

## 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   | Cropwell Bishop  |
| Number of pupils in school  | 187  |
| Proportion (%) of pupil premium eligible pupils   | 24 / 13%<br>(Funding for 20 children from 2020 census) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022  |
| Date this statement was published   | Sept 21  |
| Date on which it will be reviewed   | Sept 22  |
| Statement authorised by   | Jenny Cook<br>Head teacher                             |
| Pupil premium lead  | Jeremy Lee<br>PP Lead                                  |
| Governor / Trustee lead   | Wyn Williams   |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £30865    |
| Recovery premium funding allocation this academic year  | £2227.50  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £33092.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Cropwell Bishop Primary School, we strongly believe that the highest possible standards can only be achieved by having the highest expectations for all pupils, irrespective of background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to make progress in line with their peers and ensure their attainment, in all subject areas, is no different to that of non-disadvantaged pupils.

The 'Pupil Premium', along with all forms of school funding are carefully managed to enable us to offer personalised support for children in a variety of ways. High quality teaching and learning is at the heart of our approach, with a focus on areas identified as requiring the most support.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the 'National Tutoring Programme' for pupils whose education has been worst affected through the Covid-19 pandemic, including non-disadvantaged pupils.

Our approach is to provide disadvantaged pupils with the opportunities and encouragement to take up a wide range of enrichment activities to enable them to develop cultural capital, life experiences and social skills that are no different to those of other pupils. Our aim is that their attendance is in line with that of non-disadvantaged pupils and pupils nationally.

The approaches we have selected, aim to support our DP, other vulnerable pupils and pupils who currently have or have previously had a social worker, to make expected progress in line with their non-disadvantaged peers. To support this progress we also aim that disadvantaged-pupils absence from school will be no greater than non-disadvantages pupils and will be less than all pupils nationally.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Low attendance- Records are showing the attendance for DP remains below the non-DP peers. |

|   |   |
|---|---|
|   | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. 60% of disadvantaged pupils have been 'persistently absent' compared to 26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.                    |
| 2 | Limited language and vocabulary for disadvantaged pupils (DP) (both including experiences of the world and with books) compared to non-DP. This has been further exacerbated by the lack of social interaction during the covid pandemic. This is evident through assessments, observations and discussions with pupils.  |
| 3 | Through assessments, observations and discussions with pupils it is evident that DP generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Evidence has shown DP reading attainment has dropped slightly.   |
| 4 | Many children's writing attainment has been adversely affected by school closures for most pupils. This is particularly true of disadvantaged pupils (particularly LKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements.  |
| 5 | Limited early maths experiences affect attainment in KS1 and later their progress in KS2. This is evident through internal assessments, which indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged.<br><br>This has resulted in significant knowledge gaps (exasperated by school closures) leading to pupils falling further behind age related expectations |
| 6 | Through observations and discussions with pupils it is evident that some DP have limited social interaction and opportunities to join in with extra-curricular and enrichment activities (further exacerbated by Covid). Also School's location does not easily provide enrichment opportunities.   |

## 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  |
|--|---|
| Attendance improves typical to national<br>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance is above 96%<br>Sustained high attendance from 2021-22 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 96%, and the attendance gap between dis-advantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> <li>the percentage of all pupils who are persistently absent being below 26% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul> |

|   |  |
|---|--|
| <p>Children make at least expected progress in <b>maths</b>. Increased number achieving ARE and HS at end of key stages</p>           | <p>The gap will close between PP and non-PP children in maths.</p> <p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>   |
| <p>Children make at least expected progress in <b>writing</b>. Increased number achieving ARE and HS at end of key stages.</p>        | <p>The gap will close between PP and non-PP children in writing.</p> <p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p>   |
| <p>Children make at least expected progress in <b>reading/phonics</b>. Increased number achieving ARE and HS at end of key stages</p> | <p>The gap will close between PP and non-PP children in reading.</p> <p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>PP children will pass the phonics screening test in KS1.</p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p> |
| <p>PP will develop social skills and be given the same extra- curricular opportunities as their non-PP peers.</p>                     | <p>DPs will attend after-school clubs, residentials, enrichment and well-being activities to further develop their social interaction and life skills.</p>   |

## 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: £24392.50

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| All staff trained in 'Read Write Inc' phonics approach.  | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>   | 2, 3,4                        |
| Additional phonics interventions targeted at DP who require further phonics support.   | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>   | 2,3,4                         |
| Enhancement of our maths teaching and curriculum planning in line with the DfE and EEF guidance.<br>CPD from the Maths Hub   | The DfE non-statutory guidance has been produced to help schools make effective use of the NC to develop primary pupils' mastery of mathematics. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a><br><br>EEF guidance is based on a range of evidence (for KS2)<br><a href="https://www.educationendowmentfoundation.org.uk/KS2-KS3-Maths-Guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a> | 5                             |
| Improve the quality of social and emotional learning.<br><br>Develop a new wellbeing timetable to spread throughout the academic year, enabling children to develop strategies to take care of themselves. Develop | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life- ensuring our primary children are 'secondary ready' (e.g. improved academic performance, attitudes to learning, behaviour and relationships with peers).<br><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>   | 6                             |

|                               |  |  |
|-------------------------------|--|--|
| the role of a wellbeing lead. |  |  |
|-------------------------------|--|--|

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engaging with the National Tutoring Programme to provide 1:1 and small group tuition for those children whose education has been most affected by the pandemic. A significant number of children receiving the tuition will be DP, including those who are high attainers. | Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.<br><u>Small group tuition   EEF</u><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a><br><br><u>One to one tuition   EEF</u><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> | 2,3,4,5                       |
| Additional phonics interventions targeted at DP who require further phonics support.   | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><u>Phonics   EEF</u><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>  | 2,3,4                         |

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

Budgeted cost:£ 5200

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children. | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 6                             |

|  |  |   |
|--|--|---|
|  | <u>Social and emotional learning   EEF</u><br><u>(educationendowmentfoundation.org.uk)</u>   |   |
| Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Children actively encouraged to participate. | Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sport participation and outdoor adventure increases engagement, attainment and self-confidence.<br><u>Physical activity   EEF</u><br><u>(educationendowmentfoundation.org.uk)</u> | 6 |

**Total budgeted cost: £33092.50**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

| Aim  | Target  | Target date | Links to Strategy Aims |
|--|---|-------------|------------------------|
| To embed strategies used to improve vocabulary for PP children, to impact on progress. | <ul style="list-style-type: none"> <li>VIPERs- whole class reading scheme to develop vocabulary and comprehension skills. (Introduced in the summer term- to embed this year).</li> </ul> | Sept 2021   | Strategy Aim 1         |

|               |   |  |  |
|---------------|---|--|--|
| <b>Review</b> | July 21 = 8/17 ch. Previous KS data shows 9/17 ch. In consideration of pandemic there is a drop of 1 ch at 5.8% |  |  |
|---------------|---|--|--|

|   |  |           |                |
|---|--|-----------|----------------|
| To improve attendance/ persistent lateness of PP chn. | <ul style="list-style-type: none"> <li>Continue to monitor attendance/ persistent lateness and work with outside agencies</li> </ul> | Sept 2021 | Strategy Aim 2 |
|---|--|-----------|----------------|

|               |   |  |  |
|---------------|---|--|--|
| <b>Review</b> | July 21 = Attendance without Covid codes<br>8/3/21 – 28/7.21<br>Disadvantaged = 92.8%<br>Non Disadvantaged = 96.8%<br>Result shows a lower attendance rate for Disadvantaged Pupils |  |  |
|---------------|---|--|--|

|   |   |           |                |
|---|---|-----------|----------------|
| To identify gaps and provide targeted support in English and Maths. | <ul style="list-style-type: none"> <li>• Additional support to deliver personalised/ small group intervention programmes.</li> <li>• To continue to develop writing in line with whole school curriculum development and promote rich, meaningful writing across the curriculum.</li> </ul>   | Sept 2021 | Strategy Aim 3 |
| <b>Review</b>   | <p>Writing<br/> July 21 = 9/17 ch Previous KS Data shows 6/17 ch<br/> In consideration of the pandemic there is an increase of 3 ch at 17.4 %</p> <p>Maths<br/> July 21 = 8/17 ch Previous KS Data shows 7/17 ch<br/> In Consideration of the pandemic there is an increase of 1 ch at 5.8%</p> <p><b>Services children</b> = 1 Data is inclusive of 5 ch. Attainment remains high.</p> |           |                |

## 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?    | Support staff within the class to help facilitate challenge through interventions and further questioning. |
| What was the impact of that spending on service pupil premium eligible pupils? | Data shows attainment of service child remains high.   |



**Further information (optional)**

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