



CUMWHINTON
SCHOOL

Pupil premium statement

Pupil premium strategy statement – Cumwhinton School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mr Jon Stewart
Pupil premium lead	Miss Louise Birch
Governor / Trustee lead	Mr Matt Squires

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,575
Recovery premium funding allocation this academic year	£507.50
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£25,082.50

Statement of intent

At Cumwhinton School we adopt an attitude of 'high-expectations' for all; high expectations that extend beyond simply the best academic outcomes possible for children. Here, we acknowledge that attitudes and dispositions, good mental health, high attendance and learning behaviours provide the bedrock for our children to excel. In addition to this is our school ambition to deliver for our children a schooling experience rich in the 'real', the 'hands on' and the 'doing', fuel for curiosity and planned with opportunities to secure their learning in memories that will last their whole lives. We know that the delivery of the highest quality teaching and learning, pastoral support and development cannot be left to chance. Central to the commitment to our children therefore, is to ensure that all staff are skilled and knowledgeable professionals who are committed to become experts in their fields.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We adopt the Education Endowment Foundation's tiered approach to Pupil Premium spending, by aiming to ensure quality-first teaching, supported by targeted academic support and wider strategies to promote non-academic outcomes such as wellbeing and attendance.

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 that 53% of our disadvantaged pupils are working below expected levels for writing.
2	Assessments, observations, and discussions with pupils indicate that 33% of our disadvantaged pupils are working below expected levels for maths.
3	Assessments, observations, and discussions with pupils indicate that 20% of our disadvantaged pupils are working below expected levels for reading.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs.</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
Improved reading attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 Reading.
Improved attainment in maths among disadvantaged pupils.	Achieve national average progress scores in KS2 Maths.
Improved writing attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 Writing.
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
--	---

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3
<p>Support staff are available for disadvantaged students during writing sessions.</p> <p>Pre teach vocabulary sessions</p> <p>Whole staff CPD – engaging disadvantaged pupils in writing.</p>	<p>Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.</p> <p>EEF blog: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and</p>	4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	
--	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant – increased time to work with disadvantage children	Emotional well being of our disadvantage children is essential in providing the environment for pupils to access the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Support pupils with access to all extra-curricular clubs and activities.	Extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. An Unequal Playing Field report.pdf (publishing.service.gov.uk)	4
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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal systems.

Externally provided programmes

Programme	Provider
Purchasing diagnostic assessments for reading comprehension - YARC	
Purchasing diagnostic assessments for maths - SANDWELL	
Purchasing online diagnostic support for the delivery of Maths in UKS2	TBC
RWI training for all staff	RWI
EDUCARE	
1 billion ideas app	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.