

# 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
School name	Duxford Church of England Community Primary School
Number of pupils in school	197 (July 2021) 184 (July 2022)
Proportion (%) of pupil premium eligible pupils	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	July 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	S Blackburne-Maze (Headteacher)
Pupil premium lead	S Blackburne-Maze
Governor / Trustee lead	G Hinks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,280 (2021-22)
Recovery premium funding allocation this academic year	£3,275 (2021-22)
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	£36,555

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have experienced domestic abuse or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that our pupil premium pupils make good progress but the attainment of our

	pupil premium children as a group is lower than that of our non-pupil premium children across writing and maths in particular
2	50% (2022) of our pupil premium children also fit into another vulnerable group including young carer or having an additional special educational need
3	Our attendance data indicates that attendance among disadvantaged pupils has been on average lower than 90%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
5	Our findings and observations, supported by national studies, indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures Teacher referrals for support have markedly increased during the pandemic and our observations and discussions with pupils and families have identified social and emotional issues for many 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
To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Pupils will have consolidated basic skills.</li> <li>- Support staff and class teachers support learning effectively, addressing misconceptions in preparation for lessons.</li> <li>- Gaps in learning will have been identified and addressed early.</li> <li>- Interventions will be based on gaps in learning. Interventions will be monitored by SENCO and the impact of each intervention will be measured.</li> </ul>
Pupil premium children with special educational needs will make accelerated progress	<ul style="list-style-type: none"> <li>- Barriers to individual learning are identified early. These are aligned with individual targets and evidence based interventions as outlined in a pupils APDR.</li> <li>- Termly meetings occur between SLT and class teachers to track progress and identify further support.</li> </ul>

For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance of disadvantaged pupils to be above 96%	<ul style="list-style-type: none"> <li>- Attendance monitored half termly and 3 letter system used as a reminder</li> <li>- InCo to work closely with parents and provide support where attendance is a concern</li> <li>- Attendance of our pupil premium pupils is above 96%</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>- Language and communication difficulties are identified early.</li> <li>- Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>- Evidence based interventions are in place and staff feel confident delivering the interventions</li> </ul>
Pupil Premium children feel happy and safe at school and confidently engage with their learning.	<ul style="list-style-type: none"> <li>- Sustained high levels of wellbeing demonstrated through; qualitative data from pupil and parent voice, alongside teacher observations.</li> <li>- An increase in participation for our PP pupils in accessing a wide range of enrichment opportunities that tap into their passions.</li> <li>- Children's attendance will be above 96% (linked to 4)</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: £17,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4
<p>Enhancement of our writing and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1,2,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	2,3,5

routine educational practices and supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers):	
Quality first teaching supported by regular CPD for teachers and support staff	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF) This cascades to include TA's as evidenced by EEF which advocates: "Investing in professional development for teaching assistants to deliver structured interventions...to improving learner outcomes"	1,2,3,4,5

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

Budgeted cost: £5,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions will be based on gaps in learning. Interventions will be monitored by SLT/INCO and the impact of each intervention will be measured.	Interventions work well when they are short, sharp, and regular (EEF) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (EEF)	1,2,3,4,5
Oracy – speaking, listening and specific vocabulary is identified and taught from EYFS onwards	In the EEF's 'A School's Guide to Implementation' emphasis is put on ongoing professional dialogues allowing for effective implementation, creating a leadership environment and school climate that is conducive to good implementation.	1,2,3,4,5
Metacognition and self-regulation approaches to teaching are embedded across all year groups	The EEF states that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their	1,2,3,4,5

	<p>learning have been found to have a very high impact based on extensive evidence. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future (EEF)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5

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

Budgeted cost: £12,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
Engaging with families	Many of our pupil premium pupils have become eligible for pupil premium over the past 2 years. Although some of these are due to new intakes it will be important to build ongoing relationships and effective methods of communication. Parental engagement has a positive impact on average of 4 months' additional progress (EEF). It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2,3,4,5
Nurture, ELSA, counselling, mentoring and play therapy provision is provided to support the social and emotional wellbeing of all pupils, with priority given to disadvantaged pupils.	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):	1,2,3,4,5

**Total budgeted cost: £36,428**

## 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 2021 to 2022 academic year.

#### Disadvantaged pupil performance overview for last academic year – 2021 - 2022

Measure	Score
Meeting expected standard at KS2 RWM	33%
Meeting expected standard Reading	33%
Meeting expected standard Writing	67%
Meeting expected standard Maths	33%
Achieving high standard at KS2 RWM	0%
Achieving high standard Reading	0%
Achieving high standard Writing	0%
Achieving high standard Maths	33%

GLD: 25%	
Year 1 phonics Screening: 100%	
End of KS1 assessments:	
Measure	Score
Meeting expected standard at KS1 RWM	0%
Meeting expected standard Reading	50%
Meeting expected standard Writing	25%
Meeting expected standard Maths	0%