



## Pupil premium strategy statement

This statement details our school’s use of pupil premium 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.

### School overview

Detail	May 2024
School name	Caldecote Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	27 pupils / 13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	May 2024
Date on which it will be reviewed	Reviewed each 6 months
Statement authorised by	Karen Stanton Co-Headteacher
Pupil premium lead	Rachel Lione SENDco
Governor	Mary-Ann Claridge

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£42,530</b>
Recovery premium funding allocation this academic year	<b>£1,087</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year – 2024-2025</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£43,617</b>



## 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 social and emotional 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	2024 predicted outcomes for disadvantaged pupils: Phonics = EXS 100% (2) KS1 Reading = EXS 50% (3) KS2 Reading = EXS 75% (3) GDS 0%
2 Improve maths outcomes	2024 predicted outcomes for disadvantaged pupils: KS1 Maths = EXS 66% (2) KS2 Maths = EXS 75% (1)



<p><b>3</b>  <b>Improve writing outcomes with particular focus on widening vocabulary and developing oral skills</b></p>	<p><b>2024 predicted outcomes for disadvantaged pupils</b>  <b>KS1 Writing = EXS 66% (2)</b>  <b>KS2 Writing = EXS 75% (1)</b>  <b>GDS 0%</b></p> <p>Pupils generally have weak spelling, handwriting and composition skills. These have been evident from Reception</p>
<p><b>4</b>  <b>Improve resilience and self-motivation</b></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' resistance to 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"> <li>- Pupils are effectively supported with appropriate provision</li> <li>- TT data and assessments show pupils are on-track to achieve targets and making progress</li> </ul>
<p>More pupils are reaching the expected standard for their year group in R, W, M</p>	<ul style="list-style-type: none"> <li>- TT data and assessments show pupils are on-track to achieve targets and making progress</li> <li>- Secure knowledge of the end of year expectations is increased</li> </ul>
<p>Pupils are challenged and extended to a greater depth of knowledge where appropriate</p>	<ul style="list-style-type: none"> <li>- TT data and assessments show pupils are on-track to achieve <b>GD</b> targets and making progress</li> </ul>
<p>Quality of writing is improved in particular range of vocabulary and oracy</p>	<ul style="list-style-type: none"> <li>- TT data and assessments show pupils are on-track to achieve targets and making progress</li> <li>- Pupils are confident writing for different purposes</li> <li>- Pupils write with more technical accuracy</li> <li>- Pupils are able to articulate their ideas coherently and with appropriate language</li> </ul>
<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"> <li>- Pupils produce work that is higher quality and more quantity</li> <li>- Pupils learn strategies to support themselves when they face a difficulty</li> </ul>



## Activity for 2024-2025

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to support with emotional regulation	Staff will become confident using effective strategies to support pupils developing emotional resilience	1, 2, 3, 4
Reading books to support SSP and for older pupils	Having additional books will ensure pupils are never waiting to change books and will motivate reading at home. Older pupils will have books that are at their level and but age appropriate, this will improve motivation.	1, 3, 4

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

Budgeted cost: £ 29,117

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 so they are better prepared for transition to secondary school Tuition will be R, W, M	1, 2, 3, 4
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, 4



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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend Pastoral lead hours to full-time out of the classroom	Many of the pupils on the PPG list also have SEMH needs or problematic home situations that impact their ability to learn in school.  The Pastoral lead will have more time to support these pupils so they are in a better place for learning. She will also be able to outreach to families to signpost and support which will positively impact pupils.	4 which impacts on 1, 2, 3

**Total budgeted cost: £43,617**



## 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 significant increase in PP numbers post covid seems to have stabilised; it has been 13% for the last couple of years. Looking closely at the pupils, there is a direct correlation between most PP pupils, SEMH issues, family concerns and low attainment. This was not the profile of our PP pupils prior to covid.

We recognise that, like many families, the current cost of living crisis and the pressure from the lack of public services, is affecting our PP families more adversely. Some are under immense stress and this, in turn, affects their family dynamics. School have tried to support as best we can but we too, are lacking support from external agencies. Therefore, we have reviewed our plan early and change some spending. We know that if pupils arrive at school emotionally dysregulated they will not be able to learn. This is why we have decided to increase the pastoral provision across the school.

Attendance for our PP for 2022-2023 was 97%. 76% of PP pupils have attendance of 96% +; overall the average attendance of all our PP pupils is 97%. Where we have concerns about attendance or lateness, we monitor this carefully and work very closely with the families.

Pupil behaviour for this group is mostly good. 59% of the group have co-occurring factors such as SEND or SEMH, which impact their ability to achieve consistently. 37% of the group are receiving support as part of our social and emotional provision. These factors impact their attitudes to learning and their overall resilience and response to challenge. For many, this is a residual impact of covid during which they spent most of their time at home on screens unsupervised. We acknowledge this will take a long time to overcome but our aim to get the pupils in a positive place for their transition to secondary school.

### 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
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details



## Further information (optional)