

**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	196
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	Dec 2023
Date on which it will be reviewed	Oct 2024
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	£ 128,040
Recovery premium funding allocation this academic year	£ 12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 140,800

# 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.

## Challenges

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

Challenge number	Detail of challenge
1	Writing, reading and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	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.
3	EYFS gross and fine motor skills are limited - children who have limited play opportunities arrive at school with underdeveloped social and physical skills which impacts on their ongoing development.
4	Limited access to resources, such as books, libraries, mainstream British cultural experiences is limited, particularly for our disadvantaged children.
5	Emotional wellbeing of some of the disadvantaged children.  13 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (11 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. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Lower starting point in phonics means attainment in phonics is below national expectations

## 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: £3158.01

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Oracy interventions show a very high impact for low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>EEF guidance on how to improve Literacy at KS1 and KS2</p>	2
<p>Purchase Can Do Maths scheme and CPD for all teachers to ensure consistency in the teaching of maths</p> <p>Mastering Number KS2 - training for year 4 and 5 teachers to deliver daily</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Evidence from a range of sources shows high impact for low cost</p>	1
<p>Writing to Learn - Chris Quigly</p> <p>All teachers to receive training and embed into the teaching of curriculum subjects</p>	<p><a href="https://www.chrisquigley.co.uk/blog/writing-to-learn/">https://www.chrisquigley.co.uk/blog/writing-to-learn/</a></p> <p>Research found a link between writing and learning: writing creates a synthesis that aids understanding and retention, which supports curriculum learning</p>	1
<p>Phonics CPD training</p>	<p>EEF evidence shows high impact for</p>	1,7

<p>for teachers and support staff</p> <p>Whole school use of Bug Club to ensure strong phonics teaching for all pupils</p> <p>KS1 staff to receive training from SSP programme (Bug Club)</p> <p>Ongoing support from The Phonics Hub</p>	<p>little cost</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Whole school approach to teaching writing using The Literacy Tree scheme</p>	<p>EEF guidance on how to improve Literacy at KS1 and KS2</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1,2</p>
<p>Frequent teaching and consolidation of fine and gross motor activities in Reception</p> <p>Complete audit and purchase relevant teaching resources.</p>	<p>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.</p> <p>EEF evidence shows using physical development approaches can have + 3 months impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</a></p>	<p>3</p>

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

Budgeted cost: £84,220.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions in reading, writing and maths are targeted to support children working just below ARE</p> <p>Homework club x2 weekly is used to support children working just below ARE in maths</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1</p> <p>1</p>
<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>7</p>
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a></p> <p>Play based learning has a high impact for little cost</p>	<p>3,5</p>

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

Budgeted cost: £32330.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Librarian role, including lunchtime club for targeted disadvantaged pupils	<p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002) from DfE Research evidence on Reading for Pleasure May 2012</p> <p>Great school libraries research report 2019</p>	4,7
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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p> <p>Research shows pupil absence declined as a result of breakfast clubs</p> <p><a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a></p>	1,6
One day a week mental health support	<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>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
Roustabout Theatre project for year 4 pupils	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4
A range of afterschool clubs are provided to develop pupils cultural capital	School based evidence that these children benefit both emotionally and academically by accessing a culturally rich curriculum	4
Learning mentor role-	EEF: On average, SEL interventions	5



<p>Nurture groups in the cabin as well as supporting the most vulnerable learners 1:1 and in small groups</p>	<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https:// educationendowmentfoundation.org.uk/ education-evidence/guidance-reports/ primary-sel</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https:// educationendowmentfoundation.org.uk/ education-evidence/teaching-learning- toolkit/behaviour-interventions</a></p> <p>Behaviour interventions show +4 months impact for low cost.</p>	
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**Total budgeted cost: £ 140,800**

## 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 2022/23 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 2022/23 was below our expectations. It is also well below national outcomes. Across KS2 disadvantaged children's performance is below non-disadvantaged. However, end of KS2 data did demonstrate that disadvantaged children's outcomes are above or broadly in line with our non-dis disadvantaged children. In KS1, the gap has narrowed and both groups are now broadly in line. Disadvantaged children also achieved better than non disadvantaged children in the KS1 phonics check.

Our observations and assessments still demonstrate challenges in relation to wellbeing and mental health. A very high percentage of the children who receive SEMH support are disadvantaged. We will continue to provide this support.

The attendance gap between disadvantaged and non disadvantaged children has narrowed since 2021/2022. There is a small gap of 0.7% and persistent absence figures are now in line. However, the figures are still below national expectations which is why we will continue to target attendance improvements this year.

For this year's plan, some 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. For example, we have found in school interventions to be the most effective for our pupils, we are therefore using school staff to deliver interventions.

## 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*

<b>Programme</b>	<b>Provider</b>
Phonics Support	Bug Club

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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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