

Pupil premium strategy statement 2022-23 CBPS

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	196
Proportion (%) of pupil premium eligible pupils	28 / 14% (Funding for 24 children from 2021 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 22
Date on which it will be reviewed	Sept 23
Statement authorised by	Jenny Cook Head teacher
Pupil premium lead	Jeremy Lee PP Lead
Governor / Trustee lead	Wyn Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31210
Recovery premium funding allocation this academic year	£3564
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	£34774

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. 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 to be typical to national for all pupils. To achieve and sustain improved attendance for our disadvantaged pupils.	PP attendance is above national PP attainment. Sustained high attendance from PP is typical to national for all children.

<p>Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p>The number of pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil. 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 writing. Increased number achieving ARE and HS at end of key stages.</p>	<p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil. 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. Children will use their phonics knowledge from FS/KS1 to support with writing.</p>
<p>Children make at least expected progress in reading/phonics. Increased number achieving ARE and HS at end of key stages</p>	<p>The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil. 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. 100% PP children will pass the phonics screening test in KS1.</p>
<p>Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.</p>	<p>Every Pupil Premium child will attend an extra-curricular activity. Pupil Premium children will have access to the same curriculum enrichment activities as their peers.</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: £25,574

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. Phonics EEF (educationendowmentfoundation.org.uk)	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. Phonics EEF (educationendowmentfoundation.org.uk)	2,3,4
Enhancement of our maths teaching and curriculum planning in line with the DfE and EEF guidance. 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. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) EEF guidance is based on a range of evidence (for KS2) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	5
Improve the quality of social and emotional learning. 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). EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	6

the role of a wellbeing lead.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,700

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.	<p>Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><u>Small group tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p>	2,3,4,5
Additional phonics interventions targeted at DP who require further phonics support.	<p>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.</p> <p><u>Phonics EEF (educationendowmentfoundation.org.uk)</u></p>	2,3,4

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

Budgeted cost:£5,500

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> <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. <u>Physical activity EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	6

Total budgeted cost: £34,774

Part B: Review of outcomes 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Aim	Target	Target date	Links to Strategy Aims
<p>Attendance improves to be typical to national for all pupils.</p> <p>To achieve and sustain improved attendance for our disadvantaged pupils.</p> <p>PP persistent ...<i>(Stuarts notes check)</i></p>	<p>PP attendance is above national PP attainment.</p> <p><i>Attendance for all pupils typical to national.</i></p> <p><i>PP attendance slightly below PP national</i></p> <p>Sustained high attendance from PP is typical to national for all children.</p> <p><i>Persistent absence for PP children below PP national and remains a focus for our strategy.</i></p>	<p>Sep 2022</p>	<p>Strategy Aim 1</p>
<p>Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p>The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.</p> <p><i>There is no formal attainment data for End of FS due to Covid 2020. However, Maths End of KS1 shows PP children attaining above National at EXS and broadly typical at HS.</i></p> <p><i>Maths End of KS1 to End of KS2 shows a drop from EXS at the End of KS1 to NS by 1 mark by one child.</i></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><i>PP children have (2) have a progress value score of -2.6 for maths at the end of KS2</i></p>	<p>Sep 2022</p>	<p>Strategy Aim 5</p>

<p>Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages.</p>	<p>The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.</p> <p><i>There is no formal attainment data for End of FS due to Covid 2020. However, Writing End of KS1 shows PP children attaining below National (1 child+ 20%) at EXS but above at HS.</i></p> <p><i>Writing End of KS1 to End of KS2 shows attainment inline with previous KS data.</i></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><i>PP children (2) have a progress value score of + 5.7 for Writing at the end of KS2.</i></p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p> <p>(Add Writing data FS and KS1)</p> <p><i>KS1 phonics results remain high and above national with all but 1 PP not meeting the threshold.</i></p>	<p>Sep 2022</p>	<p>Strategy Aim 3 and 4</p>
<p>Children make at least expected progress in reading/phonics. Increased number achieving ARE and HS at end of key stages</p>	<p>The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>(Add in end of key stage data KS1 foundation end of KS2- KS1)</p> <p><i>There is no formal attainment data for End of FS due to Covid 2020. However, Reading End of KS1 shows PP children attaining below National (1 child+ 20%) at EXS+ Target for next year.</i></p>	<p>Sep 2022</p>	<p>Strategy Aim 2 and 3</p>

	<p><i>Reading End of KS1 to End of KS2 shows a drop from EXS at the End of KS1 to NS by 2 and 3 marks by both children.</i></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><i>PP children (2) have a progress value score of + 0.7 for Reading at the end of KS2</i></p> <p>100% PP children will pass the phonics screening test in KS1.</p> <p><i>KS1 phonics results remain high and above national with all but 1 PP not meeting the pass threshold.</i></p> <p>.</p>		
PP will develop social skills and be given the same extra-curricular opportunities as their non-PP peers.	<p>DPs will attend after-school clubs, residentials, enrichment and well-being activities to further develop their social interaction and life skills.</p> <p><i>Partially met, however enrichment and extra-curricular opportunities have risen since the impact of covid and will be a main priority for school 2022-23</i></p>		Strategy aim 6

Targeted academic support for last academic year (2021-2022)

Measure	Activity
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	<ul style="list-style-type: none"> • 1-1 teacher from existing staff employed to work with small groups of targeted PP/DP pupils delivering hourly weekly provision. • Sessions were based on teachers AFL and summative assessments identifying gaps

children receiving the tuition will be DP, including those who are high attainers.	<ul style="list-style-type: none"> • Work was done on bridging the gaps to their non PP/DP peers. • HA were also targeted to maintain progress
Additional phonics interventions targeted at DP who require further phonics support.	<ul style="list-style-type: none"> • RWI phonics program has impacted greatly with targeted phonics to specific groups. • Groups were regularly assessed to ensure they received to correct phonics and early reading support.
Raise attainment at Higher Standard in maths using mastery approach	<ul style="list-style-type: none"> • Maths lead worked with Maths Hub to embed teaching for mastery approach across all year groups. • Progress of HA disadvantaged tracked through pupil progress meetings and data input periods through out the year.
Raise attainment of PP children reaching expected standard in writing	<ul style="list-style-type: none"> • PP children made expected or better than expected progress. • Small group provision for disadvantaged pupils and pupils nearing expected standard in focus teaching groups in English by specialist teachers.
To further raise attainment of PP children reaching expected standard in reading	<ul style="list-style-type: none"> • Whole school, research-based approach to increase vocabulary range and comprehension (VIPERS). • WRI Phonics program linked to KS1 spelling and early reading • Small group, targeted TA-led interventions using VIPERS reading strategies in all year groups • English lead to support progression of reading for meaning skills throughout school.
Projected Spending	£27,892.50

Wider strategies from last academic year (2021-2022)

Measure	Activity
Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children.	Support and access to key services including: ELSA with the development of 2 ELSA teachers based in both Key stages.

Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Children actively encouraged to participate.	Trips and residential costings fully or partially covered. Children give opportunities to join clubs and in contributions made for after school and before school provision.
Projected Spending	£5200

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.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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
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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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