

Pupil premium strategy statement – Duxford Church of England Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	197 (2020-21), 184 (July 2022)
Proportion (%) of pupil premium eligible pupils	13% (2020-21), 12% (July 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	July 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Suzanne Blackburne-Maze (Headteacher)
Pupil premium lead	Suzanne Blackburne-Maze
Governor / Trustee lead	Gill Hinks

Funding overview 2021 2022

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,340
Recovery premium funding allocation this academic year	£ 2,755
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,095

Part A: Pupil premium strategy plan

Statement of intent

Each year the school receives a Pupil Premium Grant (PPG) from the government. Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. Schools receive additional funding for pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. This funding includes any children who had been eligible for Free school Meals within the last six years. Schools can decide how the Pupil Premium is spent as they are best placed to decide what additional provision should be made for the individual pupils within their care. 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.

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 following the COVID-19 pandemic, 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	Assessments and observations indicate a weakness in learning behaviours, eg lack of independence or resilience; taking responsibility for their own learning
2	Discussions with parents and teachers indicate that some disadvantaged pupils have social and emotional difficulties
3	Lower academic attainment compared to non-disadvantaged pupils, particularly in reading, writing and maths
4	Limited opportunities for enrichment opportunities due to family circumstances
5	Assessments and observations indicate that development of oral language skills and vocabulary gaps are greater in disadvantaged pupils compared to non-disadvantaged 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 disadvantaged and non disadvantaged pupils (3)	End of summer term assessments in 2022, 2023, will show that 95%-100% of disadvantaged pupils will have made expected progress from the previous summer. Disadvantaged pupils will be closing the gap on the attainment of non-disadvantaged pupils. Analysis of interventions will show a positive impact on pupils' learning and has helped to accelerate progress.
Pupils and families with identified social, emotional or health needs are well supported by school so that needs are alleviated. (1,2)	Support is provided for pupils and families. Identified pupils attend ELSA, Nurture, play therapy or counselling sessions. Fewer behaviour reports are received. Observations show improved behaviour for learning in class. Families are supported via EHA referrals or work with other external agencies

Pupils have a breadth of experiences that enable them to enrich their learning. School will deliver an engaging curriculum and provide enrichment opportunities. (4)	Teachers plan a stimulating, well sequenced curriculum. Pupils access enrichment and sporting opportunities both within, and outside of the school day. Subject coordinators have time and resources to develop their curriculum areas. The curriculum is adapted to ensure that it can be accessed by all pupils. A Curriculum Lead oversees this.
Pupils oral language skills and vocabulary development is supported (5)	Teachers receive CPD to support them to develop children's oral language skills and vocabulary development. This will be evident through conversations with pupils and through written work. Displays in classrooms will emphasise the importance of vocabulary linked to topics.

Activity in this academic year 2022/23

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: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
English support from Cambs LA for our subject leader	Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning - EEF	3,5
English training from Cambs LA for all staff and resources to support teaching and learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	3,5
Maths support from Cambs LA for our maths subject leader	Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning EEF	3,5

Maths training from Cambs LA for all staff and resources to support the teaching and learning of maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	3,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring using NTP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3
Structured interventions to support academic learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,3
Oral language skills and vocabulary development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3,5

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular 1:1 ELSA sessions for identified children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2
Small group Nurture sessions for identified pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2

STEPS tutor training for 2 members of staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3
Funding for enrichment activities	Extracurricular activities, including sports, outdoor activities, arts, culture and trips - EEF	4

Total budgeted cost: £ £32,500

Part B: Review of the previous academic year 2021 - 22

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2021/22 was below our aspirations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has not closed since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that the behaviour of some disadvantaged pupils remained a concern last year, with challenges in relation to wellbeing and mental health being significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Pupil Premium overview Summer term 2022

Total Pupil Premium children =22

Data calculated on 19 children as no prior data available where children have started mid year

Reading

Progress Aut 21 to summer 22 = 100%

At Age Related Expectation or higher = 47%

Writing

Progress from Aut 21 to summer 22=89%

At Age Related Expectation or higher = 21%

Maths

Progress from autumn 21-summer 22 =100%

At Age Related Expectation or higher = 26%

Year 1 phonics screening: 100% of pupil premium reached the expected standard.

Externally provided programmes

No non-DfE programmes used for pupil premium (or recovery premium) 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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on developing the skills of two members of staff