# Cuddington and Dinton 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 |
| **Cuddington and Dinton Cof E School** | |
| Number of pupils in school | 178 |
| Proportion (%) of pupil premium eligible pupils | 3.9% (7 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | FGB |
| Pupil premium lead | Kim Price |
| Governor |  |

**Funding overview**

|  |  |  |
| --- | --- | --- |
| **Detail** | **Pupils** | **Amount** |
| Pupil premium funding allocation this academic year | 6 | £8,070 |
| LAC and post LAC funding | 2 | £4,690 |
| Recovery premium funding allocation this academic year |  | £ 2,000 |
| Tutoring | 4 | £ 810 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  | 0 |
| **Total budget for this academic year** |  | **£15,570** |
| **Expenditure from COVID Catch up funding** | **Grant Amount £14,240** | |
| Tutoring | £1,164 | |
| Phonics Scheme | £5,500 | |
| Support for Clubs/ residential | £350 | |
| Spend | £7014 | |
| Carry forward | £7226 | |

# Part A: Pupil premium strategy plan

## Statement of intent

## Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. (EEF)

The specific support of these pupils through this pupil premium strategy will enable them to make at least expected progress from their starting point, engage with the wider life of the school and enable their parents/ carers to feel more part of the school community

Schools implementation guide for PP strategy (EEF)

<https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/Professional-Development-Summary.pdf>

Impact of COVID on learners (EEF)

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/school-closures-rapid-evidence-assessment

**Staff**

All school staff will receive CPD to support the implementation of this strategy

* Teachers working in collaborative working groups to support curriculum dvevlopment and monitoring of PP and Vulnerable pupils
* ECT teacher to have programme of training from ASPIRE and coaching from Richard
* TA’s and non clas based staff to have ½ termly session with Richard and Kim to support their understanding of this strategy.

**Governors**

Governors to have updates in FGB and TLSA meeting. Governor visits to school to focus on SDP and progress of PP and Vulnerable children.

Governors to use this document to ensure progress for these pupils is maintained and understand if some pupils don’t make expected progress

**Challenges**

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Impact of COVID on attainment |
| 2 | Parental engagement with school |
| 3 | Pupil engagement with the wider curriculum (clubs, after school activities etc) |

**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 |
| Pupils to be making expected or better progress form their last formally assessed starting point (EYFS, Kst 1 SATs) | All PP pupils will meet their target set in September  Termly assessments will track progress and identify areas of need  Pupils will be supported through weekly small group tutoring session, with areas of need identified by teacher |
| Parents to feel part of the school community and attend events and workshops | Parents communicate their needs and are listened to  Parents are supported to come to events by personal invites from SENDCo, class teacher, SLT  Reduced prices to events are discreetly offered |
| PP pupils to attend more afterschool activities and engage more fully in the wider curriculum | PP attendance at after school events increases  PP pupils are invited to clubs, music lessons and are financially supported  PP and vulnerable group activity once a month in the school day. Buddy system set up to support anxious PP pupils to take part in the wider curriculum from members of this group. |

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| Quality first teaching in English- CPD | 1. Diagnostic Assessment tool  2. Feed back  3. Mastery learning  4. Peer tutoring  5. Phonics teaching  6. EYFS and Kst 1 maths teaching  7. Kst 2 maths teaching | 1 | £150 |
| Quality first teaching in maths- CPD | 1 | £150 |
| Curriculum knowledge and understanding to support learning- CPD | 8. Collaborative Learning Approach | 1 | £700 |
| Total amount budgeted | | | £1000 |

**Teaching** (for example, CPD, recruitment and retention)

1. educationendowmentfoundation.org.uk/public/files/Diagnostic\_Assessment\_Tool.pdf

2. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback

3. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

4. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring>

5.

[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 6)

[6](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 6). <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching>

7. <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3>

8. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>

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

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| Tutoring  4 x18 hours for 1 ½ terms | 1.Small group tutoring | 1 | £810 (Gov)  £714 (PP funding) |
| 1:1 support | 2. Metacognition and self-regulation  3. 1:1 tuition  4. TA interventions | 1 | £6705 |
| Interventions  PP children in yr 1,2,3,4,5 | 2. Metacognition and self-regulation  1. Small group tutoring  4. TA interventions | 1 |
| Total amount budgeted | | | £8229 |

**9. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition**

**10.** [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)

**10.https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation**

**11.**[**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)

**12.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
| TA to greet children who are late due to agreed delayed start time | 12.TA intervention  10.Metacognition and Self-regulation | 3 | £6705 |
| Breakfast supervision for PP child on arrival at school | 3 |
| PP and Vulnerable Pupil group monthly | 3 |
| Payment for music lessons in school | 13.Arts Participation | 3 | £240 |
| Payment for Sports Clubs in school | 14. Physical activity  14.Physical activity | 3 | £128.70 |
| Payment for school trips/swimming etc | 3 |
| Payment for Sports activities outside of school | 3 |
| Parental engagement in supporting learning and wider life of school | 15. Parental engagement | 2 |  |
| Total amount budgeted | | | £7073.70 |

**13.**[**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)

**14.**[**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)

**15.**[**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)

**Total budgeted cost:**

|  |  |
| --- | --- |
| **Activities this academic year** | **Budgeted cost** |
| **Teaching** | **£1000** |
| **Targeted academic support** | **£8229** |
| **Wider strategies** | **£7073.70** |
| **Total** | **£16307.70** |
| **Overspend of £732.70** | |

NB

* Overspend amount to come from last year’s Carry forwards
* Actual cost of tutoring will be more than £18 per hour as paying staff on Teachers pay scale for 4 hours.

**Part B: Review of outcomes in the previous academic year**

See attached report.