

Cumnor Primary School Pupil Premium Statement



School overview

Detail	Data
School name	Cumnor Primary
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Ed Read, Headteacher (has since been updated by Steven Badger, Headteacher)
Pupil premium lead	Ed Read, Headteacher
Governor / Trustee lead	Voirrey Carr, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
Recovery premium funding allocation this academic year	£1,160
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	£12,800

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 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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Assessments indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.</p> <p>End of Key Stage 2 Assessment data showed that although the attainment level of children reaching the expected standard rose from 33% (KS1) to 66% (KS2) progress for disadvantaged children was -0.2 compared to the cohort average of +3.2 (2022 – there were no children in receipt of Pupil Premium in 2023 cohort)</p>
4	<p>Our 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.</p> <p>This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our attendance data over recent years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils have been 'persistently absent' more than their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	Financial barriers mean that pupils may be discouraged from attending after school activities, visits and residential visits, thus limiting experiences, cultural capital and Social Emotional Learning opportunities.

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 disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	KS2 reading and phonics outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being eliminated. • the percentage of all pupils who are persistently absent being eliminated.

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

Budgeted cost: **£5,470**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use Language Screen to assess barriers to language development on entry to school. (£200)</p> <p>Purchase of NELI (Nuffield Early Language Intervention). Training and resources (£870)</p>	<p>Language Screen and NELI children made an average of 3 ADDITIONAL months' progress in language.</p> <p>This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>Elklan Training Ltd</p>	1, 2, 4,5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (£2,000)</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,5
<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 training). (£1,800)</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>	3,5
<p>Improve the quality of social and emotional (SEL) learning through Zones of Regulation and resilience training (£600)</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,</p>	4,5

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an additional Lunchtime Supervisor for ½ hour each day to help engagement with school, peers and to promote language use at break times (£1,000)	Support to encourage skills in Exploration, socialization, the freedom to make mistakes, confidence and physical exercise. Physical activity EEF (educationendowmentfoundation.org.uk)	4,5
Additional TA support sessions targeted at disadvantaged pupils who require further support with phonics and Maths in particular. (£6,000)	Strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3

Wider strategies

Budgeted cost: **£1,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for pupils unable to attend after school activities, trips and visits where finances may be a barrier. (£1,000)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,6
Embedding principles of good practice set out in the DfE's Attendance advice. This will involve training and release time for staff to develop and implement new procedure. (£200)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5
Contingency fund for acute issues. (£500)	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.	All

Total budgeted cost: £14,170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The very small numbers of disadvantaged children at Cumnor School, mean that general approaches to analysis is not possible to show impact. All our disadvantaged children have specific programmes to support their individual needs. However, our internal assessments suggested that the performance of disadvantaged pupils improved more than in previous years. This was particularly true for Reading where progress was significantly higher than the cohort average.

The data below is demonstrative of a Y6 cohort who sat KS2 SATs papers in 2019 (3 children in receipt of Pupil Premium). Data for 2023 has not been used due to no children in receipt of Pupil Premium being in that cohort.

YEAR 6			
Disadvantaged (3 chd)	Reading	Writing	Maths
End of Year 2	33%	0%	33%
Summer Year 6	100%	66%	66%
Year 6 National (2019)	64%	60%	64%
Progress	Reading	Writing	Maths
Summer Year 6	+9.2	+2.1	-0.2
National	0	0	0

Focus is now continuing for reading and phonics but also for maths.

Attendance remains below the national and school average. This has been exacerbated with the national lockdowns, concerns over infections for vulnerable families and disruptions to school support opportunities. Additional strategies are being implemented to reverse this trend.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health improved last year. 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.