

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium 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.

This is year 3 of our three-year strategy plan.

### School overview

Detail	Data
School name	Cawston Grange Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	16%
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	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	K.Worthington
Pupil premium lead	J Pate
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,645
Recovery premium funding allocation this academic year	£11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£118,100</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to provide all pupils with the opportunity to achieve; to inspire them to be aspirational and well-rounded individuals. We look carefully at individual circumstances to identify barriers, working in a multi-disciplinary way to provide interventions and support. We offer a broad and ambitious curriculum and target our funding to ensure that every child has full access to our curriculum offer.

Long term aims:

- To eliminate the attainment and progress gap between disadvantaged and non-disadvantaged pupils
- To support all pupils to access a broad and ambitious curriculum allowing them to build strong foundations for future success
- To promote the mental health and wellbeing of all pupils but especially those who have faced additional challenges.

We aim to achieve this through:

- Ensuring that the quality of teaching and learning opportunities is always of a high standard, meeting the needs of all learners
- Quickly identifying those pupils who need additional support and providing timely intervention led by well-qualified staff
- Monitoring attendance in school and supporting children to be in school regularly
- Providing high quality pastoral and mental health support to children
- Supporting attendance at extra-curricular activities and providing a broad and ambitious curriculum
- Working alongside families and offering support where needs are identified

### Challenges

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

Challenge number	Detail of challenge
1 Lower attainment	Internal and external assessments indicate that attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

2 Well-being concerns	National studies and internal observations indicate that the well-being of many of our disadvantaged pupils has been more significantly impacted than for non-disadvantaged pupils. Social and emotional difficulties are preventing children from fully accessing learning.
3 Lower levels of engagement and ambition in lessons	Our observations demonstrate that a higher number of disadvantaged pupils are finding it difficult to focus on their learning for an age-appropriate length of time compared to non-disadvantaged pupils. In general terms, disadvantaged pupils show a less resilient and ambitious approach to learning than their peers.
4 Lower attendance rates	Whilst rates have improved significantly over the last three years, there continues to be a small gap between the attendance of disadvantaged and non-disadvantaged pupils.

## 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
Challenge 1: Pupil premium learners achieve at least in line with national attainment and progress figures at the end of EYFS, KS1 and KS2.	PP achieve at least in line with national in end of key stage assessments Internal tracking shows attainment gap closing Intervention records show small steps of progress
Challenge 2: To achieve and sustain improved wellbeing for all pupils in school particularly disadvantaged pupils	Leuven data demonstrates improvement in wellbeing scores for PP students Pupil and parent voice demonstrates positive impact of support offered
Challenge 3: To achieve and sustain high levels of engagement leading to better learning outcomes	PP make good progress in their learning as evidenced by internal data analysis Observations by teachers and Leuven data shows improvement in engagement
Challenge 4: PP attendance meets the school attendance target of 96%	Attendance of PP learners meets the school target. Attendance is tracked and support is targeted where needed.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Gateway Alliance allowing all teaching staff to access training to improve curriculum offer	Access to high quality CPD will improve teaching leading to better attainment and progress outcomes. A broad range of training, including quality first teaching and learning, wellbeing and meeting the needs of all learners is available.	1,2,3
Walkthrus teaching and learning training for instructional coaching and the development of the Rosenshine principals	This will improve teachers' ability to target teaching and plan and deliver lessons more precisely matched to the needs of the class and individuals. <a href="https://www.educationendowmentfoundation.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	1
Continuing subscription to resources and support to ensure high quality teaching and learning. This includes: Maths Hub White Rose Maths Little Wandle phonics	This will increase consistency in teaching and provide resources and CPD to improve outcomes.	1,3
Purchase of standardised diagnostic tests and training for staff to ensure these are fully utilised	Analysis of assessments will allow teachers to better target their provision to gaps in learning and plan interventions that reliably match the specific strengths and weaknesses of each pupil. <a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Recruitment of additional teaching assistants to increase capacity for support and intervention within each class	Additional staff allows more time to be allocated to those struggling to engage with learning. Additional interventions, especially those that encourage pupils to better engage with their learning will increase attainment and progress rates. <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4

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

Budgeted cost: £34,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
A minimum of 400 hours of targeted recovery tutoring led by qualified tutors	Increase in the capacity to provide targeted group and individual support to close gaps caused and further support PP to meet attainment targets. <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Y6 catch-up tutoring to help support them in becoming 'secondary ready'	Increase in support to ensure that PP and DA pupils feel academically ready for the challenge of secondary school, leading to increase in wellbeing and attendance rates. <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Purchase of specific reading and spelling intervention resources	A standardised approach/resource for targeted interventions will allow a more consistent approach and increase rates of progress. <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,3

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker employed	More pupils and families are able to quickly access support improving outcomes for pupils in school and in later life.	1,2,3,4
2x Play Rangers to support positive lunchtimes	Increases the rate of children participating in physical activities at lunchtime and support positive interactions and social skills.	2,3,4
ELSA provision to improve wellbeing and address mental health concerns for pupils	Pupils identified as needing support are able to quickly access this in school improving outcome in school and later life. <a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2
Zones of Regulation and Lego Therapy sessions	Pupils identified as needing support are able to quickly access this in school so they can achieve success in the classroom. Staff are trained in these programmes and delivery weekly to vulnerable children. <a href="https://www.educationendowmentfoundation.org.uk/metacognition-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4
Breakfast club/after school clubs/lunch time clubs	Encouraging PP pupils to attend clubs improves physical, social and emotional wellbeing. Free access to breakfast club for PP children also improves attendance rates and ensures they are ready to learn.	2,3,4
Music lessons and small group instrumental classes	PP Pupils can choose to play an instrument or be part of the Rocksteady music workshops. Accessing participation in the Arts, which would be beneficial to their later outcomes in life and also to improve their wellbeing. <a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
Subsidised trips, activities and residential costs	Children from lower income families may not be able to access the breadth of the curriculum without support to attend these activities. PP children can access discounts on residential, all other trips are paid for and PP children have access to 1x paid after school club of their choice per year.	1,2,3,4

Attendance tracking	Children who attend school regularly have higher rates of progress – tracking this and working with families helps to address and resolve issues more quickly.	4
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**Total budgeted cost: £118,100**

## 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 2022 to 2023 academic year

Our key aim is to reduce the attainment gap by improving the rate of progress for pupil premium pupils compared to pupils not in receipt of funding.

Progress rates in reading, writing and maths are shown below for year 2 and above. RAG rating as follows:

Green = PPG progress is higher than non-PPG

Amber = PPG progress is within 10% of non-PPG

Red = PPG progress is still significantly below that of non-PPG

	READING		WRITING		MATHS	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Year 2	60%	85%	60%	81%	70%	81%
Year 3	67%	98%	89%	88%	89%	98%
Year 4	67%	89%	60%	81%	93%	92%
Year 5	93%	82%	92%	82%	100%	81%
Year 6	100%	94%	80%	79%	60%	74%

#### PROGRESS SUMMARY:

In 47% of assessed areas, PPG progress is better than non-PPG pupils. Year 5 and 6 were particularly strong year groups in terms of PPG progress, with Year 5 PPG children making more progress in all areas compared to non-PPG.

Significant weaknesses identified by the data show that year 2 (new year 3) is a cohort requiring further support moving forwards and that progress rates in maths and reading (particularly in lower ks2) must be addressed.

#### End of KS2 Attainment:

The amount of PP children at age related expectation increased from 2022-2023 in all areas except reading. See below for year on year comparison:

Expected Standard and above (Disadvantaged pupils)	Reading	75%	67%
	Writing	67%	73%
	Maths	42%	67%
	Science	67%	73%
	GPS	67%	73%
	RWM	42%	53%

The amount of PP children at age related expectation at the end of 2022 in the KS2 SATS was higher in all areas than the Warwickshire average and the national average. See below for comparison:

		<b>School</b>	<b>Warwickshire</b>	<b>National</b>
<b>Expected Standard and above (Disadvantaged pupils)</b>	<b>Reading</b>	67%	58%	60%
	<b>Writing</b>	73%	57%	58%
	<b>Maths</b>	67%	52%	59%
	<b>Science</b>	73%	65%	n/a
	<b>GPS</b>	73%	56%	59%
	<b>RWM</b>	53%	40%	44%

**ADDITIONAL MEASURABLE IMPACT:**

- 75% of families receiving support from home/school support worker (including but not limited to those on the early help pathway) are in receipt of PP funding
- 100% of parental attendance at family learning events are in receipt of PP funding.
- All PP pupils were able to fully participate in all trips and events offered throughout the 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
White Rose Maths	
Apples and Pears	
Numberstacks	
Dancing Bears	
Write from the Start	
Walkthrus (Instructional coaching model)	

## Service pupil premium funding (optional)

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

