

# Pupil premium strategy statement 2023-24 CBPS

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	197
Proportion (%) of pupil premium eligible pupils	30 / 15% (Funding for 28 children form 2022 census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Oct 23
Date on which it will be reviewed	Sept 24
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	£42845
Recovery premium funding allocation this academic year	£1890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,735

# 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 dis-

	<p>advantaged 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 dis-advantaged pupils' progress.</p>
2	<p>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.</p>
3	<p>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.</p>
4	<p>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.</p>
5	<p>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</p>
6	<p>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.</p>

## 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>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 attendance is above national PP attainment.</p> <p>Sustained high attendance from PP is typical to national for all children.</p>
<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 number of pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils</p>

	is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
Children make at least expected progress in <b>writing</b> . Increased number achieving ARE and HS at end of key stages.	<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>
Children make at least expected progress in <b>reading/phonics</b> . Increased number achieving ARE and HS at end of key stages	<p>The number of PP pupils attaining EXS+ 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>100% PP children will pass the phonics screening test in KS1.</p>
Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.	<p>Every Pupil Premium child will attend an extra-curricular activity.</p> <p>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: £27,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc' phonics approach embedded and consistent across FS/KS1	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. <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. <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. 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/424242/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>  EEF guidance is based on a range of evidence (for KS2) <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.  Embed new wellbeing timetable to spread throughout the academic year, enabling children to develop strategies to take care of themselves. Further	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). <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	6

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

Budgeted cost: £8,820

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</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><u>One to one tuition   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2,3,4

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

Budgeted cost: £8,500

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. Develop role further by	<p>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.</p> <p><u>Social and emotional learning   EEF</u></p>	6

offering CPD for another member of staff as the need grows.	<a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
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. <a href="http://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	6

**Total budgeted cost: £44,735**

## Part B: Review of outcomes 2022-23

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

**Point to note:** With PP numbers being relatively low 15% whole school, this can mean in some year groups having only 1 or 2 PP children. The percentages can only show 0% 50% or 100%.

Aim	Review
<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</p> <p><b>Some progress being made towards this outcome.</b></p>	<p><b>PP attendance is above national PP attainment.</b></p> <p><i>Attendance for all pupils typical/to slightly above national.</i></p> <p><i>PP attendance slightly below PP national at 93% S 91.5.</i></p> <p><i>However most recent data for end of summer term shows PP attendance above PP national and inline with non PP peers. 95%</i></p> <p><b>Sustained high attendance from PP is typical to national for all children.</b></p> <p><i>Persistent absence for PP children higher PP national N 21.5 and S 29% and remains a focus for our strategy. (However figures have been affected by long term absence due to outside factors).</i></p> <p><i>Attendance remains a high priority for next year to bring PP children in line with their PP and none PP peers.</i></p>
<p>Children make at least expected progress in <b>maths</b>. Increased number achieving ARE and HS at end of key stages</p> <p><b>Some progress being made towards this outcome</b></p> <p><b>KS1 good</b></p> <p><b>KS2 Some</b></p> <p><b>UKS2 Focus</b></p>	<p><b>The number of PP pupils attaining EXS+ is greater than previous end of previous year attainment for each individual pupil.</b></p> <p><i>National tutoring programme had a positive impact particularly in KS1 and Lower KS2.</i></p> <p><i>Whole school staff INSET Day CPD, and subsequent staff meetings on new maths approach to ensure quality first teaching for all pupils. -</i></p> <p><i>Maths learning walks/ lesson visits evidence that there is a consistent approach in the 'I do, we do, you do' model that has been adopted across school. This gives all pupils the opportunity to practise taught mathematical concepts before moving on to apply them.</i></p> <p><i>Maths KS1 shows PP children attaining above National</i></p>



	<p><i>at EXS and at HS. 100% of KS1 PP children achieved EXS or above.</i></p> <p><i>28% across KS1 achieved HS</i></p> <p><i>Children moving from Y1 to Y2 to be monitored in order to remain HS by the end of KS1 2024</i></p> <p><i>Maths lower KS2 internal data shows progress is being maintained from end of previous Summer, and Spring, However, even though no children have dropped back, upper KS2 continue to maintain a lower percentage, This is an uplift of 1 child since Autumn and maintaining since Spring.</i></p> <p><i>.</i></p> <p><i>End of KS2- 25% achieved EXS+. This is below National for PP 59%</i></p> <p><i>All children N 73</i></p> <p><i>This remains a focus for next year.</i></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><b>Some progress being made towards this outcome</b></p> <p><b>KS1 good</b></p> <p><b>KS2 Some</b></p> <p><b>UKS2 Focus</b></p>	<p><b>The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.</b></p> <p><i>National tutoring programme had a positive impact particularly in KS1 and Lower KS2.</i></p> <p><i>Book looks and across school/ Trust writing moderation supports the above data.</i></p> <p><i>Writing KS1 shows PP children attaining above National and inline with their peers at EXS+ 85.7%( an uplift of 1 child since Spring)) and HS. 28.6%</i></p> <p><i>Writing lower KS2 internal data shows PP attainment below N 71% PPS EXS+ 66.6%. However this is above PP N at 58.3%</i></p> <p><i>HS overall is below their peers and National 13% PPS 8.3%</i></p> <p>Further work needed to convert PP EXS to HS.</p> <p>To plan in more opportunities for longer writing tasks.</p> <p>Across trust monitoring to take place to have comparable standards across LKS1.</p> <p>VGPS a priority on the SIP</p> <p><i>Upper KS2, shows PP children are both below National and their peers</i></p> <p><i>50% EXS+ and 0% at HS. Although attainment in UKS2 below N, data shows progress has been maintained since Spring and with 1 child moving from WTS to EXS since Autumn.</i></p>

	<p><i>End of KS2- 50% achieved EXS. This is slightly below National for PP at 58.3%</i></p> <p><i>All children N 71%</i></p> <p><i>This remains a focus for next year.</i></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><b>Some progress being made towards this outcome</b> <b>KS1 good</b> <b>KS2 Focus</b> <b>UKS2 Focus</b></p>	<p><b>The number of PP pupils attaining EXS+ is greater than previous end of Key Stage attainment for each individual pupil.</b></p> <p>CPD and Teaching of RWI continues to make a positive impact on reading/phonics in F and KS1. Targeted interventions and rigorous phonics assessments also support this.</p> <p>Learning walks/ lesson visits show that RWI is embedded and consistent across FS and KS1. . Lesson visits by phonics lead evidence that opportunities for writing and applying learnt phonics is embedded into daily phonics sessions. . Book looks/ lesson visits evidence that a number of pupils (particularly KS1) are using their phonic knowledge in the writing.</p> <p><i>Reading KS1 shows PP children attaining above National and in line with their peers at EXS+ 85.7%</i> <i>PP HS below their peers but above National 18% PPS 28.6 Overall this has been maintained since Spring and an uplift of 1 child since Autumn</i></p> <p><i>Reading lower KS2 shows PP children attaining below National and their peers and EXS+ 41.6% and HS 8.3 This is also below PPN 60.3%</i></p> <p><i>Reading upper KS2 shows PP children are attaining below National and their peers 50% down since Spring by 1 child. PPN 60.3</i></p> <p><i>Progress for UKS2 shows PP children have declined in their progress since Spring (1 child)</i></p> <p><i>End of KS2- 50% achieved EXS. This is slightly below National for PP at 60.3%</i></p> <p><i>All children N 73%</i></p> <p><i>This remains a focus for next year.</i></p> <p><b>Phonics screening test in KS1.</b> Y1 PP = 75% achieved required pass mark. National PP = 71%.</p>

	<p>Y2 PP = 100% achieved required pass mark.  National PP = 80%  Total Pass 85.7% (Year 1 and 2)  Rushcliffe PP = 85.9 inline  National PP = 81%</p>
<p>PP will develop social skills and be given the same extra-curricular opportunities as their non-PP peers.</p>	<p><b>DPs will attend after-school clubs, residentials, enrichment and well-being activities to further develop their social interaction and life skills.</b></p> <p>PP children have had access to funding for trips, music tuition, after school and lunch clubs</p> <p>DP pupils have all been offered funded access to an after-school club, music tuition and support with education visits through our standard offer. The intake on this has increased since the previous year.</p> <p>Support towards funding for school visits and Year 5/6 residentials have continued to be offered through our standard offer.</p>

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
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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