

Pupil premium strategy statement

Cubert Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	K Brown (Head of School)
Pupil premium lead	K Brown
Governor / Trustee Lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,910
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years .	£0
Total budget for this academic year	£47,910

Part A: Pupil premium strategy plan

Statement of intent

At Cubert Primary School, we want every child to have the best start in life. Our aim is for all pupils to have equal opportunities to succeed, regardless of their socio-economic background. We want all our pupils to achieve their full potential, both academically and in character.

We focus on teaching, targeted academic support and wider strategies to support our children and the community. As a school, we strive for all children to have enriched learning opportunities across a broad and balanced curriculum, exploring learning through key questions. Lessons are sequenced to enable all pupils to know more and remember more. We know that consistently good teaching is paramount in supporting children, particularly disadvantaged to succeed.

Our current Pupil Premium Strategy aims to meet these needs by supporting children in academic areas they may find challenging, developing character, providing a nurturing environment and enabling the children to access extra-curricular experiences, prepared for their future with a lifelong love of learning and enhanced cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading Development</p> <p>Across the school, reading is a priority. We continue to recognise the importance of the systematic teaching of phonics and aim to continually deliver high-quality teaching of phonics. There will be a focus on reading fluency, supporting children to become fluent readers once they develop secure phonological awareness.</p>
2	<p>Social and Emotional Wellbeing of Pupils and Families</p> <p>Discussions with children, parents and outside agencies as well as Thrive/TIS assessments have identified that some of our disadvantaged children may benefit from wider SEMH support. This can be due to a variety of reasons such as past trauma, current and ongoing health issues, family pressures.</p>
3	<p>Attendance and Punctuality</p> <p>We recognise good attendance supports good outcomes. During and since the pandemic, mirroring the national picture, our attendance data has been inconsistent. Furthermore the gap between attendance figures for disadvantaged and non-disadvantaged has at times widened. Our assessments and observations indicate that lower attendance and persistent absence negatively impacts disadvantaged pupils' progress.</p> <p>Securing good attendance and tackling persistent absence - GOV.UK</p>

4	<p>Writing Development</p> <p>To support the effective application of key writing skills, the place value of punctuation and grammar (PVPG) will form the fluency (concrete/pictorial to abstract) for writing across the school with opportunities for reasoning, building depth of understanding.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, National Literacy Trust, NFER and FFT and state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of COVID-19 on pupil attainment EEF https://literacytrust.org.uk/news/only-1-in-3-children-enjoy-writing-free-time/</p>
5	<p>Cultural Capital</p> <p>Discussions with pupils indicate that some of our disadvantaged pupils have not have had the wider life experiences and access to cultural capital as their peers. The impact on this is evident through skills requiring general knowledge (e.g. geography) and imaginative and creative work in subjects like art and English. Breadth of experiences, aspirations and expectations are a focus to develop and provide opportunities for.</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
<p>1. Reading Development: To continue to prioritise the teaching of phonics.</p> <p>Children will attain well, in line with national or above, in reading both in KS1 Phonics Screening Checks and KS2 SAT Tests.</p> <p>Frequent reading of all children working below the expected level will be targeted and help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</p> <p>Pupils will be able to apply their reading learning and strategies within and across lessons.</p>	<p>1. Reading Development: Sustained progress and attainment demonstrated this year and future years:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for reading. • the percentage of children passing the phonics screening test will be in line with national average or higher. • Read, Write, Inc. (RWI) Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics programme. • Data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment. • Children speak positively about reading experiences and themselves as readers.
<p>2. Social and Emotional Wellbeing of Pupils and Families</p> <p>The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically.</p>	<p>2. Social and Emotional Wellbeing of Pupils and Families</p> <ul style="list-style-type: none"> • Continued development of whole school SEMH provision (PSHE, well-being and behaviour curriculum), including a specific focus on mental health as part of the PSHE curriculum. • TIS Training for all staff, ensuring support is in place for identified pupils. ‘Motional’ assessments will take place for all pupils to support staff in identifying areas of need. • Lunch provision to be available and take place for identified pupils. • Development of the ‘Senior Mental Health Lead’ role.

<p>3. Attendance and Punctuality</p> <p>To achieve and sustain improved attendance for all pupils.</p>	<p>3. Attendance and Punctuality</p> <ul style="list-style-type: none"> • Attendance is at, or above 96%. • The overall absence rate for all pupils, and pupil groups, being no more than national averages. • The percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils. • Attendance data comparisons between pupil premium and non-pupil premium show the same progress and high attainment. • Clear systems in place, in line with Aspire Attendance Policy.
<p>4. Writing Development</p> <p>Improved key writing skills, stamina and attainment for pupils across the school, and attained at the end of KS2.</p>	<p>4. Writing Development</p> <p>Sustained progress and attainment this year and future years:</p> <ul style="list-style-type: none"> • The percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. • Data comparisons between pupil premium and non-pupil premium show the same progress and high attainment.
<p>5. Cultural Capital</p> <p>Raised aspirations and expectations for all stakeholders.</p> <p>Regular opportunities and experiences available for and accessed by all.</p>	<p>5. Cultural Capital</p> <ul style="list-style-type: none"> • Pupils feel a sense of achievement and have future aspirations. • Pupils access wider school opportunities.

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: £ 39,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Become Partner School with Kernow English Hub – supporting Phonics and RWI development.</p> <p>Comprehensive training in validated phonics scheme - ensure that RWI Phonics scheme is taught with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings.</p> <p>Purchase of new RWI reading books.</p> <p>Purchase of new reading books for follow on from RWI - RWI Fluency & sustained focus on reading comprehension strategies through the school.</p>	<p>EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics - Toolkit Strand - EEF</p> <p>EEF / Tim Shanahan (2019) – Reading Fluency is vital to ensure academic success – 80% of curriculum is based on reading - EEF blog: Shining a spotlight on reading fluency EEF</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF</p>	<p>1</p>

<p>Purchase additional resources to enrich DfE validated Systematic Synthetic Phonics programme Choosing a phonics teaching programme - GOV.UK to secure strong phonics teaching for all pupils.</p> <p>We will purchase phonics decodable reading books, linked to RWI phonics scheme, resources and fund ongoing teacher training and release time for all staff.</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: EEF - Teaching and learning Toolkit - Phonics</p> <p>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.' (Education, Endowment Fund, EEF, 2018)</p>	<p>1</p>
<p>All staff access Trauma Informed School (TIS) CPD</p>	<p>TISUK is a community interest company, passionate about changing children's lives through inspirational training for schools and communities, ensuring mentally healthy cultures for all.</p> <p>TISUK recognises the importance of the commitment and determination of the whole staff team to fully embed any approach or cultural change.</p> <p>This is supported by over 1000 evidence-based research studies, and is designed to empower school staff to understand the needs of all children, including those who have suffered a trauma or have a mental health issue. Trauma and Mental Health Informed schools/ settings support and develop relational approaches and interventions to positively impact the whole school/setting culture.</p> <p>Trauma Informed Schools UK</p>	<p>2</p>

<p>Upskill support staff with appropriate approaches and pedagogy to enable delivery of targeted teaching interventions.</p>	<p>EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>Teaching Assistant Interventions EEF Making Best Use of Teaching Assistants EEF</p>	<p>1, 2, 4</p>
<p>Purchase of standardised assessments. Training for staff to ensure assessments are interpreted and administered correctly, including pre and post assessments.</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 teacher instruction.</p> <p>Embedding Formative Assessment EEF</p>	<p>1, 4</p>
<p>Funding to cover, or subsidise, wider curriculum experiences e.g. expert visits or trips from a variety of fields, art galleries, places of interest, sporting events or museums etc.</p>	<p>Evidence shows that Pupil Premium need exposure to a range of experience beyond Cubert to broaden their horizons in line with their peers.</p> <p>Guest Blog: Learning about culture EEF</p>	<p>5</p>

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support in small groups	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	1
Reading support one to one	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	1
Writing support in small groups and one to one.	Small group tuition EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIS Use of 'Motional' assessments for all pupils to identify areas of support needed and progress. Access provision and support to remove SEMH barriers to school.	Identified pupils will access Motional support, as needed. All pupils to access well-being activities and sessions to support expression and SEMH development, through focused PSHE curriculum.	2, 5
Uniform support	Our experience is that the jumper is the most expensive part of the school uniform and having the same jumper as their peers provides a sense of feeling and identity. School uniforms - GOV.UK (www.gov.uk)	2

Library (children will be sourcing new books of interest to them).	Children will be more motivated to read when they have an accessible choice of books they are interested in. reading_for_pleasure.pdf (publishing.service.gov.uk)	1,2, 4
--	---	--------

Total budgeted cost: £ 47,910

Part B: Review of the previous academic year
















Outcomes for disadvantaged pupils

Our Pupil Premium results continue to be very cohort specific as we have statistically insignificant numbers of pupil premium eligible children in each year group. This does not prevent us, however, from focusing on ensuring that these children are given the best possible start to their educations.

In 2023-24 pupil premium children were monitored on an individual basis, with their provision tailored to meet their needs. An analysis of the data identifies that this must be maintained into 2024-2025, in order to ensure that the gap between progress of pupil premium children and non-pupil premium children is narrowed. Pupil premium children's progress, academically, emotionally and socially, is monitored closely by all staff to ensure timely intervention is given when necessary. We have used this data, alongside other outcomes previously mentioned, to inform our current plan.

Standardised tests are used alongside Insight Data Tracking and staff CPD, with a focus on the use of this information to identify misconceptions and inform planning to provide timely support and maximise the positive impact of teaching and learning outcomes for all.

KS2 Outcomes 2024 (taken from Cornwall Council Corestats Provisional Data):

Reading, Writing and Maths		School			Comparator		
		Cohort	% 'Expected Standard'	% 'High Standard'	Cohort	% 'Expected Standard'	% 'High Standard'
Gender	All pupils	30	56.7% 	0.0%	DfE	60.4% 	7.6% 
	Girls	19	63.2% 	0.0%	DfE	64.1% 	8.8% 
	Boys	11	45.5% 	0.0%	DfE	56.8% 	6.4% 
Disadvantaged	Disadvantaged	8	62.5% 	0.0%	DfE	45.3% 	3.1% 
	Other	22	54.5% 	0.0%	DfE	67.1% 	9.6% 

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Insight Data Tracking	Insight Tracking
Thrive	The Thrive Approach
Drawing and Talking Therapy	Drawing and Talking Therapy