

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	Cummersdale School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	March 2022
Date on which it will be reviewed	March 2025
Statement authorised by	Gareth Jones (Head)
Pupil premium lead	Fay Scott (SENCo)
Governor / Trustee lead	Fay Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30 485
Recovery premium funding allocation this academic year	£ 2000
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	£ 32 485

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 strategy is also integral to wider school plans for education recovery, 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	There are a number of children who are also on the SEN Register/very low ability and there is a lack of targeted support
2	Social, Emotional and Behavioural Issues – lack of focus and confidence
3	Support at home can be mixed. Several single parent families and/or families with a large number of children. As a result, the completion of homeworks can be inconsistent.
4	Children arriving at school have poor speech and language skills
5	Low attendance and punctuality

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
<i>Higher rates of pupils achieving the expected standard in KS2</i>	Current pupils are tracked and their progress is in line with non PP children if not better. This is measured by NFER tests, teacher assessment and moderation at staff meetings/cluster meetings
<i>Higher rates of pupils achieving the expected standard in KS1</i>	Current pupils are tracked and their progress is in line with non PP children if not better. This is measured by NFER tests, teacher assessment and moderation at staff meetings/cluster meetings
Higher rates of pupils achieving the expected standard at Y1 Phonics	Using regular assessments for Read, Write, Inc to track PP pupils' progress ensuring that they are at least in line with non PP pupils.
Higher rates of pupils achieving GLD at EYFS	Using the Scholarpack Tracking to look at progress of PP children ensuring it is at least in line with others.

For pupils to become more emotionally resilient	Pupils will have access to an adult to talk to. Wellbeing sessions have been introduced to support pupils.
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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: £15700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved assessment system in order to track children's progress more carefully</p> <p>Purchase NFER tests to be used as a baseline for the coming academic year. These will then be transferred to scholar pack and form the base for our online tracking of pupil progress</p>	<p>By providing a standardised test, knowledge and understanding can be assessed. The data can then be used to determine any catch ups that are needed in each year group. Tracking the data over time will allow for those who are falling behind to be picked up quickly and for interventions to be put in at the earliest opportunity.</p>	<p>1,2</p>
<p>Continued improvements in the teaching of phonics</p> <p>Purchase of Oxford Owl reading materials to match the Read, Write Inc. Phonics Scheme</p>	<p>EEF- Improving literacy improves student outcomes overall, thereby reducing the attainment variation between disadvantages and non disadvantaged. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p>	<p>1, 2, 5</p>
<p>For pupils to bridge gaps in learning using IT based interventions that can be used in and out of school</p> <p>TT Rockstars, Mathletics, Spelling Shed, Lexia, Class lists, Microsoft Teams Purchasing of further iPads</p>	<p>IT based programmes can be used both at home and in school. This is beneficial as can be used during periods of home learning due to COVID-19 lockdown. The IT based programmes assess the pupils at the start and the progress made is in line with their ability and speed of developing understanding.</p>	<p>1,2, 3, 5</p>

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

Budgeted cost: £ 18900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in TA support in the school. TA are to be used to support in class quality first teaching, small group catch up work and EHCP hours. Individual intervention assessments.	EEF suggests that using well qualified TAs is more likely to raise attainment and achieve greater progress. Interventions on a one to one basis are most effective. Attainment and progress checks.	1,2,4,5
Nuffield Early Literacy Intervention (NELI) to be used on children in Reception and Y1. One teacher and two TAs to be trained.	We feel that improving children's speech and language skills will increase their ability to communicate well and access the curriculum.	1,2,4,5

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to be involved in all aspects of school life. Reduced charges for after school clubs/trips	Pupils who are doing well academically may need the opportunity to develop socially and emotionally through non curricular activities. Becoming more confident in social settings and with different groups of people. Learning through non class based experiences.	2
Pupils will become more confident in school. Increased parental involvement	By providing information about the strategies being used in school, parents will be able to adopt these and be more confident helping	2, 3

<p>to support the learning taking place in school and attendance Provide advice leaflets for various aspects of school life both academic and pastoral.</p>	<p>children at home, supporting the taught strategies. By increasing parental involvement, better relationships will lead to swifter conversations regarding poor attendance or concerns over progress. Reading booklet to be sent home to promote listening to their children read and effective questioning. Parent evenings to share information about the strategies and progress</p>	
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Total budgeted cost: £ 35,100

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.

In 2020-21 we had a focus on Well Being/Nurture support for many pupils several of whom were our pupil premium children.

A trained counsellor was employed to be available to all those PP children and worked with them in a variety of ways once a week on a one to one basis. Sometimes this involved completing work, colouring or just talking. Interventions were used which targeted social and emotional learning focus on ways in which children learn and work with their peers, teachers and in the wider community. They explored barriers to learning and how these could be challenged, with coping strategies being developed.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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