |
| 8 | In September 2021, PP pupils were over-represented among CCPS' weaker mathematicians (e.g. >2 years behind for number and calculation), particularly in years 6 and 4, which has an impact on academic attainment through access to the curriculum. |
| 9 | Attendance rates for PP were 94.6% in 2018-19, compared to 96.7% in 2018-19 for non-PP pupils. Through the first two terms in 2020-2021 attendance rates for PP were 92.7% compared to 95.1% for non-PP pupils. The gap has increased from 2.1% to 2.4%. |
| 10 | Persistent absence rates were higher for PP pupils (11.2% = 20/178 PP-pupils in 2018-19) than for non-PP pupils (5.1% = 16/312 non-PP-pupils in 2018-19). Due to the closure of reporting attendance in 2019-2020 we don't have any additional data currently. |
| 11 | Punctuality – poor punctuality was relatively common among PP-pupils (23.3% = 41/178 PP pupils) are regularly late (>10% of days late). Current data for the year 2020-2021 shows that on average PP pupils have been late 13 times each compared to non-PP at 7. |

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 60/201 (30%) at the Eo2021 to 42/208 (20%)</p> <p>EoY whole school = achieved</p> <p>42/61 (69%) weaker readers are PP – so PP are over-represented among the weaker readers. 42/249 (16.9%) PP children are weaker readers.</p> <p>Year 6: reduce from 12/36 (33%) to 6/37 (16%) = 6 fewer PP weaker readers</p> <p>EoY6 = not achieved.</p> <p>8/8 weaker readers are PP. 8/36 (22%) PP children are weaker readers, representing a reduction of 4 children.</p> <p>Year 5: maintain PP weaker reader %, in line with all weaker reader % (6/37 PP = below 17%)</p> <p>EoY5 = achieved.</p> <p>4/9 weaker readers are PP. 4/38 (11%) PP children are weaker readers.</p> <p>Year 4: reduce from 9/34 (26%) to 5/37 (14%), in line with 'all' weaker readers = 4 fewer PP weaker readers</p> <p>EoY4 = not achieved.</p> <p>8/10 weaker readers are PP. 8/38 (21%) of PP are weaker readers.</p> <p>Intervention not consistently applied, plus greater proportion of PPO (SEN) leading to slower progress.</p> <p>Year 3: maintain PP weaker reader %, in line with all weaker reader % (5/35 PP = below 15%)</p> <p>EoY3 = achieved.</p> <p>2/3 weaker readers are PP. 2/38 (5%) PP children are weaker readers.</p> <p>Year 2: reduce from 12/25 (48%) to 8/27 (30%) = 4 fewer PP weaker readers</p> <p>EoY2 = achieved.</p> <p>6/10 weaker readers are PP. 6/30 (20%) PP children are weaker readers.</p> <p>Year 1: reduce from 17/34 (50%) to 12/35 (34%), in line with 'all' weaker readers = 5 fewer PP weaker readers</p> <p>EoY1 = very nearly achieved.</p> <p>14/21 weaker readers are PP. 14/40 (35%) PP children are weaker readers.</p> |

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| | <p>Year 6: close the reading attainment gap by 5% at EXS and 10% at GDS PP: 56% EXS @EoY5, 58% EoY6 – gap closes PP: 33% GDS @EoY5, 19% EoY6 – gap widens</p> <p>Year 5: maintain higher % of PP pupils attaining above non-PP in reading at EXS and GDS PP: 77% EXS @EoY4, 85% EoY5 – gap closes PP: 44% GDS @EoY4, 18% EoY5 – gap widens</p> <p>Year 4: close the reading attainment gap by 7% at EXS and 10% at GDS PP: 47% EXS @EoY3, 71% EoY4 – gap closes PP: 24% GDS @EoY3, 26% EoY4 – gap closes</p> <p>Year 3: close the reading attainment gap by 7% at EXS and 7% at GDS PP: 52% EXS @EoY2, 76% EoY3 – gap closes PP: 31% GDS @EoY2, 24% EoY3 – gap widens</p> <p>Year 2: close the reading attainment gap by 15% at EXS and 5% at GDS PP: 39% EXS @EoY1, 61% EoY2 – gap closes PP: 11% GDS @EoY1, 8% EoY2 – gap widens</p> <p>Year 1: close the reading attainment gap by 10% at EXS and 5% at GDS PP: 57% EXS @EoEYFS, 67% EoY1 – gap closes PP: 28% GDS @EoEYFS, 22% EoY1 – gap widens</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 7% at EXS and 10% at GDS PP: 31% EXS @EoY5, 56% EoY6 – gap closes PP: 11% GDS @EoY5, 6% EoY6 – gap widens</p> <p>Year 5: close the writing attainment gap by 5% at EXS and maintain the writing attainment gap (<5%) at GDS PP: 33% EXS @EoY4, 46% EoY5 – gap closes PP: 13% GDS @EoY4, 10% EoY5 – gap widens</p> <p>Year 4: close the writing attainment gap by 15% at EXS and 8% at GDS PP: 40% EXS @EoY3, 50% EoY4 – gap closes PP: 13% GDS @EoY3, 3% EoY4 – gap widens</p> <p>Year 3: close the writing attainment gap by 7% at EXS and maintain the writing attainment gap (<5%) at GDS PP: 50% EXS @EoY2, 62% EoY3 – gap closes PP: 19% GDS @EoY2, 10% EoY3 – gap widens</p> <p>Year 2: close the writing attainment gap by 15% at EXS and maintain below 5% at GDS PP: 44% EXS @EoY1, 69% EoY2 – gap closes PP: 6% GDS @EoY1, 6% EoY2 – gap widens</p> <p>Year 1: close the writing attainment gap by 10% at EXS and 5% at GDS PP: 46% EXS @EoEYFS, 67% EoY1 – gap closes PP: 17% GDS @EoEYFS, 9% EoY1 – gap widens</p> |

Attainment and progress in Maths

Achieve above national average attainment and progress scores in KS2 Maths

Reduce the number of PP pupils who are on the weaker mathematician list (in line with non-PP) from 17/26 (65%) to 12/26 (46%)
22

Year 6: reduce number of PP weaker mathematicians from 7/37 PP pupils (19%) to 4/37 (11%) = 3 fewer PP weaker mathematicians

EoY6 = not achieved.

6/36 PP children remain weaker mathematicians, although three of these children made accelerated progress. All are PPO (SEN).

Year 5: maintain PP weaker mathematician % in line with all weaker mathematician % (3/37 PP who are weaker mathematicians = below 10%)

EoY5 = achieved.

3/38 PP children are weaker mathematicians (=8%)

Year 4: all 4/4 weaker mathematicians are PP. Reduce number of PP weaker mathematicians from 4/34 PP children (12%) to 3/34 (9%) = 1 fewer PP weaker mathematicians

EoY4 = not achieved.

5/38 (13%) PP children are weaker mathematicians – increased by 1 child and all made slow progress. 4 of the 5 are PPO (SEN)

Year 3: reduce number of PP weaker mathematicians from 2/35 PP children (6%) to 1/35 (11%) = 1 fewer PP weaker mathematicians

EoY3 = achieved.

1/38 PP children are weaker mathematicians (<3%)

Year 2: maintain PP weaker mathematician % in line with all weaker mathematician % (currently, 2/25 children are weaker mathematicians: one PP, one non-PP)

EoY2 = not achieved.

3/30 (10%) PP children are weaker mathematicians – increased by 1 child. However, 2 of the 3 are new arrivals with EAL.

Year 1: reduce number of PP weaker mathematicians from 9/19 PP children (47%) to 5/19 (26%) = 4 fewer PP weaker mathematicians

EoY1 = achieved.

4/40 PP children are weaker mathematicians (10%)

Year 6: maintain the maths attainment gap (<5%) at EXS and 5% at GDS

PP: 31% EXS @EoY5, 67% EoY6 – gap closes 2%

PP: 28% GDS @EoY5, 19% EoY6 – gap widens

Year 5: close the maths attainment gap by 7% at EXS and 5% at GDS

PP: 49% EXS @EoY4, 69% EoY5 – gap closes

PP: 18% GDS @EoY4, 13% EoY5 – gap widens

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|---|---|
| | <p>Year 4: close the maths attainment gap by 10% at EXS and 10% at GDS PP: 53% EXS @EoY3, 58% EoY4 – gap closes PP: 16% GDS @EoY3, 3% EoY4 – gap widens</p> <p>Year 3: maintain the maths attainment gap (<5%) at EXS and at GDS PP: 57% EXS @EoY2, 76% EoY3 – gap closes PP: 31% GDS @EoY2, 17% EoY3 – gap widens</p> <p>Year 2: close the maths attainment gap by 15% at EXS and 5% at GDS PP: 44% EXS @EoY1, 72% EoY2 – gap closes PP: 8% GDS @EoY1, 11% EoY2 – gap closes</p> <p>Year 1: close the maths attainment gap (<5%) at EXS and at GDS PP: 48% EXS @EoEYFS, 74% EoY1 – gap closes PP: 28% GDS @EoEYFS, 20% EoY1 – gap widens</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>50% (3/6 children) of higher prior-attaining PP pupils achieve GDS at End of KS2</p> <p><i>Achieved for reading and maths</i> CC – GDS reading and maths, EXS writing AD – WTS reading and maths MF – EXS all BLG – GDS all BR – EXS all AS – GDS reading and maths, EXS writing</p> |
| <p>Mathematics PP children achieve national average expected standard in Multiplication Tables Check in line with non-PP pupils</p> | <p>67% of PP pupils achieve the expected standard in Multiplication Tables Check, representing a close of 10% on the current expected gap from EoY3</p> <p><i>DfE guidance suggested no threshold – data not able to be measured.</i></p> |
| <p>Phonics PP children achieve national average expected standard in PSC</p> | <p>80% of PP pupils in Year 1 achieve the expected standard in Phonics Screening Check</p> <p><i>70% of all pupils met the standard.</i> 43 PP children: 26 Wa, 14 Wt, 2A, 1D = 62% achieved the EXS in phonics screening.</p> <p><i>In summer 2021, 64% of non-PP met the expected standard in year 1, compared to only 28% 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> |

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|---|--|
| | 3 PP children – all still Wt in Y2 phonics screening, but improved scores in 2/3 cases (EH 19 up from 4, AJ 22 up from 11, IFY still 0) |
| Attendance – overall attendance Improve attendance of disadvantaged pupils | Improve attendance of disadvantaged pupils, reducing the gap between PP and non-PP to <2% (PP attendance 2020-21 = 92.2% Non-PP attendance 2020-21 = 95.6%) PP attendance 2021-22 = 92.9% Non-PP attendance 2021-22 = 95.7% Gap closes by .6 |
| Attendance – persistent absentees Reduce number of Persistent Absentee disadvantaged pupils | <i>In 2021, 26/31 persistent absentees were PP pupils.</i> 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 <i>In 2022, 37/51 persistent absentees were PP pupils.</i> |
| 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: <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 REVIEW OCT 2022: Achieved. Pupils in receipt of PP had access to many if not all of these supports in the 2021-22 academic year. |

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 |
|---|---|-------------------------------|
| <p>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)</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>1, 2, 3, 6, 7</p> |
| <p>Ensure all staff including ECTs, are trained in the teaching of mathematics (following the 'ready to progress' guidance). Redesign the maths curriculum and assessments in line with the 'ready to progress' curriculum</p> | <p>DfE: 2020 mathematics guidance aims to summarize the most important knowledge and understanding within each year group and make important connections between areas identified as a priority for helping pupils catch up after Covid-19 https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> | <p>1, 2, 3, 6, 8</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, 7</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, 7</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, 8</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, 9, 10, 11 |
| Support families with attendance/punctuality difficulties by offering free Breakfast Club places 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, 9, 10, 11 |
| 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, 9, 10, 11 |
| 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.

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 |
|-----------|----------|
| None | |
| | |

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.