

Cassop Primary School : Pupil Premium 3 Year Strategy Statement
(2021/22; 2022/23; 2023/24)

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022, 2022 to 2023 and 2023 to 2024 academic years) 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
Cassop Primary School	
Number of pupils in school	135 (2021/22) 121 + 16 Nursery = 137 total (2022/23)
Proportion (%) of pupil premium eligible pupils	19% (2021/22) 22% (2022/23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 (reviewed) 2022 (current) 2023 (future)
Date this statement was published	01/11/21
Date on which it will be reviewed	01/02/22 01/11/22
Statement authorised by	Curriculum committee
Pupil premium lead	V. Hewison
Governor / Trustee lead	Fr John Livesley (2021/22) Cllr Maura McKeon (2022/23)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35625 (2021/22) £42215 (2022/23)
Recovery premium funding allocation this academic year	Covid recovery £5220 School led tutoring; £5670 (inc 25% from school) (2021/22)

	£4212 + school contribution (2022/23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2021/22)
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	£46515 (2021/22) £46427 (2022/23)

Part A: Pupil premium strategy plan

Statement of intent

At Cassop Primary School we want to ensure we provide an engaging curriculum with breadth and depth to inspire all our children. We understand basic skills underpin everything we do now and in our future lives therefore we value the need for cross curricular writing supported by high quality resources, educational visits and visitors to enrich the curriculum and give first-hand learning opportunities.

Alongside this we appreciate the role school has in improving resilience, confidence and self-esteem therefore improving learning behaviours. We want our children to demonstrate a resilience to persevere with learning and academic challenges including mastery.

We have high aspirations for all, resulting in improved behaviour and attendance. We acknowledge the locality of our school, the infrastructure and transport network along with the history of our area can create barriers for aspirations.

Our current pupil premium strategy plan works towards identifying and tackling these aims for the benefit of all but especially our disadvantaged pupils.

The underlying principle of our strategy is that barriers to inequality should be removed wherever possible and where this is not possible additional support through pupil premium funding should address this.

Challenges

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

Challenge number	Detail of challenge
1	Approximately 35% of children join school with skills which are below the expected levels for their age in all the areas
2	Complex needs requiring a multi-agency approach, including SEMH (social, emotional, mental health)
3	Children need to demonstrate resilience to persevere with learning and academic challenges especially in showing a stamina for reading and writing.
4	Low attendance levels, poor social skills due to limited quality interactions prior to attending school, low level of enrichment opportunities, transport and infrastructure links within the community are difficult for families without own transport

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
<p>Children will make good progress in Reception and a greater number of children will achieve a GLD than arrived at expected levels</p>	<p>2021/22 67% GLD</p> <p>2022/23 Make improvements on 2021/22 % GLD (63.2%) by addressing achievement gaps.</p> <p>2023/24</p>
<p>Children will make good progress with phonics and a greater number will achieve a phonics pass than entered Year 1 at expected standards.</p>	<p>2021/22</p> <p>78% of Y2 children will pass phonics screening by the end of the year; Pupil Premium 100% pass (Y2); Non-Pupil Premium 73% pass (Y2); 70% pass rate Y1 phonics (June 2022)</p> <p>2022/23</p> <p>Make improvements on achievement gaps in the 2021/22 phonics data</p> <p>2023/24</p>
<p>The amount of children leaving Cassop at the end of Year 6 'secondary ready' (RWM combined) will be in line with national averages.</p>	<p>2021/22 - N/A - target set in light of 2022 data</p> <p>Rationale - The percentage of pupils achieving the expected standard or above is 40%. The percentage achieving the standard has decreased by 27%. The percentage of boys achieving the expected standard or better is 45% and girls is 33%, so therefore there is an achievement gap of 12%. Overall this cohort is below the National average (NAT 59%).</p> <p>2022/23</p> <p>Over the last three years 67% of pupils (38/57) have achieved the expected standard or above. Success criteria is to achieve at least 2021 NA of 59%.</p>

	<p>2023/24</p>
<p>Children use self-regulation strategies to manage feelings and emotions</p>	<p>2021/22 Reduce FTE data Improved PA attendance data (<12.1%)</p> <p>2022/23 Reduce attendance gap between groups Increased resilience and stamina demonstrated</p> <p>2023/24</p>
<p>All children have access to high quality Music tuition</p>	<p>2021/22 All children can play a tuned instrument by the end of Year 6</p> <p>2022/23 All children can play a tuned instrument by the end of Year 6 and will perform in front of an audience</p> <p>2023/24</p>
<p>Support provided to those families encountering difficulties with attendance</p>	<p>2021/22 Whole school attendance above 96% Potential persistent absence identified and attendance plan implemented</p> <p>2022/23 Whole school attendance above 96% Potential persistent absence identified and attendance plan implemented</p> <p>2023/24</p>

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.

2022/23

Pupil premium funding allocation this academic year	£42215
Recovery premium funding allocation this academic year	£4212
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46427

Teaching

Budgeted cost:
 School led tutoring £4512
 Music £5396.50
 Charanga £195
 CPD £2000
 = £11803.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring	DfE guidance https://bit.ly/2Y1akQw EEF: Individualised instruction +4 https://bit.ly/3EsRxgp	3
Weekly Music lessons across the school including: Little Fingers, First access and Brass tuition	EEF: Arts participation +3 https://bit.ly/3Bnch7o EEF evidence review: <div style="border: 1px solid black; padding: 2px;"> <p>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</p> </div> Published: 2015 <div style="border: 1px solid black; padding: 2px;"> <p>Authors: Beng Huat See and Dimitra Kokotsaki (Durham University)</p> </div> https://bit.ly/3mkODnz	4

CPD	Benefits of high quality CPD https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	1, 2, 3, 4

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

Budgeted cost: £23057.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from teaching assistants in small groups throughout school	EEF : Teaching assistant intervention +4 https://bit.ly/3jFTePC Small group tuition +4 https://bit.ly/2ZopZcR	1, 2, 3
CPD	Benefits of high quality CPD https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	1, 2, 3, 4

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

Budgeted cost:

EWEL £4500

PSA £2500

Attendance officer £2566.43

CPD £2000

= £11566.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly emotional well being for effective learning sessions (1:1 or small group as identified in referrals)	EEF: Social and Emotional Learning +4 https://bit.ly/3bqZVTR	2, 4

	Behaviour Interventions +4 https://bit.ly/3nzhIRm	
Parent support advisor to work with families identified PSA	EEF: Parental engagement +4 https://bit.ly/2ZDzBAP	2, 4
Support and challenge provided to families encountered difficulties with attendance	EEF: Parental engagement +4 https://bit.ly/2ZDzBAP	2, 4
CPD	Benefits of high quality CPD https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	1, 2, 3, 4

Total budgeted cost: £46427

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021. The data from 2021/22 has been used to review the strategy outcomes and set new targets.

2022 EYFS Analysis

The percentage of pupils achieving a good level of development (GLD) is 63%. The percentage of boys achieving a good level of development is 57% and girls is 80%, so therefore there is an achievement gap of 23%.

Over the last three years 75% of pupils (47/63) have achieved a good level of development (GLD). National average 72%.

2022 EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

16% of pupils are Disadvantaged (3 pupils) 33% of Disadvantaged pupils achieved the GLD.

2022 Phonics Analysis

The percentage of pupils achieving the expected standard (32+ out of 40) in the Year One Phonics Test is 90%. The percentage of boys achieving the standard is 80% and girls is 100%, so therefore there is an achievement gap of 20%. Overall this cohort is above the National average (NAT 82%).

Over the last three years 92% of pupils (44/48) have achieved the expected standard. National average 82%.

2022 Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

20% of pupils are Disadvantaged - 2 pupils - 50% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 34%. National Disadvantaged is 71%. Disadvantaged pupils are below Disadvantaged pupils Nationally. Over the last three years 75% of disadvantaged pupils (6/8) have achieved the expected standard.

2022 attendance data review

Overall attendance 93.2%

PP attendance 90.2%

Non PP attendance 96.2%

Persistent absentees 12.1%

2022 review

All children in Key Stage received music lessons from Music specialist inc Durham Music Service. All Year 6 can read music and play at least 1 instrument

PSA supported to 6 families

Service pupil premium funding N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

In 2021/22 we implemented:

Essential Letters and Sounds as our validated phonics scheme

Nelson handwriting to complement the ELS programme

CLPE across the school to improve engagement with reading

Accelerated reader to ensure reading is within the zone of proximal development

Mathshub – NCTEM intervention / project

EYFS - NELI (Nuffield early Language Intervention (Reception))

In 2022/23 we will:

Embed Essential Letters and Sounds as our validated phonics scheme

Embed Nelson handwriting to complement the ELS programme

Embed CLPE across the school to improve engagement with reading

Enhance our library with additional accelerated reader books to ensure reading is within the zone of proximal development

Continue with the Mathshub – NCTEM intervention / project

Continue with the EYFS - NELI (Nuffield early Language Intervention (Reception))

Participate in the Durham Resilience Project