

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Cusgarne Primary School
Number of pupils in school	77 (80)
Proportion (%) of pupil premium eligible pupils	20.78% (13 PP/3 SC) (16.25%) (10 PP/3 SC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tim Barnard Head Of School
Pupil premium lead	Marie Turner SENDCo
Governor / Trustee lead	Claire Hains, lead for SEN/disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,100 (£14,810) (includes £1,005 service premium)
Recovery premium funding allocation this academic year	<b>£2,000 estimate</b>
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	£16,100 (£16,810)

# Part A: Pupil premium strategy plan

## Statement of intent

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 on our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, with a focus on the areas in which we have identified disadvantaged pupils require the most support - these are phonics, reading and maths particularly number. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through Little Wandle Phonics and Nessy Reading and Spelling programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

## 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 under-developed 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.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. The negatively impacts their development as readers.
3	Our ongoing assessments and observations indicate that the education and well-being 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, particularly number.
4	Our observations and discussions with pupils and families have identified social and emotional health issues for many pupils, notably due to resilience and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and teacher referrals for support from our TIS Practitioner has markedly increased during the pandemic.

## 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
Improve oral language skills and vocabulary among 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustain high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>✚ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>✚ a significant increase in pupils resilience levels</li> <li>✚ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>SENDCo attended WE Thinkers training programme which is being piloted across Cornwall as a tool to support all children with cognition and language – training staff members to use this approach.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p><a href="#">EEF Oral Language Interventions</a></p>	1
<p>Continue to embed Little Wandle - a DfE validated Systematic Synthetic Phonics programme – to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	2

<p>Continue to provide training for new staff on the programme.</p>	<p>comprehension), particularly for disadvantaged pupils.  <a href="#">EEF Phonics</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Due to change of personnel we will continue to fund the subject lead release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p> <p>We have identified that multiplication facts are not completely embedded by the end of year 4 and the Maths Lead is researching methods that will support children with their multiplication facts.</p> <p>ECT's will work with the Maths Hub and attend mixed year training sessions.</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.  <a href="#">Maths guidance KS1 and KS2</a></p> <p>The EEF guidance is based on a range of the best available evidence.  <a href="#">Improving Maths in KS2 and KS3</a></p>	<p>3</p>
<p>Improve the quality of social and emotional learning and mental health of children. Social and Emotional Learning approaches will be embedded into routine educational practices and supported by staff training. A qualified TIS Practitioner will be available to those children who require it.</p> <p>TIS practitioner to attend regular TIS updates and compulsory supervision. TIS practitioner to continue to work with children who require support.</p> <p>Senior leaders to attend TIS update briefing in January 2023 – attended.</p> <p>TIS practitioner to continue to support children – release time.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):  <a href="#">EEF Social and Emotional Learning</a></p> <p><a href="#">TIS UK</a></p>	<p>4</p>

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Continue to develop oracy across the curriculum spending quality time on all aspects of speaking and listening. This will be achieved through 'writing through stories' which will embed key vocabulary with the mechanical actions/language which in turn will provide the children with the language skills they require.</p> <p>As from September 2023 we have purchased The Write Stuff to support our teaching of writing and spellings.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">EEF Oral Language Interventions</a></p>	1
<p>Additional phonic sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This is ongoing and children are identified as and when they need support.</p>	<p>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:</p> <p><a href="#">EEF Phonics</a></p>	2
<p>Renew the Nesy Reading and Spelling Programme as a targeted intervention specific to pupils' individual needs.</p>	<p>Nesy Reading and Spelling is based upon the Orton-Gillingham and structured literacy methodology which follows the Science of Reading (methods or approaches to reading that have been proved through research). It begins with the foundational skills of phonological awareness and phonemic awareness using explicit</p>	2

	<p>instruction with structured, systematic, synthetic phonics.</p> <p><a href="#">National Reading Panel Report 2000</a></p> <p><a href="#">EEF Phonics</a></p> <p><a href="#">The Reading Framework July 2021</a></p>	
<p>Continue school led interventions for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive one to one or small group interventions will be disadvantaged, including those who are high attainers particularly in maths and number.</p> <p>Identify children in new classes and interventions to be planned by class teachers.</p>	<p>Interventions 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 and in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and building resilience approaches with the aim of developing our school ethos and improving behaviour and resilience across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching resilience in schools and fostering resilient learners</a></p>	4

<p>Staff training on Character Education in Spring Term by SENDCo was conducted – Termly updates to keep as a focus.</p> <p>Implement tighter recording of incidents in order to pre-empt/solve disputes between children – using Myconcern to record incidents – this allows us to see when incidents occur and put strategies in place to support pupils.</p>		
<p>Forest School has successfully been implemented in KS1. This year the focus is on rolling this out across KS2 and to develop an extended area of land with a pond etc. for school use – with links to Forest School, Science and Wellbeing.</p> <p>Awaiting plans to be finalised for extended area – then work can begin – hopefully work to commence before Summer term.</p> <p>Forest School will run as an after school activity for KS2 pupils due to adult/pupil ratios.</p>	<p>The benefits of a Forest School for both SEMH and Educational purposes are clear and have positive effects on all children who attend:</p> <p><a href="#">Forest School</a></p> <p><a href="#">Forest Schools - Impact on young children in England and Wales</a></p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £14,100**



## 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 2022 to 2023 academic year.

Progress against intended outcomes:

- ✚ Improve oral language skills and vocabulary among disadvantaged pupils:

Class readers have been purchased and are regularly used in English lessons – these books include a wealth of rich vocabulary and language which is explored and discussed during teaching and children are encouraged to use this within their oracy and writing lessons.

Teachers to continue to create language rich environments and model this when speaking and modelling shared writing opportunities.

Oracy now plays a huge part in every lesson, across the curriculum, taking time to talk, discuss and explain and giving children the time to think and share ideas and knowledge. This has seen a huge impact on our younger children who have joined our school who had relatively low spoken language skills when they joined us as well as building upon current language skills.

Although our children are using rich vocabulary in their oracy lessons, this is not always transferred into their writing. We launched a new approach to writing in January 2022 with the purpose of improving writing across the school.

At the end of 2021-2022 academic year - 46% of disadvantaged children were working towards their expected level and 54% were at their expected level for attainment.

At the end of 2022 – 2023 academic year – 46% of disadvantaged children were still working towards their expected level and 54% were still at their expected level for attainment.

Compared to the previous academic year we have not seen any improvement in writing outcomes and therefore in September 2023 we decided to take a more structured approach to teaching writing using The Write Stuff.

At the end of December 2023 we are already seeing the benefits of The Write Stuff as disadvantaged children are either moving from working towards to expected levels or are making significant improvements from working at the previous key stage into their correct key stage (e.g. working at key stage 1 levels into key stage 2).

- Improved reading attainment among disadvantaged pupils:  
Through quality first teaching and the purchases of Nesy and Little Wandle phonics these have supported children to make progress in reading this year and we will continue to subscribe to Nesy indefinitely. Children who were falling behind were identified and received additional phonic support.

At the end of 2021-2022 academic year - 38% of disadvantaged children were working towards their expected level, 54% were at their expected level and 8% were working at a greater depth level for attainment.

At the end of the 2022-2023 academic year 30.8% of disadvantaged children were working towards their expected level, 53.8% were at their expected level and 15.4% were working at a greater depth level for attainment.

Although all these children have made progress, not all of them are working at the expected attainment level and we will continue to support them during 2023/4 in order to make ongoing progress and to close the gap with their peers.


- Improved maths attainment for disadvantaged pupils at the end of KS2:  
Through quality first teaching and deployment of adults, children have received high quality one to one or small group targeted interventions and this has seen an increase in children's understanding of number.

At the end of 2021-2022 academic year - 46% of disadvantaged children were working towards their expected level, 54% were at their expected level for attainment.

At the end of 2022-2023 academic year – 46% of disadvantaged children were working towards their expected level, 54% were at their expected level for attainment.

Compared to the previous academic year we have not seen any improvement in maths outcomes and therefore in September 2023 we

are working closely with the Maths Hub and enabling our ECTs to work with the Hub/SENDCo in order to plan small steps to promote progress for all children especially in number.

 To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils:

SENDCo delivered whole school training during the inset day in September to all adults and provided weekly targeted approaches to children on a rolling programme. The SENDCo also provided additional sessions when required adapting to the needs of the children and also supported them with successful transitions to their secondary schools. SENDCo also supported our 1<sup>st</sup> year ECT to plan/support children in their class and will continue this during their 2<sup>nd</sup> year, they will also support our new member of staff appointed in September 2023 with planning/intervention planning.

Forest school continues to be successful and continues to lead to positive interactions between children/adults and an increase in resilience and self-regulation of our youngest children.

Our Forest School Lead continued to plan an engaging and skills progressive curriculum which allowed all pupils to access and make achievements for their appropriate age/ability levels.

From January 2024 our Forest School Lead and SENDCo/TIS Practitioner will run an after-school club for children in KS2 as the majority of our disadvantaged children are now in KS2 and EYFS/KS1 will continue to access their weekly Forest School sessions.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TIS Practitioner continued to support the emotional wellbeing of all service children especially when parents were deployed. Gaps of knowledge identified, and targeted interventions delivered by support staff to those pupils who needed it.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children, especially when parents were deployed. Assessments demonstrated progress in subject areas where extra support was provided.

## Further information (optional)

### 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](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ✚ offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, and aspirations. 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

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies, and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic advantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.