

Pupil premium strategy statement – Cubert 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	187
Proportion (%) of pupil premium eligible pupils	14.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	30 th November 2022
Date on which it will be reviewed	January 2024
Statement authorised by	K Brown
Pupil premium lead	H Augarde-Thomas
Governor / Trustee lead	T Bontoft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,800 from April 2022 to April 2023
Recovery premium funding allocation this academic year	£1,900 April 2022 to April 2023
Pupil premium (and recovery premium*) funding carried forward from previous years .	£0
Total budget for this academic year	£45,700

Part A: Pupil premium strategy plan

Statement of intent

Ultimately, we want our disadvantaged pupils to have the same aspirations and make the same progress as their peers. At Cubert School we want each pupil to develop and be prepared for their future with a lifelong love of learning.

Our current Pupil Premium Strategy aims to meet these needs by supporting children in academic areas they may find challenging, providing a nurturing environment and enabling the children to access extra-curricular experiences.

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 reading is an underdeveloped skill and there are 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. Many of the children do not have access to as wide a range of printed materials than their peers.
2	Discussions with pupils indicate that pupils may 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.
3	Discussions with parents and evidence that pupils may have limited funds to afford extra-curricular activities and school trips. This will then potentially have an impact on further opportunities for cultural capital and fitness.
4	Discussions with children, parents and outside agencies as well as Thrive assessments have identified that many of our disadvantaged children have been finding it difficult to come in to school than their peers. This can be due to a variety of reasons such as past trauma, current and ongoing health issues, pressures of being part of a single parent families.
5	Assessments, observations, and discussions with pupils indicate maths is an underdeveloped skill and there are 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. Many of the children do not have access to as wide a range of printed materials than their peers.

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 reading skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved reading skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved cultural awareness and imagination.	Assessments and observations indicate significantly improved cultural awareness among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved access to extra-curricular activities.	Attendance at extra-curricular activities improves. Evidence of improvement in learning related to activities is shown through improved skills in performance and in book scrutinies.
Improved reasoning skills and vocabulary among disadvantaged students in maths.	Assessments and observations indicate significantly improved reasoning skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 32,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture staff	<p>Thrive has been developed over the past 25 years, with its architects drawing from a wealth of research and experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, our founders developed a social and emotional development model that looked at children and young people's needs and provided responses and activities to engage them with life and learning.</p> <p>Research behind Thrive The Thrive Approach</p>	4
All staff Thrive CPD	As above.	4
Associate Schools Programme – RSC Shakespeare in Schools	<p>The programme is open schools in England, with a specific focus on schools serving areas of socio-economic disadvantage.</p> <p>Case studies state that it raises standards by giving the children real experiences and raised aspirations.</p> <p>Classroom Case Studies Education Royal Shakespeare Company (rsc.org.uk)</p>	2,3

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

Budgeted cost: £ 9500

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
Maths support in small groups and one to one.	Small group tuition EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £ 3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explorer Club	Many of our disadvantaged children are unable to attend after school clubs due to travelling home on the school bus. This is an opportunity to have a special club with an adult planned around broadening to horizons.	2,3
Thrive	See above.	4
Uniform support	Our experience is that the jumper is the most expensive part of the school uniform and having the same jumper as	4

	their peers provides a sense of feeling and identity. School uniforms - GOV.UK (www.gov.uk)	
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
Drawing and talking	CORC-Report-Drawing-and-Talking .pdf (hubspotusercontent-eu1.net)	4

Total budgeted cost: £ 45,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Through our Insight data tracking programme we can see that most of our disadvantaged pupils were making good or better progress in English and Maths over the academic year. Through our Thrive whole class assessment for the academic year 2021-22 we can see that many of the disadvantaged pupils require further Thrive support. This data, against data prior to pandemic, has clearly shown children are struggling more after a long period at home.

We have used this data to inform our current plan.

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
Thrive	Thrive
Shakespeare In Schools Associate Programme	RSC
Drawing and Talking Therapy	Drawing and Talking