



# Pupil Premium Strategy Statement

## Cawston Church of England Primary Academy

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   | CAWSTON CE PRIMARY ACADEMY |
| Number of pupils in school  | 154                        |
| Proportion (%) of pupil premium eligible pupils                         | 16% [24 pupils]            |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2024                |
| Date this statement was published                                       | December 2021              |
| Date on which it will be reviewed                                       | December 2022              |
| Statement authorised by   | Sharon Brett               |
| Pupil premium lead  | Sharon Brett               |
| Governor / Trustee lead   | Deborah Boldero            |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £26,900 |
| Recovery premium funding allocation this academic year  | £2,900  |
| 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 | £29,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Cawston CE Primary Academy, we have the highest of aspirations and ambitions for all our pupils and believe no child should be left behind. Our aim is to diminish any differences in attainment and progress between disadvantaged children and others in our school and to ensure that, as far as possible, all barriers to achieving this are overcome.

We are working towards achieving these aims by:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to ensure access to the wider curriculum.

## A tiered approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed. In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.

The Pupil Premium Grant / Recovery Funding can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

### **Tier 1: High Quality Teaching and Learning**

- Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.
- Support for high quality teaching through trust wide CPD and sharing of best practice across our federation.
- Curriculum and Assessment: Pixl assessment and therapies are used to help children embed and use knowledge more confidently. Accelerated Reader promotes and tracks reading and is an assessment tool for comprehension and vocabulary skills.

- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.

### **Tier 2: Targeted academic support**

- Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support).
- Using qualified teachers and SENCO to deliver one to one or small group support.

### **Tier 3: Going the extra mile**

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials, extended school provision).

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from reception through the school and more prevalent among our disadvantaged pupils than their peers.                        |
| 2                       | Assessments suggests that disadvantaged pupils generally have greater difficulties with phonics than their peers. This appears to impact more negatively on their writing rather than their reading.   |
| 3                       | Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 4                       | Observations and discussions with pupils and families have identified social and emotional issues due to isolation and lack of enrichment opportunities during school closure.   |
| 5                       | Adverse childhood experiences such as: <ul style="list-style-type: none"> <li>• Domestic Violence</li> <li>• Parental abandonment through separation or divorce</li> <li>• A member of the household experiencing mental health issues</li> <li>• Bereavement due to the loss of a parent</li> </ul> |

## 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   |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including book scrutiny and both formative and summative assessment.   |
| Improved writing attainment among disadvantaged pupils  | KS2 writing outcomes in 2024/25 show that at least 80% achieve the expected standard.  |
| Improved maths attainment for disadvantaged pupils at the end of KS2  | KS2 maths outcomes in 2024/25 show that at least 93% achieve the expected standard and at least 33 % achieve the higher standard   |
| To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• Qualitative data from pupil voice, parent voice and teacher observations</li><li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul> |

## 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: £ 12000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of PiXL package. Training for staff to ensure all resources are used well.      | These tests benchmark children against a large PiXL cohort and provide detailed question level analysis providing insights in to the specific strengths and weaknesses of each pupil to ensure that they receive the right interventions.<br>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF | 1, 2, 3                       |
| Purchase of Accelerated Reader   | Use Accelerated Reader across KS2 to improve comprehension and vocabulary skills.  | 1, 2                          |
| Provide good quality support for pupils with Social, Emotional and Mental Health issues. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>EEF_Social_and_Emotional_Learning.pdf<br>(educationendowmentfoundation.org.uk)                                     | 4, 5                          |

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

Budgeted cost: £9,500

| Activity                  | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------------|---|-------------------------------|
| 1:1 support interventions | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition   EEF<br>(educationendowmentfoundation.org.uk) | 1, 2, 3                       |

|  |  |   |
|--|--|---|
| PiXL Therapies – small group tuition targeting specific areas in maths | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF | 3 |
|  |  |   |

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

Budgeted cost: £ 8000

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| Extra Curricular Activities such as music lessons, clubs and school trips | Arts participation can have a positive impact on academic outcomes in other parts of the curriculum<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> | 4, 5                                 |
|   |  |                                      |

**Total budgeted cost: £ 29,500**

## 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.

Cohort of 18 disadvantaged children Yr R - 6 These figures are based on teacher assessment and testing using PiXL resources and end of Key Stage papers where appropriate.

|                                 | Children achieving at the expected standard (%) | Children achieving at Greater Depth (%) |
|---------------------------------|---|---|
| Reading                         | 83  | 11                                      |
| Writing                         | 61  | 0                                       |
| Maths                           | 67  | 6                                       |
| Reading/Writing/Maths combined  | 61  | 0                                       |
|                                 | Children achieving a pass (%)                   |   |
| Phonics Check Yr 2 (1 child)    | 100   |   |
| Phonics Check Yr 1 (3 children) | 67  |   |

Our internal assessments during 2020/21 saw a widening of the gap between the attainment of disadvantaged and non-disadvantaged pupils. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning. School closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded interventions and improvements to teaching as we had intended. Throughout closure we continued to deliver our intended curriculum to the best of our ability using a mixture of live teaching and online resources

## 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 |
|-----------|----------|
| n/a       |          |
|           |          |

## 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     |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a     |