

Pupil premium strategy statement 2024-25 CBPS

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	188
Proportion (%) of pupil premium eligible pupils	29 /15% (Funding for 30 children form 2023 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
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	£43,691 (2023 census)
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	£43,691

Part A: Pupil premium strategy plan

Statement of intent

Overarching aims:

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.

Quality First Teaching: Quality First Teaching for all pupils is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This includes developing a positive learning culture, establishing strong 'Habits of discussion', 'Habits of attention' and 'No opt-out' strategies.

Targeted Academic Support: Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they are set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Wider strategies: 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 all 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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: 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 2.8% lower than for non-disadvantaged pupils. 34% of disadvantaged pupils have been 'persistently absent' compared to 7% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Attainment/Progress Language/Phonics/Reading: Through assessments, observations and discussions with pupils it is evident that DP generally have limited language, (both including experiences of the world and with books) compared to non-DP. It is also evident that DP show greater difficulties with phonics than their peers. This negatively impacts their development as readers. Evidence has shown DP reading attainment has dropped slightly. Also, limited language and vocabulary for disadvantaged pupils (DP) (both including experiences of the world and with books) compared to non-DP.
3	Attainment/Progress Writing 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.
4	Attainment/Progress Maths: 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
5	Extra Curricular/ Enrichment: 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 (often linked to cost). Also, School's location does not easily provide enrichment opportunities, (poor public transport links).

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. And in line with national for all pupils. Sustained high attendance from PP is typical to national for all children.
Children make at least expected progress in maths . Increased number achieving ARE and HS at end of key stages	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.
Children make at least expected progress in writing . Increased number achieving ARE and HS at end of key stages.	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.
Children make at least expected progress in reading/phonics . Increased number achieving ARE and HS at end of key stages	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.
Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.	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.

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: £26,428

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. 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)	4
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)	5

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

Budgeted cost: £8,832

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. <u>Small group tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	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. <u>Phonics EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	2,3,4
Small group/ 1:1 Tuition to close gaps in reading, writing and maths. Small focused groups during foundation subjects.	Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <u>Small group tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	2, 3,4

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

Budgeted cost: £8,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children.</p> <p>Develop role further by offering CPD for another member of staff as the need grows.</p>	<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 (educationendowmentfoundation.org.uk)</u></p>	6
<p>Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Children actively encouraged to participate.</p>	<p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sport participation and outdoor adventure increases engagement, attainment and self-confidence.</p> <p><u>Physical activity EEF (educationendowmentfoundation.org.uk)</u></p>	6

Total budgeted cost: £43,691

Part B: Review of outcomes 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

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>Some progress being made towards this outcome.</p>	<p>PP attendance is in line with national PP attainment but below national all. PP S 91.7% PP N 91.8. N for all pupils 94.4%</p> <p>A decrease in difference from 4% (2022-23) to 2.7% (2023-24)</p> <p>Attendance improvements from last year were sustained in 23-24 and the gap is narrowing however still exists. 2022-23 90.6% 2023-24 91.7%</p> <p>Persistent absence for PP children higher PP national and remains a focus for our strategy. Action: <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 maths. Increased number achieving ARE and HS at end of key stages</p> <p>Progress being made towards this outcome</p> <p><i>(To note 2 PP children in KS1 are also on the SEND register. 3 PP children across KS2 are also on the SEND register and 1 EAL)</i></p>	<p>The number of PP pupils attaining EXS+ at the end of <u>KS1 and KS2</u> is slightly lower than previous end of previous year:</p> <table> <tr> <th>KS1</th><th>KS2</th></tr> <tr> <td>2022-23 (4/4 children)</td><td>2022-23 (4/8 children)</td></tr> <tr> <td>2023-24 (3/5 children)</td><td>2023-24 (3/8 children)</td></tr> </table> <p>1 child fewer in both key stages and a gain of another child in KS1</p> <p>HS attainment in both KS1 and KS2 has been maintained from the previous year</p> <p>Maths end of KS1 KS1 PP children (3/5 children) achieved EXS or above end of KS1. (2/5) achieved HS</p> <p>Across KS1 (7 children) (4/7 children) achieved EXS+</p>	KS1	KS2	2022-23 (4/4 children)	2022-23 (4/8 children)	2023-24 (3/5 children)	2023-24 (3/8 children)
KS1	KS2						
2022-23 (4/4 children)	2022-23 (4/8 children)						
2023-24 (3/5 children)	2023-24 (3/8 children)						

	<p>Action: <i>Children moving from Y1 to Y2 to Year 3 to be monitored in order to uplift at least 1 child at EXS in Y3. Maintain HS by the end of KS1 2025.</i></p> <p>Maths end of lower KS2 (11 children) internal data shows progress and attainment has been maintained with an uplift of one child at HS.</p> <p>Maths Y5 and 6 Upper UKS2 combined (16 children) internal data shows progress and attainment has been maintained with an uplift of one child at EXS</p> <p>Action: <i>To maintain PP progress at EXS and look to target those on the boarder line EXS to meet HS when in Y6.</i></p> <p>End of KS2- (3/8 children) achieved EXS+. This was a drop of 1 child at EXS. HS progress and attainment was maintained.</p> <p>Action: <i>This remains a focus for next year. Coaching and mentoring is being put in place from Maths lead and SLTI to support UKS2.</i> <i>PP children to be high priority through intervention/tutoring and boosters in Y6 to maintain their progress and attainment and uplift EXS to HS.</i></p>						
<p>Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages.</p> <p>Some progress being made towards this outcome</p> <p><i>(To note 2 PP children in KS1 are also on the SEND register. 3 PP children across KS2 are also on the SEND register and 1 EAL)</i></p>	<p>The number of PP pupils attaining EXS+ at the end of <u>KS1 and KS2</u> has been maintained or increased from end of previous year:</p> <table> <tr> <th>KS1</th><th>KS2</th></tr> <tr> <td>2022-23 (3/4 children)</td><td>2022-23 (4/8 children)</td></tr> <tr> <td>2023-24 (3/5 children)</td><td>2023-24 (5/8 children)</td></tr> </table> <p>Writing end of KS1 (3/5 children) achieved EXS+ (1/5 children) achieving HS. Across KS1 (7 children) (4/7 children) achieved EXS+ (2/7 children) achieved HS</p>	KS1	KS2	2022-23 (3/4 children)	2022-23 (4/8 children)	2023-24 (3/5 children)	2023-24 (5/8 children)
KS1	KS2						
2022-23 (3/4 children)	2022-23 (4/8 children)						
2023-24 (3/5 children)	2023-24 (5/8 children)						

	<p>Action: <i>Children moving from Y1 to Y2 to Year 3 to be monitored in order to uplift at least 1 child at EXS in Y3. At least maintain HS by the end of KS1 2025.</i></p> <p>Writing end of lower KS2 (11 children) internal data shows attainment has been maintained for both EXS and HS (9/11 children) achieving EXS+ (1/11 children) achieving HS. <i>Converting EXS to HS remains a focus.</i></p> <p>Writing Y5 and 6 Upper UKS2 combined has been maintained with an uplift of 1 ch at EXS (16 children) (8/16 children) achieving EXS. <i>Converting EXS to HS remains a focus.</i></p> <p>Action: <i>To uplift EXS+ by at least 1 child and look to target those on the boarder line EXS to meet HS when in Y6.</i></p> <p>End of KS2- (5/8 children) achieved EXS+. This is an increase of 1 child from the previous year.</p> <p>Action: <i>Further work needed to convert PP EXS to HS. To plan in more opportunities for longer writing tasks. Across trust monitoring to take place to have comparable standards. Writing a priority on the SIP.</i></p>						
<p>Children make at least expected progress in reading/phonics. Increased number achieving ARE and HS at end of key stages</p> <p>Good progress being made towards this outcome</p>	<p>The number of PP pupils attaining EXS+ at the end of <u>KS1</u> has been increased from end of previous year. KS2 there has been a slight drop by 1 child.</p> <table> <tr> <th>KS1</th><th>KS2</th></tr> <tr> <td>2022-23 (3/4 children)</td><td>2022-23 (4/8 children)</td></tr> <tr> <td>2023-24 (4/5 children)</td><td>2023-24 (3/8 children)</td></tr> </table> <p>HS progress has been maintained.</p> <p>Reading end of KS1 (4/5 children) achieved EXS+ (2/5 children achieved HS</p>	KS1	KS2	2022-23 (3/4 children)	2022-23 (4/8 children)	2023-24 (4/5 children)	2023-24 (3/8 children)
KS1	KS2						
2022-23 (3/4 children)	2022-23 (4/8 children)						
2023-24 (4/5 children)	2023-24 (3/8 children)						

<p><i>(To note 2 PP children in KS1 are also on the SEND register. 3 PP children across KS2 are also on the SEND register and 1 EAL)</i></p>	<p>Across KS1 (7 children) (4/7) achieved EXS+ (2/7) achieved HS</p> <p>Phonics screening test in KS1. Y1 PP = (2 children). (1/2 children) achieved required pass mark. Y2 PP =5 children. 100% achieved required pass mark. Total across KS1 85.7% (6/7 children)</p> <p>Reading end of lower KS2 (11 children) internal data shows attainment has been increased by 3 children for both EXS and HS (9/11 children) achieving EXS+ (2/11 children) achieving HS.</p> <p><i>Converting EXS to HS remains a focus.</i></p> <p>Reading Y5 and 6 Upper UKS2 combined has been broadly maintained with a drop of 1 ch at EXS (16 children) (8/16 children) achieving EXS.</p> <p><i>Converting EXS to HS remains a focus.</i></p> <p>End of KS2- (3/8 children) achieved EXS. This is an decrease of 1 child from the previous year.</p> <p>Action: <i>Reading overall is a priority on SIP</i></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. PP children have had access to funding for trips, music tuition, after school and lunch clubs. 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. Support towards funding for school visits and Year 5/6 residentials have continued to be offered through our standard offer.</p> <p>Action:</p>

	Further monitoring in the form of an online form parents can complete informing them of the offer school can make for PP children, will be implemented to ensure uptake can be increased where it can be.

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?	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)