

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cabot Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Felicity Llewelyn-Hodgson Headteacher
Pupil premium lead	Gemma Holian Deputy Head
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,800
Recovery premium funding allocation this academic year	£ 12,905
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	£ 134,705

Part A: Pupil premium strategy plan

Statement of intent

At Cabot we are committed to ensuring that provision secures the teaching and learning opportunities that meet the needs of all pupils so that all make maximum progress and reach their potential regardless of background. 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 have a diverse community of children and families and feel highly privileged to be working within this community and are committed to alleviating the challenges our pupil's face so that they achieve their full potential.

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.

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.

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 and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and 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. This has also had a notable impact upon progress in writing.</p>
3	<p>Observations and assessments in EYFS show gross and fine motor skills are limited - children who have limited play opportunities arrive at school with</p>

	underdeveloped social and physical skills which impacts on their ongoing development.
4	Observations and discussions show access to resources, such as books, libraries, mainstream British cultural experiences is limited, particularly for our disadvantaged children.
5	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Teacher referrals for support remain relatively high. 15 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 9 (7 of whom are disadvantaged) receiving small group interventions.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than that of non-disadvantaged children. 14% of disadvantaged pupils have been 'persistently absent' compared to 9% of their peers during last academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

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 writing outcomes for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that the percentage of disadvantaged pupils who meet the expected standard is broadly in line with non disadvantaged pupils.
Improved reading outcomes for disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils who meet the expected standard is broadly in line with non disadvantaged pupils.
Improved maths outcomes for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils who meet the expected standard is broadly in line with non disadvantaged pupils.
Improved oral and language skills for disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increase Pupil Premium attainment in phonics screening test in line with the national average	Phonics screening outcomes in 2024/25 show that the percentage of children who meet the

	expected standard is broadly in line with non disadvantaged
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being in line with national, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being broadly in line
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations -a reduction in bullying incidents
Improve fine motor skills for disadvantaged pupils at the end of EYFS	EYFS outcomes in 2024/25 show that the percentage of children who meet expectations in physical development is broadly in line with non disadvantaged pupils.
Pupils have broad and enriching experiences	Disadvantaged children have equal access to a range of educational visits and experiences they wouldn't normally be exposed to

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: £19,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Project- embed strategies from 'Bristol and South West Talks' project and take part in SSLiC (Supporting Spoken Language in the Classroom) knowledge exchange programme supported by Bristol University.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oracy interventions show a very high impact for low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF guidance on how to improve Literacy at KS1 and KS2</p>	<p>2</p>
<p>Boolean Maths teacher- Take part in the Boolean Maths mastery approach Cabot Boolean maths teacher to provide CPD for all school staff</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.pearson.com/uk/educators/schools/news/schools-blog/2020/12/timss-2019-results.html</p> <p>Evidence from a range of sources shows high impact for low cost</p>	<p>1</p>
<p>Fluency training - Cabot teacher to provide CPD for all new teaching staff 1 x teacher to receive fluency intervention training</p>	<p>Fluency is recommended in the new EEF KS2 literacy document https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>The most recent HfL data about the impact of the intervention https://docs.google.com/presentation/d/1T1oXEDjBQSfen9cp4ihyany3bu4PohMK/</p>	<p>1</p>

	edit?usp=sharing&oid=107843779458997185033&rtpof=true&sd=true	
Phonics CPD training for teachers and support staff Whole school use of Bug Club to ensure strong phonics teaching for all pupils KS1 staff to receive training from SSP programme (Bug Club) Ongoing support from The Phonics Hub	EEF evidence shows high impact for little cost Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,7
Purchase of writing scheme and CPD for all teachers to ensure consistency in the teaching of writing	EEF guidance on how to improve Literacy at KS1 and KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2
Frequent teaching and consolidation of fine and gross motor activities in Reception	In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including: good gross and fine motor control (DfE 2009). There is often a gender gap in this area which if unaddressed could be a factor in perpetuating the gender gap in writing. EEF evidence shows using physical development approaches can have + 3 months impact https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches	3

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

Budgeted cost: £58,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of school Led Tutors and academic mentors to support pupils whose education was impacted most by the pandemic</p> <p>Targeted interventions for reading, writing and maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>School evidence - School led tutors had the greatest impact on pupil progress</p>	1
<p>Phonics interventions targeted at disadvantaged pupils</p> <p>Setting in phonics used in KS1 to meet the needs of all pupils</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	7
<p>Compass Class - additional provision with high pupil adult ratio to meet the needs of our most vulnerable learners</p>	<p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> <p>Play based learning has a high impact for little cost</p>	3,5

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

Budgeted cost: £57,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Librarian role, including lunchtime club</p>	<p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-</p>	4,7

for targeted disadvantaged pupils	<p>economic status (OECD, 2002) from DfE Research evidence on Reading for Pleasure May 2012</p> <p>Great school libraries research report 2019</p>	
Attendance Attendance – free breakfast club places to encourage attendance and good punctuality at school.	<p>DFE research - Impact of breakfast clubs in schools with high areas of deprivation</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>Research shows pupil absence declined as a result of breakfast clubs</p> <p>https://ifs.org.uk/publications/8714</p>	1,6
One day a week mental health support	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF: On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average)</p>	5
Learning mentor role- Nurture group in the cabin as well as supporting the most vulnerable learners 1:1 and in small groups	<p>EEF: On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour interventions show +4 months impact for low cost.</p>	5

Total budgeted cost: £134,705

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The progress and attainment of the school's disadvantaged and non disadvantaged pupils in 2021/22 was below our expectations. It is also well below national outcomes. However, end of KS2 data did demonstrate that disadvantaged children's outcomes are above or broadly in line with our non-dis disadvantaged children. Disadvantaged children also achieved better than non disadvantaged children in the KS1 phonics check.

However, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils in all other year groups has grown since the start of the pandemic. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. We also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, in particular the use of tuition partners from outside agencies.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 and persistent absence 5 % higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is still a focus of our current plan.

These results mean that we are not at present on course to achieve all the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and many of our strategies have remained the same as school evidence shows they are having some impact and we feel they will continue to do so. We have also made some changes to how we intend to use some of our budget this academic year to further support progress toward intended outcomes.

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
Consolidation of Times Tables	Times Tables Rockstars
Phonics Support	Bug Club
Literacy Support	Nessy

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)

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