

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	Cusgarne Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Tim Barnard Head Of School
Pupil premium lead	Marie Turner SENDCo
Governor / Trustee lead	Claire Hains, lead for SEN/disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,345 (includes £930 service premium)
Recovery premium funding allocation this academic year	£2,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£12,745

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 on our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, with a focus on the areas in which we have identified disadvantaged pupils require the most support - these are phonics, reading and maths particularly number. 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 Little Wandle Phonics and Nessler Reading and Spelling programmes 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our ongoing assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, particularly number.
4	Our observations and discussions with pupils and families have identified social and emotional health issues for many pupils, notably due to resilience and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and teacher referrals for support from our TIS Practitioner has markedly increased during the pandemic.

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
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among 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	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.</p>	<p>Sustain high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ✚ qualitative data from student voice, student and parent surveys and teacher observations ✚ a significant increase in pupils resilience levels ✚ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>EEF Oral Language Interventions</p>	1
<p>Purchase a DfE validated Systematic Synthetic Phonics programme – Little Wandle, 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>EEF Phonics</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 (including Teaching for Mastery and Number Sense 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 KS1 and KS2</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Maths in KS2 and KS3</p>	3
<p>Improve the quality of social and emotional learning and mental health of children. SEL approaches will be embedded into routine educational practices and</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>	4

supported by staff training. A qualified TIS Practitioner will be available to those children who require it.	performance, attitudes, behaviour, and relationships with peers): EEF Social and Emotional Learning TIS UK	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: EEF Oral Language Interventions	1
Additional phonic sessions targeted at disadvantaged pupils who require further phonics support.	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: EEF Phonics	2
Purchase of Nessy Reading and Spelling Programme as a targeted intervention specific to pupils' individual needs.	Nessy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit instruction with structured, systematic, synthetic phonics. National Reading Panel Report 2000	2

	EEF Phonics The Reading Framework July 2021	
<p>School led interventions for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive one to one or small group interventions will be disadvantaged, including those who are high attainers particularly in maths and number.</p>	<p>Interventions 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 and in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £1,545.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and building resilience approaches with the aim of developing our school ethos and improving behaviour and resilience across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching resilience in schools and fostering resilient learners</p>	4

<p>Implementation of Forest School initially in KS1 then rolling out across the whole school with the aim of developing pupils social, emotional, and mental health as well as their overall resilience.</p>	<p>The benefits of a Forest School for both SEMH and Educational purposes are clear and have positive effects on all children who attend:</p> <p>Forest School</p> <p>Forest Schools - Impact on young children in England and Wales</p>	<p>4</p>
<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 aside a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £12,745.00

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.

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track, the outcomes we aimed to achieve in our previous strategy by the end of 2020/2021 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 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 our online resources provided by the school and through the allocation of a Chromebook for the children to use at home in order to access the online learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The SENDCo completed the TIS Practitioner training to support the emotional wellbeing of service children especially when their parent was deployed.</p> <p>Gaps of knowledge identified, and targeted interventions delivered by support staff to those pupils who needed it.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.

Further information (optional)

Additional activity

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.
- + offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, and aspirations. 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 triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several 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 advantage. 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.

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.