

Cupernham Infant School

Pupil Premium Strategy Statement 2024-2025



“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 2025 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	240
Proportion (%) of pupil premium eligible pupils	30 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	April & July 2025
Statement authorised by	Mr Duncan Wells (HT) & Full Governing Body
Pupil Premium Lead	Mrs Abigail Darlow
Governor Lead	Mrs Lorraine Pugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,660
Recovery premium funding allocation this academic year	£1069.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Service Families	£340
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,069.50

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	Families with disadvantage may face barriers to attendance. Last year disadvantaged children's attendance was 89.58% and non-disadvantaged children's was 94.81%. Of those classified as persistent absentees many were disadvantaged.
2	Writing outcomes for our disadvantaged children were not as strong as our non-disadvantaged children. Last year's end of key stage one outcomes showed that only 44% of disadvantaged children (without SEND) met ARE in writing compared to 73% of non-disadvantaged children.
3	Maths outcomes for our disadvantaged children were not as strong as our non-disadvantaged children. Last year's end of key stage one outcomes show that only 44% of disadvantaged children (without SEND) met ARE in reading compared to 80% of non-disadvantaged children.
4	Children's reduced ability to self-regulate and manage their social and emotional needs means they are not ready to access the curriculum. Last

	year 58% of children accessing pastoral support were eligible for pupil premium.
5	Our pupils from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities. Last year, 10% of children attending clubs were disadvantaged compared to 90% who were non-disadvantaged.
6	Access and uptake of community support for those with financial, mental health, social and parenting challenges can be limited. We recognise the impact that deprivation, low income and rising cost of living can have on families.

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
Ensure attendance for disadvantaged children improves and attendance for all is a minimum of 97%.	<ul style="list-style-type: none"> Percentage of persistent absence is reduced and their attendance is in line or above national Attendance of disadvantaged children increases and their attendance in line or above national
Disadvantaged children will have improved outcomes in writing	<ul style="list-style-type: none"> Disadvantaged children's writing outcomes will be in line with non-disadvantaged children's outcomes and in line or above national outcomes
Disadvantaged children will have improved outcomes in Maths	<ul style="list-style-type: none"> Disadvantaged children's maths outcomes will be in line with non-disadvantaged children's outcomes and in line or above national outcomes
Disadvantaged children without SEN to make expected or better than expected progress in Reading, Writing and Maths	<ul style="list-style-type: none"> Disadvantaged children will be able to talk about how to prepare for learning, what to do when they face challenge and what they need or would like to improve on Teachers will report that disadvantaged children are more independent and resilient Disadvantaged children without SEN will have excellent outcomes in reading, writing and maths in line with their non-disadvantaged peers meaning there is an Increased percentage of disadvantaged pupils making better than expected progress (WTS to ARE or ARE to GD) All disadvantaged children without SEND will pass the phonic screening check
Families to access and enjoy enrichment opportunities offered based on their needs	<ul style="list-style-type: none"> Children have improved opportunities to access a club of their choice, and represent as well as contribute to pupil voice and attend all trips Families attend events in school and within the wider community to support a sense of belonging and ensure children do not feel different to their peers

Engagement with opportunities to develop emotional well being	<ul style="list-style-type: none">• Ensure engagement and communication is strong with our Disadvantaged families: Family support worker to work with our most vulnerable families.• Thrive approach to be implemented• Staff to embed their knowledge of trauma informed training to support emotional and social well being.
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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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Staff CPD (keynote speakers, workshops, books, staff meetings, coaching, whole school briefings) • Implementation of Thrive (INSET) • Thrive family practitioner training x2 • Senior Leadership Thrive training • LA Pupil Premium network meetings • Weekly support staff CPD 	<p>High quality teaching can narrow the disadvantage gap and promoting effective CPD is crucial for improving classroom practice and pupil outcomes (EEF, 2021).</p> <p>DFE guidance identifies high quality teaching and learning for all as a key factor in ensuring disadvantaged children attain well.</p> <p>Thrive approach training to take place with all staff and</p>	<p>1, 2, 3, 4,</p>
<p>Maintain accurate tracking of vulnerable groups of pupils so that needs can be identified early and met for both low attaining and those with GDS potential.</p> <ul style="list-style-type: none"> • Pupil Progress meetings (termly) • Half termly phonics tracking and assessment 	<p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. Providing feedback is well evidenced and has a high impact on learning outcomes, particularly for lower attainers or those from disadvantaged backgrounds (EEF, 2021).</p>	<p>1, 2, 3, 4,</p>

<ul style="list-style-type: none"> Tracking progress of interventions using baseline and exit assessments Pupil conferencing, work scrutiny and learning walks 		
Additional CPD for our Child & family Support Worker.	Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)	1, 4, 5, 6,

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children have a rich vocabulary to draw on when reading and writing.</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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 4
Small group and 1:1 tuition with LSA's. Support for reading, Phonics, Handwriting, Mental maths	<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.</p> <p>Training on the identified needs of the PP children for language and communication development.</p>	2, 3, 4,
ELSA Intervention – Social & Emotional Interactions. Vulnerable children receive pastoral support in small	Support from outside agencies indicates that some children need individualised social and emotional support over and	1, 2, 3, 4,

<p>social groups in class or 1:1 with the ELSA when identified.</p>	<p>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>	
<p>One to one or one to three tuition</p> <ul style="list-style-type: none"> • SALT intervention • Little Wandle Phonics Catch up • Social and Emotional support 	<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 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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 3, 4</p>
<p>HLTA - Speech & Language Support. 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.’ (EEF Teaching and Learning Toolkit – Oral Language Interventions)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions/technical-appendix</p>	<p>2, 4</p>

Family Support worker providing pastoral support	Pastoral care is not an 'optional extra'. High quality pastoral care is essential in schools with good for disadvantage outcomes. (Marc Rowland, 2023)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment/Extracurricular provision</p> <ul style="list-style-type: none"> • After school clubs • Sports events • Trips <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</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>	5, 6
Promote the importance of Attendance across the school.	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.	1
Embed our Lunchtime provision in supporting emotional wellbeing and teamwork.	Support behaviour and nurture support during lunchtimes by providing activities to engage and promote the values of Cupernham Infant School and thus enhancing learning. Introduction of a sports coach 2 days per week.	4, 5

<p>Vulnerable Year 2 children transition effectively to their next steps in their education</p>	<p>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</p>	<p>1, 4,</p>
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Total budgeted cost: £ 45,069

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 2023 to 2024 academic year.

2023-24 breakdown of PP Children across the school.

Pupil Premium	Yr. R	Yr. 1	Yr. 2
PP	7	12	13
PP (SEN)	2	3	3
Total	9	15	16

Children gaining a Good Level of Development in Year R

Local Authority	Cupernham Infant School	Pupil Premium Children
71.9%	79.5%	44.4%

Children gaining Age Related Expectations at the end of Year 1

Subject	All (87)	Pupil Premium (15)	Non-Pupil Premium (72)
Reading	77%	74%	77%
Writing	74%	60%	74%
Maths	79%	73%	79%

Children gaining Age Related Expectations at the end of Year 2

Subject	All (90)	Pupil Premium (16)	Non-Pupil Premium (74)
Reading	81%	56%	86%
Writing	72%	44%	78%
Maths	80%	44%	88%

Review of 2023-24 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. They are able to confidently talk about their work at the point of learning, but can find it challenging to discuss prior learning and key knowledge.

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.

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 continued to be used in core subjects to record attainment. Carefully designed, adaptive 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 89.58% for 23/24 - the school attendance for all children for the year 2023/24 was 94.81%. 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 2024-25, 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 2023/24:

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.