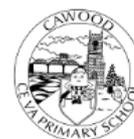


Pupil premium strategy statement



Our Intent is to provide a coherent, challenging, relevant curriculum that engages all children to make progress and fulfil their potential. Some children receive funding to help support the learning process and enable them to keep up with their peers or catch up (recover) following the effect of the school closure.

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	Cawood CE Primary
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2026
Date this statement was published	April 2023
Date on which it will be reviewed	September 2026
Statement authorised by	T and L governor.
Pupil premium lead	Nick Payling
Governor	Janet Rounding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,485
Recovery premium funding allocation this academic year	£ £22,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

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 and 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 additional support within the school 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 the school's robust assessments, 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

Our Pupil Premium strategy is part of our Vision as a school to provide the very best education based on our Christian values of Perseverance, Friendship, Thankfulness and Wisdom known as **PFTW**. **Our intent** emanates from our vision, summarised in our intent statement - five ways to flourish. This is summarised in the following diagram:

**Our curriculum intent emanates from our vision.
This is based on our *Five ways to flourish***

John chapter 15 V 4

Stay Connected

Remain in me, and I will remain in you. No branch can bear fruit by itself; it must remain in the vine.

Matthew Ch. 6 V. 9

This then is how you

Matthew Chapter 25 V 20

Always do your best

The man who had received the five talents brought the other five. 'Master,' he said, you have entrusted me with five talents. See, I have gained five more.'



Matthew Ch. 6 V 26

Do Not Worry

Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them. Are you not much more valuable than they? Who of you by worrying can add a single hour to his life?

Matthew Ch. 2 V 11

Give Great gifts

...and they bowed down and worshipped him. Then they opened their treasures and presented him with gifts of gold and of incense and of myrrh.

Luke Ch.6 V. 31

John Ch. 14 V 5

Learn all that you can.

Thomas said to him, "Lord, we don't know where you are going, so how can we know the way?"

Matthew Ch.11 V. 29

"Take my yoke upon you and learn from me, for I am gentle and humble in heart."

Challenges

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

Challenge number	Detail of challenge																
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils and those that are considered to be disadvantaged. These are more evident in reception and early years Reception but is also seen in KS2. It is difficult to quantify the effects of the school closure on all pupils. We are still discovering and working with some children to improve their ability to communicate and play and work together. We are also aware that some children need to consolidate skills and learning if they have been insecure in their knowledge, skills and understanding, particularly at key stage 1</p>																
2	<p>Assessments, observations, and discussions with staff suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This has the potential to negatively impact on their development as readers.</p>																
3	<p>In general term, our assessments indicate that attainment amongst our disadvantaged pupils is below ARE compared with pupils who are not considered to be disadvantaged.</p> <p>The gap remains fairly consistent throughout school.</p> <p>It is noteworthy that disadvantaged children and those who are either borderline or weaker academically did not make the expected progress throughout the period of school closure due the pandemic.</p> <p>Whilst the school continued to support the children. It was evident that the streamed lesson and one to one support did not offer the same support as 1:1 face to face interaction.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Below ARE</td> <td>56%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>At ARE</td> <td>22%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Above ARE</td> <td>22%</td> <td>11%</td> <td>11%</td> </tr> </tbody> </table> <p>As the % of pupil is at 6%, the data is relatively insignificant.</p>		Reading	Writing	Maths	Below ARE	56%	67%	67%	At ARE	22%	22%	22%	Above ARE	22%	11%	11%
	Reading	Writing	Maths														
Below ARE	56%	67%	67%														
At ARE	22%	22%	22%														
Above ARE	22%	11%	11%														

4	<p>Our assessments and observations do indicate that the education of our disadvantaged pupils has been impacted by the school closures, to a greater extent than for other pupils. These findings are also supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our assessments including; wellbeing meetings with pupils; observations and discussions with pupils and families have identified some social and emotional issues for the pupils, notably due to children not being able to mix and play together, and a lack of face to face enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their progress.</p> <p>Teacher referrals for support have marginally increased during the pandemic. 7 of the 9 pupils require additional 1:1 or small group support through targeted interventions.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among children in early years and especially disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	The data at key stage 2 KS2 suggests that 100% of the children will reach ARE and there is a possibility that they could reach GD in reading, writing and maths. (The data is relatively insignificant)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an improvement in playtime and lunch time behaviours. <p>a significant increase in participation in enrichment activities.</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

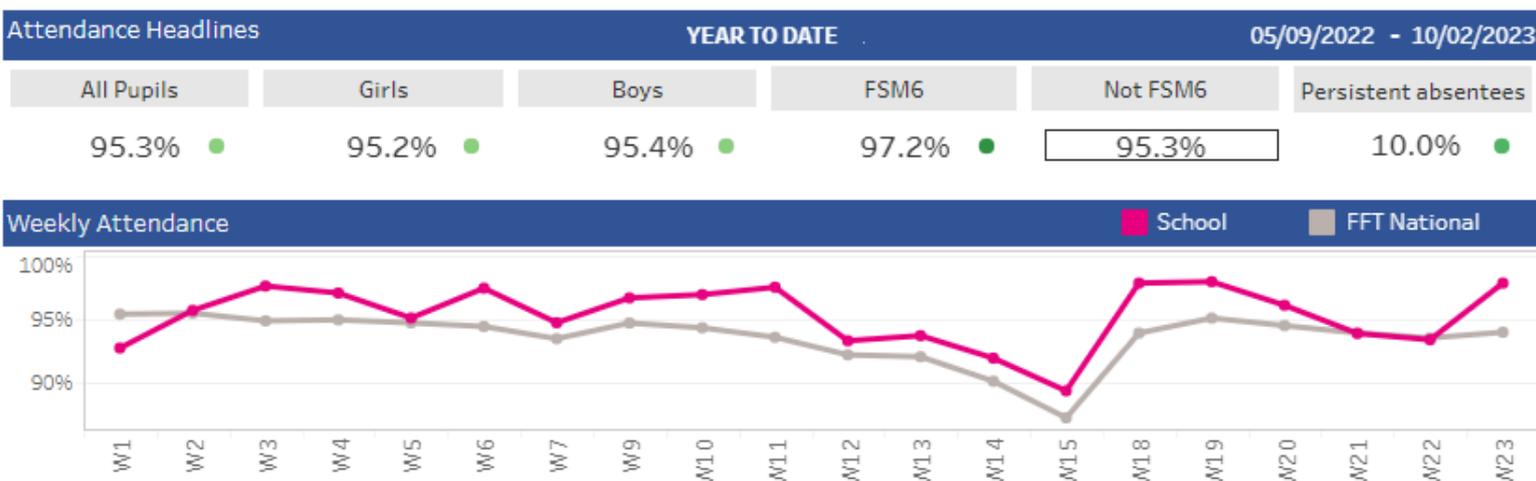
Sustained high attendance from 2022/23 demonstrated by:

- the overall absence rate for all pupils being no more than 5%, and the attendance figures between disadvantaged pupils and their non-disadvantaged peers being in line.

Referring to the graph:

Our attendance figure for disadvantaged children is roughly in line with children who are not considered to be disadvantaged (95% approximately) and above the FFT (national figure).

Attendance data updated February 2023



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: £ 6,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are	Standardised tests 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:	1, 2, 3, 4

<p>interpreted and administered correctly</p>	<p>Staff training and cover for staff to receive the training.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics (RWI) 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Staff training this year amounted to £1,000</p>	2
<p>Enhancement of our 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 to access Maths Hub resources and CPD – TRG (including Teaching for Mastery training).</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>The work of Gareth Metcalf I see reasoning - training and resources. https://www.iseemaths.com/#</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine</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 performance, attitudes, behaviour and relationships with peers):</p>	5

<p>educational practices and supported by professional development and training for staff</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mental Health Lead training undertaken by Head teacher.</p> <p>Support for the HSLW.</p> <p>HSLW time to consult with Parents and carers and support children in 1:1 meetings and in group work in class.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £14, 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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>Greater support for the teaching of phonics and early language and literacy skills.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Work with existing staff to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>4</p>

pandemic. A significant proportion of the pupils who receive pupil premium funding for disadvantaged children including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,500 Includes CPD and cover costs.

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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <ul style="list-style-type: none"> ➤ Intervention for supporting a child EAL ➤ 2 disabled children in school who need support throughout the day. <p>Some funding also comes from additional top up SEND funding.</p>	<p>All</p>
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Total budgeted cost: £ 26,000

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.

Our internal assessments during 2021/2 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite our efforts, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in was lower than in the preceding year, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was roughly in line with their peers and persistent absence was higher. This was due to one child having a greater than average absence which then concluded in the child electing for home schooling. These gaps are larger than in previous years, and therefore, our attendance is a focus of our vision and current strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted by the pandemic and the ongoing primary concern for the pupils health and well being with ongoing health issues. This year, for example we had a very high absence due to viruses and chest infections which may or may not have been the ongoing affects of the covid virus. Added to this, we had an outbreak of scarlet fever in school. The impact of absence for disadvantaged is particularly acute as it disrupts the ongoing and consistent approach that is needed by these children. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on this approach.

Externally provided programmes

All our programmes relating to ICT, maths, literacy and science are DfE suggested programmes

Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupil premium last year.
What was the impact of that spending on service pupil premium eligible pupils?	The support this year has provided 1:1 and group support for language, reading, writing and maths.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to have an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

This year in 2022 – 2023 whilst using the pupil premium funding to support individual pupils, we will also use some of the funding to support the school improvement plan.

The key areas of the plan (See SIP document) identifies the following 4 areas:

School improvement plan Priorities in a nutshell 2022 - 2023

Priority 1 Writing	<ul style="list-style-type: none">To improve the writing outcomes for all children with a particular focus on boys writing and vulnerable children.
Priority 2 Maths	<ul style="list-style-type: none">To further extend the more able pupils in maths so that more pupils reach greater depth.
Priority 3 Science	<ul style="list-style-type: none">To further develop the children's scientific knowledge, understanding and reasoning through a practical base of 'working scientifically'
Priority 4 ICT	<ul style="list-style-type: none">To improve the ICT infrastructure and curriculum

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.