

# Cupernham Infant School

## Pupil Premium Strategy Statement 2023-2024



**“Together we care, we learn and we achieve.”**

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	Cupernham Infant School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	33 (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	April & July 2024
Statement authorised by	Mr Duncan Wells (HT) & Full Governing Body
Pupil Premium Lead	Miss Abigail Parker
Governor Lead	Mr Andrew Gunn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,625
Recovery premium funding allocation this academic year	£5,510
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	£61,135

# Part A: Pupil premium strategy plan

## Statement of intent

Here at Cupernham Infant school, when making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges faced. This alongside research conducted by the Education Endowment Foundation (EEF).

Common barriers to learning for disadvantaged children can be:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. DFE research also identifies the following areas; inspiring leadership, high quality teaching and learning for all, whole school ethos, staff deployment and effective use of assessment.

### Principles

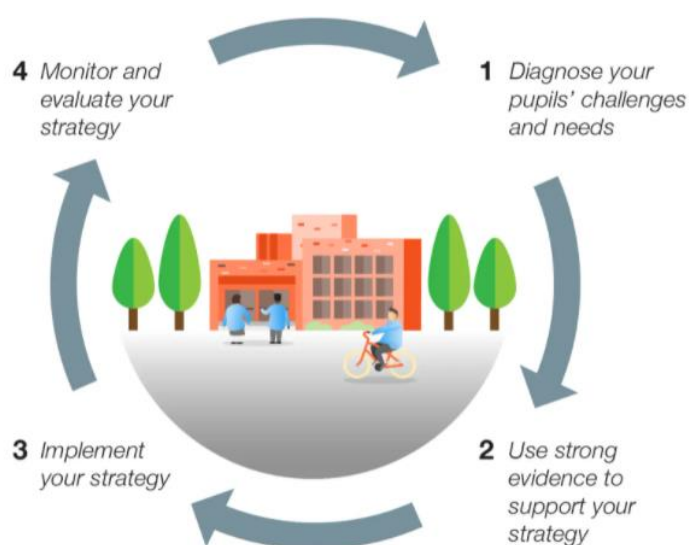
- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.
- We draw upon our previous experiences and EEF evidence in order to allocate funding to activities which are most likely to have a positive impact in raising attainment and progress of eligible pupils in our context.

### Achieving our principles:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide nurture to support pupils in their emotional and social development

## Developing and Sustaining our Strategy



Ref: School leaders can consider the following 4 steps in developing and sustaining their strategy:  
<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## Challenges

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

Challenge number	Detail of challenge
1	Leadership of Disadvantaged Children
2	Low Attainment in phonics, reading , writing and maths
3	Attendance, learning behaviour & Metacognition
4	Low Attainment on Entry to EYFS in speech, language and communication
5	Parental Engagement & Family Stability
6	Mental Health & Wellbeing

## 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
Leaders have improved teacher's subject and pedagogical content knowledge in order to enhance the teaching of the curriculum	Learning reviews demonstrates HQT for all children – further develop the role and impact of the Pupil Premium Leader.
Progress in Reading	% of PP children achieving ARE in Reading will be in line with Non-PP children.
Progress in Writing	% of Pupil Premium children achieving ARE in writing will be in line with Non-PP children. Development of fine motor skills to support writing.
Progress in Mathematics	% of Pupil Premium children achieving ARE in maths will be in line with Non-PP children.
EYFS GLD	Achieve Above National Average (Continued Focus on PSHE & Communication and Language)
Phonics	Achieve above national average expected standard in the Phonics Screening Check
Improved speech language and communication	Children in the Early Years will have accessed Language Link intervention. In addition, follow up SALT interventions for all that require support.
Good levels of Attendance	Attendance of disadvantaged pupils are monitored closely. Attendance aim – attendance of Disadvantaged Children is above 95% and persistent absenteeism is significantly reduced. Attendance lead will work closely with parents to support improved attendance (Early intervention)
Engagement with opportunities to develop emotional well being	Ensure engagement and communication is strong with our Disadvantaged families: Family support worker to work with our most vulnerable families.

## 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: £17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role and impact of the Pupil Premium Leader– focus areas – attendance, impact of the pupil premium strategy.</p> <p>Other Leadership Opportunities in line with whole-school priorities to ensure that excellent teachers are retained through qualifications such as: Leading Behaviour and Culture (NPQLBC) Leading Teaching (NPQLT)</p>	<p>Autumn 2023 – PDM’s to ensure consistent understanding of terminology – SEND, disadvantage pupils and Vulnerable learners for all staff.</p> <p>Introduction of an Inclusion Folder for all teachers - Consistent systems to be introduced for teachers to enable them to monitor and review and adapt good practice- to make progress of the lowest 20% of their learners - provide opportunities to have a professional dialogue and explore interventions with the PP and Inclusion lead; to ensure progress is made and interventions for individuals are in place to effectively support the learning journey.</p>	<p><b>1,2,3,4,5,6</b></p>
<p>Ongoing CPD to develop high quality teaching and curriculum in light of assessment to ensure it is successfully adapted, and designed meet the needs of pupils with pupil premium funding.</p>	<p>Ensure ECT induction is impactful and supportive. Time for coaching has been allocated – KS1 Phase Leader is mentoring.</p> <p>Continue to support Phase Leaders and subject leaders in their roles; providing the time for them to carry out learning walks, lesson studies, monitoring books and conferencing pupils about their learning and school journey.</p> <p><a href="#">DFE guidance</a> identifies high quality teaching and learning for all as a key factor in ensuring disadvantaged children attain well.</p>	<p><b>2,3,4</b></p>
<p>Additional CPD for all teachers and HLTA’s to support enhancing provision for outdoor Forest school approach for learning.</p> <p>Other Leadership Opportunities in line with whole-school – Forest School Practitioner Training.</p>	<p>Trail Blazers Forest Schools - Active and outdoor learning increases motivation and engagement in young people and can add value to teaching and learning across all areas of curriculum. With the 2019 Ofsted Inspection Framework focusing on the breadth of a school's curriculum offer, Trailblazer can support in providing exciting outdoor learning as a regular structured part of your curriculum, making the most of your school grounds or local area.</p>	<p><b>1,3,5</b></p>

Additional CPD for our Child & family Support Worker.	Refine the role of our Child Family Support Worker to support child/parents with behaviour and emotional support. Build parents confidence in how to support their child's learning and/or behaviour at home.  Trauma Informed School Diploma training - supporting and portioning mental health. (Mental Health and Behaviour in Schools DfE-00327-2018)	<b>1,5,6</b>
---	---	--------------

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

**Budgeted cost: £35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children have a rich vocabulary to draw on when reading and writing. Purchase further LW Reading Books for EYFS and KS1.</p> <p>Teaching Assistants will receive further 'catch-up keep-up' training and coaching to follow an embedded structured programme and precision teaching to pupil gaps through EYFS-KS1 on a daily basis. Parents will be involved and supported.</p>	<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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<b>1,3,4</b>
<p>Small group and 1:1 tuition with LSA's. Support for reading, Phonics, Handwriting, Mental maths</p>	<p>Intensive tuition and interventions in small groups or 1:1, is often provided to support lower attaining learners as well as those who may need boosting to greater depth. Training on the identified needs of the PP children for language and communication development.</p>	<b>1,2,3</b>
<p>ELSA Intervention – Social &amp; Emotional Interactions. Vulnerable children receive pastoral support in small social groups in class or 1:1 with the ELSA when identified.</p>	<p>Support from outside agencies indicates that some children need individualised social and emotional support over and above their peers. Interventions which target social and emotional learning seek to improve children's interaction with others and self-management of their emotions. These children require this to enable them to be ready to learn.</p>	<b>1,3,4,5</b>
<p>One to one or one to three tuition</p> <ul style="list-style-type: none"> <li>• SALT intervention</li> <li>• Little Wandle Phonics Catch up</li> <li>• School National Led Tutoring Programme</li> </ul>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between</p>	<b>1,3,5</b>

<ul style="list-style-type: none"> <li>• Social and Emotional support</li> </ul>	<p>four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>HLTA - Speech &amp; Language Support.</p> <p>Language Link. Programme put in place, individualised intervention programmes</p> <p>Further develop LSA's in order to build capacity.</p>	<p><i>Language Link - 1:1/small group Speech and Language intervention programme. Children's poor oral skills affect negatively on their ability to speak and write effectively.</i></p> <p><i>EEF – 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.'</i> (EEF Teaching and Learning Toolkit – Oral Language Interventions)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/technical-appendix</a></p>	<b>1,3,4,5</b>

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

**Budgeted cost: £10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment/Extracurricular provision</p> <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Sports events</li> <li>• Trips</li> <li>• Experiences</li> </ul> <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</p>	<p><i>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Offer of educational visits / experiences are subsidised by 50% for our Pupil Premium families.</p> <p>The school has a range of extracurricular clubs after school for pupils to be involved in. Pupil Premium pupils are invited by the school to participate.</p>	<b>1,3,5</b>
<p>Promote the importance of Attendance across the school.</p>	<p>Identify PP children whose attendance is a concern and create actions on an individual basis. Review and use extra communications to target absence and rewards for improved attendance.</p>	<b>1,2,3,4,5</b>
<p>Refine our Lunchtime provision in supporting</p>	<p>Support behaviour and nurture support during lunchtimes by providing activities to engage and promote the values of</p>	<b>1,3,5</b>

emotional wellbeing and teamwork.	Cupernham Infant School and thus enhancing learning. Introduction of a sports coach 2 days per week.	
Vulnerable Year 2 children transition effectively to their next steps in their education	Vulnerable children may struggle with transition and need support to ensure their learning is not affected by their emotional health. We provide extra transition activities for vulnerable children, transition meetings as required and pastoral support	<b>1,2,3,4,5</b>

**Total budgeted cost: £ 61,135**



## 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.

2022-23 breakdown of PP Children across the school.

Pupil Premium	Yr. R	Yr. 1	Yr. 2
PP	10	15	12
PP (SEN)	2	1	7
Total	12	16	19

### Children gaining a Good Level of Development in Year R

Local Authority	Cupernham Infant School	Pupil Premium Children
71.3%	77.3%	50%

### Children gaining Age Related Expectations at the end of Year 1

Subject	All (90)	Pupil Premium (16)	Non-Pupil Premium (74)
Reading	78%	50%	84%
Writing	73%	50%	78%
Maths	80%	50%	86%

### Children gaining Age Related Expectations at the end of Year 2

Subject	All (90)	Pupil Premium (19)	Non-Pupil Premium (71)
Reading	75.6%	66%	85%
Writing	65.6%	32%	75%
Maths	71.1%	37%	80%

## **Review of 2022-23 outcomes**

Staff continue to work together throughout the year to identify those children who need additional support and intervention. Regular interactions with parents proved successful in ways to support home learning.

Observations show that there maintain good levels of engagement across all year groups. Whilst it is clear that children are able to talk about their learning, in the main, these children are not as articulate as some other children and sometimes lack the depth of knowledge of others.

Essential key vocabulary continues to be taught to pupil premium children through pre-teaching and is introduced to the children at the start of any new topic. Children are then able to use and recall most of this new vocabulary. There has been significant impact for a small number of children in Year R because of the Language Link programme and these children have shown significant improvement in their language and communication needs.

The overall quality of teaching and learning has improved, they have a better understanding of the academic attainment and progress of disadvantaged pupils and their outcomes. Assessment has improved and Arbor has been used in core subjects to record attainment. Carefully designed tasks support the gaps in learning. Smaller steps in planning ensure gaps are addressed.

Pastoral support for all, but in particular our disadvantaged children demonstrates impact. The inclusion team swiftly and effectively uses support both in house and external to support the needs of our most vulnerable families.

## **Attendance**

Disadvantaged attendance was 90% for 22/23 - the school attendance for all children for the year 2022/23 was 94%. Both of these figures are lower than we would normally see and have been impacted by a number of factors, such as sickness, chicken pox, general illness and parents taking their children out of school for holidays.

For 2023-24, absenteeism and persistent absenteeism for our disadvantaged children is already a priority to closely monitor this in order to ensure that it improves, as this level of attendance, if continued, will impact on children's attainment.

Half-termly attendance team meetings monitor children and their families where attendance is a concern. A combination of interactions with parents from our new Children & family Support Worker and additional support materials, have resulted in improved attendance for some of our families.

Attendance continues to feature in our regular newsletters, promoting the importance of coming to school and embedding good learning habits. Attendance letters are distributed to all families' half-termly and individual letters sent by our CFSW for persistent absentees offering immediate support. Attendance remains a high priority.

## **Enrichments and Extended Day**

- 27/47 children of our Pupil Premium children accessed a club in school.
- Pupil Premium children have access to the school Wraparound Care if required.
- Pupil Premium children have the opportunity to access an after-school club if they wish.

### Further Impact from 2022/23:

We continue to embed transcriptional fluency and accuracy in writing with a focus on spelling and the application of phonics. Developing greater opportunities for mastery through choice of audience, purpose and text type continues to be embedded. Moving forward to look to refine our provision in order to:

- Improve oracy & understanding
- Enhance progress in phonic and spelling skills
- Improve independence & stamina
- Improve sustained writing quality and capacity to edit - *Work scrutiny*
- Increase resilience, confidence- positive attitude & independence. - *Pupil feedback*
- Increase quality & depth of work produced - *Work scrutiny*
- Increase understanding and ability to access wider curriculum

We continued to develop strategies and refine our provision to ensure that vulnerable children have strong achievement by the end of **EYFS** and **KS1** through:

- Pride in personal progress and achievements
- Continue to promote positive and trusting relationships with staff and peers
- Increase self-confidence and empathy
- Creating a relaxed enjoyment of school, ready to respond to challenges
- Increased confidence and active engagement in a range of social contexts
- Resilience, confidence- positive attitude & independence. - *Pupil feedback*
- Positive start/ end to school day and support for home-school routines
- Sense of self-worth and increased enjoyment/ experience of a range of sporting/ enrichment activities

We continue to embed and refine our provision to support children and develop strategies to demonstrate reasoning in mathematics through:

- Smaller-group support, ensuring children with the greatest needs are supported by the most experienced staff;
- explicit connections made between targeted support and everyday activities or teaching
- Support provided for the children to understand the links between the manipulatives and the mathematical ideas they represent.
- Encouraging the children to represent problems in their own way, for example with drawings and marks.
- Developing further opportunities for children to begin to explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games is having a positive impact.