

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 and 2024 to 2025 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
School name	Caversham Park Primary School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Miss G. Ray (Headteacher)
Pupil premium lead	Miss G. Ray (Headteacher)
Governor / Trustee lead	Mr. Devjeet Hunjan

### Funding overview

Detail	Amount
Pupil premium funding allocation 2023 – 2024 financial year	£ 27 265
Recovery premium funding allocation 2023 – 2024 financial year (including school led tutoring payments)	£ 30 437.51
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 30 437.51</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Caversham Park Primary School, we recognise the fact that the well-being, progress and attainment of all pupils across the school has been greatly affected by the COVID-19 partial school closures during the 2019 – 2020 & the 2020-2021 academic years and the impact upon society in general during that time. It is therefore our intention is that all pupils at Caversham Park Primary School, regardless of their background or needs, continue to “catch-up” so that they can all make at least good progress and achieve to the best of their ability across all subject areas.

In particular, we will consider the challenges faced by our more vulnerable pupils such as those who:

- have or who have previously had a social worker
- are in receipt of an Early Help intervention, such as a Family Worker or a PMHW
- are Looked After Children (LAC) or Previously Looked After Children (PLAC)
- are identified on our school provision register
- are experiencing traumas associated with the death of a close relative
- are identifying as a gender other than the one assigned at birth
- are receiving emotional literacy support from an ELSA in school

The support we have outlined in this statement is intended to support the needs of all of these children, regardless of whether they are disadvantaged or not.

Quality-first teaching is central to our approach at Caversham Park Primary School, which a focus on which areas our disadvantaged and more vulnerable pupils require the most support. Such an approach has proven to be the most effective way of closing the gap for our disadvantaged and more vulnerable pupils.

Embedded in the intended outcomes detailed in this strategy. Is the intention that all pupils in our school, regardless of their background or needs, “catch-up” so that they can all make at least good progress and achieve to the best of their ability across all subject areas. Therefore, our strategy is central to wider school plans for education recovery: particularly in our targeted interventions led by an identified teacher, who has been trained in the delivery of identified intervention programmes, funded through the use of our Recovery Premium.

Our approach will be flexible and will respond to common and individual needs. Robust on-going teacher assessment will be used to inform support and interventions, so that all disadvantaged pupils are challenged in their learning and any required interventions are put in place.

Central to our strategy is also the value that we place on the emotional and social well-being of all of our children. We recognise and understand that children are unable to progress with their learning, unless they are mentally fit to do so. Therefore, we place great importance on supporting the emotional mental well-being and development of all of the children in our school and value the provision of emotional literacy support that our highly skilled ELSA delivers to our vulnerable children. Such a strong belief underpins our strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, including well-being observations and discussions with children, staff &amp; parents / carers have identified <u>social and emotional</u> issues for many vulnerable pupils across the school. This is notably due to the impact of being at home during the periods of partial school closure, which resulted in the children not socialising with their peers and spending lengthy periods of time playing computer games. A situation which meant that many of the children found the return to school after periods of lockdown difficult in terms of being able to socialise and cooperate with their peers.</p> <p>In addition, since the end of travel and working restrictions place during the pandemic, a number of families have joined the school from overseas. Out of the current school population (September 2024) 22% of the children have joined since the pandemic are new to country: several of whom have social and emotional needs. In addition, some of the children who have joined our Reception cohort this academic year, have had none or little pre-school or nursery support and a high proportion of these children are presenting with additional language and emotional needs. Therefore, a considerable number of children across the school are requiring additional social and emotional support an ELSA and the SENDCo.</p> <p>Teacher referrals for social and emotional support have continued to increase in recent years: 30 children (8 of whom are PP children) currently require additional social and emotional support in the school.</p>
2.	<p>Our assessments and observations indicate that the pandemic has greatly impacted on the <u>academic progress and attainment</u> of a high number of children across the school. Whilst partial school openings during the pandemic period has meant that the KS2 children's education has been affected: several of the KS1 children have had minimal pre-school or nursery education, whilst some of the current Reception Class children have had no pre-school or nursey experience. Such experiences have greatly affected the academic progress and attainment of many children across the school.</p> <p>In addition, many of the new to country children who have joined the school have additional EAL or SEND needs which are impacting their academic progress and attainment.</p> <p>As a result, our staff are having to put interventions in place to ensure that the disadvantaged and vulnerable children across the school can "catch up". This includes social and emotional interventions.</p>
3.	<p>Assessments, observations and discussions with children suggest that the attainment of our disadvantaged children is below that of non-disadvantaged children.</p>

## 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 achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged and vulnerable children.	Sustained high levels of wellbeing from 2024-2025 demonstrated by qualitative data from student voice, parent / carer and pupil surveys and teacher / ELSA / SENDCo observations
Improved reading, writing and maths outcomes for disadvantaged and vulnerable children across the school, so that the gap between the percentage of non-disadvantaged and disadvantaged children achieving at least ARE in reading and writing and maths has closed	KS2 reading outcomes for 2024/25 show more than 70%* of disadvantaged pupils meet the expected standard  KS2 writing outcomes for 2024/25 show more than 40%* of disadvantaged pupils meet the expected standard  KS2 maths outcomes for 2024/25 show more than 60%* of disadvantaged pupils meet the expected standard  *2023-2024 outcome for PP children

## Activity in the 2023-2024 academic year (supported by 2023 – 2024 Pupil Premium Funding)

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

**Budgeted cost: £ 21,922**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards the employment of our ELSA</p> <p>Enhancement of our social and emotional learning by the further upskilling of our ELSA and our SENDCo through their participation in external training courses.</p> <p>Social and emotional learning approaches will be embedded int routine teaching and learning practices and supported by Professional development and training for staff.</p> <p>Contribution towards the employment of teaching assistants who are delivering intervention activities to individuals / groups</p>	<p>There is extensive evidence to associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2, 3</p>
<p>Training for teachers to ensure that assessments are interpreted and administered correctly</p> <p>Provision of continuous professional development for classroom support staff to deliver structured interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or quality first teaching</p>	<p>1, 2, 3</p>

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

**Budgeted cost: : £ 8514.91**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole staff refresher training on Therapeutic Thinking Approaches (INSET Day January 2024)	Extensive evidence demonstrates that the Therapeutic Thinking approach to behaviour prioritises the pro-social (positive) feelings of everyone within the dynamic.  Evidence demonstrates that children that have Risk Factors in their lives are more likely to have negative feelings and are therefore more likely to display negative behaviours. Whilst an educational setting cannot eradicate all the risk factors a child may have experienced or be experiencing, it can look to ensure the child has as many protective factors and positive experiences as possible, in order to create more positive feelings within them.	1
Provision of FSM for the FSM children	See School Policy on the Use of the Pupil Premium.	All
Provision of free school milk to the FSM children if requested / required		
Provision of school uniform to the FSM children if requested / required		
Provision of curriculum enrichment opportunities for the disadvantaged children e.g. residential Year 6 trip & other school trips		
Contingency fund for acute issues	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: £ 30 437.51**

## 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 2022 to 2023 academic year.

#### Reading:

Percentage of whole cohort achieving at least ARE = 89%

Percentage of FSM achieving at least ARE = 100%

Percentage of PP achieving at least ARE = 100%

#### Writing:

Percentage of whole cohort achieving at least ARE = 82%

Percentage of FSM achieving at least ARE = 100%

Percentage of PP achieving at least ARE = 100%

#### Maths:

Percentage of whole cohort achieving at least ARE = 79%

Percentage of FSM achieving at least ARE = 100%

Percentage of PP achieving at least ARE = 100%

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to the continued impact of COVID-19, performance measures have not been published for 2021 to 2022. However, school end of KS2 data for 2021 to 2022 data is as outlined here:

#### Reading:

Percentage of whole cohort achieving at least ARE = 86%

Percentage of FSM achieving at least ARE = 100%

Percentage of PP achieving at least ARE = 100%

Writing:

Percentage of whole cohort achieving at least ARE = 83%

Percentage of FSM achieving at least ARE = 100%

Percentage of PP achieving at least ARE = 100%

Maths:

Percentage of whole cohort achieving at least ARE = 93%

Percentage of FSM achieving at least ARE = 100%

Percentage of PP achieving at least ARE = 100%

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

Historically at Caversham Park Primary School, we have had a relatively low number of identified disadvantaged children and we have always taken a wider viewpoint of these children, in that they form part of a larger group of vulnerable pupils across our school. This is why interventions and training focus on the academic and social / emotional needs of all of our vulnerable children in the school: a group to which our disadvantaged pupils belong.