



Pupil premium strategy statement

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 July 2022
School name	Caldecote Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	24 pupils / 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021 (updated July 2022)
Date on which it will be reviewed	2024
Statement authorised by	Karen Stanton Co-Headteacher
Pupil premium lead	Gillian Wicks SENDco
Governor / Trustee lead	Mary-Ann Claridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,200
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year – 2022-2023 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,245



Part A: Pupil premium strategy plan

Statement of intent

Our main objective for all our pupils in receipt of Pupil Premium funding is that they make good or better progress and achieve highly across all subjects. The focus of this strategy is to set out how we will support these pupils to achieve this goal. We will pay careful consideration to the following:

- The vulnerability of individual pupils and any barriers their home circumstances may present to them being successful in school
- That they will need Quality First Teaching at all times
- Additional support must be tailored to their needs and be of high quality
- Consideration will be given to the SEND and Emotionally Vulnerable registers together with the Gap Analysis so we can be sure our strategy is addressing all needs
- All teachers have responsibility for the education and progress and all pupils in their classes
- Expectations for all pupils will be high and work must be challenging and aspirational

Our plans will be flexible, proactive and based on assessment and teacher information that ensures we are able to quickly respond to additional needs as and when they may arise. There will be a rigorous review cycle that enables us to identify progress but also to make adjustments in a timely way so that learning is maximised.

Challenges

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

Challenge number	Detail of challenge
1 Improve reading outcomes	2022 outcomes for Disadvantaged pupils: Phonics = EXS 100% (5) KS1 Reading = EXS 100% (1) KS2 Reading = EXS 100% (1) GDS 0% (1) Scaled score = 109
2 Improve maths outcomes	2022 outcomes for Disadvantaged pupils: KS1 Maths = EXS 100% (1) KS2 Maths = EXS 100% (1)



<p>3 Improve writing outcomes with particular focus on widening vocabulary and developing oral skills</p>	<p>2022 outcomes for Disadvantaged pupils: KS1 Writing = EXS 100% (1) KS2 Writing = EXS 100% (1) GDS 0% (1)</p> <p>Pupils generally have weak spelling, handwriting and composition skills. These have been evident from Reception</p>
<p>4 Improve resilience and self-motivation</p>	<p>Most disadvantaged pupils lack resilience when faced with challenge and are compliant but lack the motivation to self-direct. Developing resilience is the most challenging as there is a correlation between low parental aspiration and the pupils resisting being challenged.</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>Pupils have fewer gaps in their knowledge – fewer pupils ‘falling behind’</p>	<ul style="list-style-type: none"> - Pupils are effectively supported with appropriate provision - TT data and assessments show pupils are on-track to achieve targets and making progress
<p>More pupils are reaching the expected standard for their year group in R, W, M</p>	<ul style="list-style-type: none"> - TT data and assessments show pupils are on-track to achieve targets and making progress - Secure knowledge of the end of year expectations is increased
<p>Pupils are challenged and extended to a greater depth of knowledge where appropriate</p>	<ul style="list-style-type: none"> - TT data and assessments show pupils are on-track to achieve GD targets and making progress
<p>Quality of writing is improved in particular range of vocabulary and oracy</p>	<ul style="list-style-type: none"> - TT data and assessments show pupils are on-track to achieve targets and making progress - Pupils are confident writing for different purposes - Pupils write with more technical accuracy - Pupils are able to articulate their ideas coherently and with appropriate language
<p>Pupils are more confident to work independently and do not give up when faced with a challenge</p>	<ul style="list-style-type: none"> - Pupils produce work that is higher quality and more quantity - Pupils learn strategies to support themselves when they face a difficulty



Activity this year – 2022-2023

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: £ 3,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Provision Map	Proven to support closer tracking of PP and disadvantages pupils and more parental involvement	1
Purchase of additional reading books for the SSP	Having additional books will ensure pupils are never waiting to change books and will motivate reading at home	1

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring led by in-house tutor	Tuition is targeted at specific needs and knowledge gaps Focused on upper KS2 pupils to address gaps identified in our analysis our gap analysis Tuition will be R, W, M	1, 2, 3
Increased in-class TA hours to deliver 1:1 or small group additional catch-up sessions in the afternoons	Targeted interventions have been successful in supporting pupils to make accelerated progress; TAs have training in a variety of interventions to support pupils	1, 2, 3



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

Budgeted cost: £7,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group Emotional & Mental Health support and social skills groups	Delivered by in-school Mental Health First Aiders Focus to develop self-efficacy and resilience	4 which impacts on 1, 2, 3

Total budgeted cost: £35,245



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.

The number of PP pupils continues to rise; it is now 13% of our school. There is also a direct correlation between PP pupils and low attainment which was not present in our previous groups of children.

During the pandemic we put in place the following measures for our PPs:

- they were all invited to attend school during partial-closures; 40% attended and worked in bubbles
- any pupils that did not attend were contacted regularly and we liaised closely with their parents
- remote learning tasks were scaffolded to support their needs
- within school we ensured there was additional support for these pupils
- we always provided either a hot lunch or healthy take-away lunch for all pupils
- we provided any additional resources eg table for child to work at, pens, paper, etc, digital devices where needed

Attendance for our PP for 2021-2022 was 97%. 76% of PP pupils have attendance of 96% +; overall the average attendance of all our PP pupils is 97%; there are 2 pupils whose attendance is a concern and we are monitoring this and supporting families as needed.

Pupil behaviour for this group is generally good but our assessments indicate that their attitude to learning in terms of resilience and application has significantly been impacted due to Covid. Anecdotal evidence (from pupils) is that many spent an excessive amount of time on screens unsupervised for watching TV. For pupils at home, there didn't seem to be much structure and this is why they are now struggling to apply resilience and resist challenge. Their self-help skills have diminished and this is an area that will need to be developed over a longer period.

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



Further information (optional)