

**CUMWHINTON SCHOOL**  
**PUPIL SUPPORT FUNDING STATEMENT 2022-23**

<b>Detail</b>	<b>Data</b>
School name	Cumwhinton School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	Dec 2022
Date on which it will be reviewed	Annually in April
Statement authorised by	Ele Dobson - Headteacher FGB
Pupil premium lead	Lynsey Barber (Assistant Headteacher)
Chair of Governors	Mike Routledge

<b>Funding overview - 22/23</b>	
<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation	£25,235
Recovery premium funding allocation	£2320
School-led tutoring funding allocation (102%)	£2268
Schools Food Poverty Grant allocation	£1640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£27,555</b>

### **Cumwhinton School Statement of Commitment:**

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.

The Cumwhinton funding strategy therefore, begins with a tiered approach which combines a relentless focus on high quality teaching; early identification of children needing targeted support and finally, the ability to include wider support strategies which help to tackle the most significant non-academic barriers to academic success for our children. The adoption of this 'menu' approach allows us the maximum flexibility to build bespoke and individualised packages of support around our children and the needs and or barriers they may face at any given time. It also allows us to balance our support from year to year as individual cohorts and their needs change.

### **Cumwhinton School Pupil Premium Strategy Aims:**

#### **Information about our school:**

The proportion of children in receipt of funding at Cumwhinton School is significantly below the national average. In past six years however, the number of children in receipt of funding has increased by a third (due to the overall increase in overall pupil numbers across the school this is not fully represented in the statistical percentages.) We use this top level information to design our whole school strategy, cohort strategy and on an individual level, bespoke diagnostic pupil passport information sheets.

#### **Aims:**

1. To ensure that the systems and processes in school support a consistent and a whole school approach in which all staff take responsibility for children's' outcomes and raise expectations of what they can achieve.
2. To ensure that there is robust assessment of children's needs or barriers which provides school staff with the information to effectively plan to meet any identified needs or barriers.
3. To close the progress and attainment gap between children in receipt of funding and their non-disadvantaged peers.
4. To ensure that all that Cumwhinton School offers provides a positive foundations for everything our children will be and feel in the future; to give access to enriching learning experiences in school with opportunities to learn beyond the class room and opportunities to develop talents, inspire curiosity and develop a lifelong love of learning.

Funding overview to be reviewed - academic year 21/22	
Detail	Amount
Pupil premium funding allocation	£28,485
Recovery premium funding allocation	£2465
School-led tutoring funding allocation (75%)	£1822
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for academic year</b>	<b>£30,950</b>

Outcomes for disadvantaged children from 21/22
<p>Since January 2022, Cumwhinton School has introduced a rigorous approach to the management of pupil attendance. Pupil attendance is analysed each week by the Deputy Headteacher where she also authorises any absences. This ensures that there is a consistent approach to management of the attendance. From the weekly analysis contact is made with families who are at risk of becoming PA from our Pastoral Lead, this supportive contact is to ensure that we can put any measures in place that may prevent children from having good attendance. If appropriate we now also provide that support and challenge through the Early Help process. All families are now sent a half-termly letter to inform them of their child's current attendance. Parents of pupils who fall into the red persistent low-attenders category (under 90% attendance) are sent out red letters the week they fall into the category in order to turn round the attendance percentages as soon as possible. Parents are then asked to either meet with or have a telephone conversation with the Deputy Headteacher regarding their child's attendance.</p> <p>Since introducing our new policy and procedures for monitoring and managing attendance we have seen an improvement in individual attendances. In the year 21/22, 10 out of the 15 children eligible for the pupil premium were persistently absent. However, to date, we can now see that out of this group, 7 children have improved their attendance - in some cases by as much as 8% on the previous year which has now removed them entirely from the PA group for this academic year. Of this group we have 3 children whose attendance is comparable to previous years' however, by having regular and open conversations with the families, we are able to support where there are barriers. We have also seen an improvement in pupils' individual attendance when comparing Term 1 22/23 with previous years' attendance over the same period. We do however, still face some challenges in ensuring that where children have been absent we ensure they are able to catch up quickly on any learning they have missed. Part of the renewed strategy is looking at how we have planned our curriculum to ensure that the key component knowledge has been identified in each subject, so that there are opportunities for the children to revisit concepts or knowledge that they have missed.</p> <p>Since January 2022, we have reviewed the approach to the teaching of early reading and subsequently spelling skills being taught. The use of a daily phonics session has been given priority at the start of every day; rooted in giving the children lots of opportunities to over learn and then apply this learning in books which match the sounds they have covered. We have invested in two Read, Write, Inc. development days and a whole staff refresher training to ensure that staff are trained to deliver our phonics programme effectively. Our reading leader release time has been used to good effect to ensure the 6 weekly assessments are accurate and also to work with staff to develop our 1:1 tuition offer. The reading leader has also been able to establish individual staff</p>

CPD pathways to ensure that the staff have the support they need to become experts and the delivery and fidelity to the scheme is maintained.

We have seen improvement in the number of children working at the expected standard in reading who are in receipt of the pupil premium.

Detailed analysis of children's academic performance and qualitative information; including attitude and effort has been incorporated into progress conversations and decisions about interventions for each term. The introduction of the Cumwhinton Merit scheme enables staff to have a holistic overview of children's attitudes to school and behaviour. We have introduced detailed baseline assessments of children's mental health and wellbeing which enables us to track their progress across key areas. We have committed to supporting the professional development of our staff by providing specialist mental health training.

Our recovery premium and school-led tutoring has been used to prioritise the catch up and development of early reading and reading skills. We have supported staff with specialist subject knowledge training around the development of reading, specifically detailed analysis of children's attainment in reading, including 1:1 tutoring and small group sessions, pre-teaching and catch-up sessions.

We have had 1:1 tuition with 16 children in Spring 1 after our training session. The 1:1 tuition for the one child in EYFS has given him a two-step progress in one half term

Out of the 5 children in KS1 who are PP, 3 out of 5 have made 1 step progress in each assessment period (8 assessment periods) which is expected progress with 1 making 9 steps progress and 1 making 11 steps progress (accelerated progress).

### Challenge

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

Challenge number	Detail of challenge
1	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2.93% lower than for non-disadvantaged pupils. 23.3% of disadvantaged pupils have been 'persistently absent' compared to 6.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below the national average and below the national non-disadvantaged attainment.
3	Internal and external assessments indicate that reading attainment among disadvantaged pupils is below the national average and below the national non-disadvantaged attainment.

4	School data indicates an increasing proportion of children requiring additional support to positively manage their mental health. Teacher referrals for support from our pastoral lead remain relatively high. 37 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with 37 (7 of whom are disadvantaged) receiving small group interventions.
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<b>Intended outcomes</b> (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 - 2021-2024)	
<b>Intended outcome</b>	<b>Success criteria</b>
<b>Improve and sustain high rates of attendance for children in receipt of pupil premium.</b>	<p>Children at risk of poor attendance are identified quickly.</p> <p>Families feel supported by school to achieve good attendance.</p> <p>There is a culture of challenge and support for families amongst staff at all levels.</p> <p>The school has effective systems for tackling poor attendance and can evidence this effectively.</p> <p>The difference in % attendance between those children receipt of pupil premium and their non-disadvantaged peers is diminished.</p> <p>The proportion of children categorised as persistently absent is in line with their non-disadvantaged peers.</p>
<b>Increase engagement with home learning/reading and spelling practice to positively impact upon children's acquisition of early reading skills.</b>	<p>Families will engage more readily with learning platforms e.g. those to support spelling and reading.</p> <p>Key statutory checkpoints in reading and writing show that children make good progress from the start and this progress is maintained and sustained until they leave our school.</p>
<b>To improve and sustain high levels wellbeing and positive mental health including building resilience in our children and in particular our disadvantaged children.</b>	<p>Children who have barriers to learning as a result of wellbeing and mental health barriers are identified quickly.</p> <p>School has a comprehensive menu of ways to support children.</p> <p>School staff are well trained and have the confidence to support the children and their families in managing mental health difficulties.</p> <p>Qualitative data collected from Cumwhinton merits, pupil voice etc. shows improvement in engagement and wellbeing.</p> <p>Quantative information around mental health shows that children in receipt of school support for their wellbeing have increased resilience.</p>

	Families and children feel well supported by school for wellbeing and mental health.
<b>To improve maths attainment for our disadvantaged children</b>	Key statutory checkpoints in maths evidences that children make good progress from the start and this progress is maintained and sustained until they leave our school.
<b>To improve reading attainment for our disadvantaged children.</b>	Key statutory checkpoints in reading evidences that children make good progress from the start and this progress is maintained and sustained until they leave our school.

<b>Activity in this academic year 22/23</b> (This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.)		
<b>TEACHING - £21,500</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchasing diagnostic assessments for reading comprehension - YARC	Enabling staff to have detailed assessment information which highlights key strengths and gaps allows for well-timed and relevant feedback +6	2,3
Purchasing diagnostic assessments for maths - SANDWELL	Enabling staff to have detailed assessment information which highlights key strengths and gaps allows for well-timed and relevant feedback +6	2,3
Purchasing online diagnostic support for the delivery of Maths in UKS2	Enabling staff to have detailed assessment information which highlights key strengths and gaps allows for well-timed and relevant feedback +6	2,3
Support of Maths Subject leader from regional Maths Lead with maths mastery.	Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions +5	2,3
CPD for staff numbers count for KS1 maths	"Improving maths in KS1 and Early Years" guidance report EEF	2,3
Consistent and progressive maths curriculum	EEF - Mastery learning +5	2,3
Phonics training for all staff	EEF - "High impact for low cost" +5	2,3



Release time for staff to be coached by English and Maths lead in school to review planning, lessons and moderation of assessments and next steps.	Individualised coaching for staff which looks directly at their class' needs. Bespoke training plan (reading) for them to further their subject knowledge. "Leadership guidance report - CPD for staff " EEF	2,3
Purchase of online training tool- EDUCARE	Ensure staff have a good understanding of the social and emotional needs of the children they teach +4	4
Increase TA contract time to allow for reading sessions daily.	Reading comprehension sessions at the start of each day are facilitated by all staff in school . +6	3
Specialist emotional support training for staff	ELSA trained TA in school to provide small group and 1:1 nurture for children in school +4	4
Release time for DHT to monitor attendance for PP children	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	1
Release time for pastoral/home link TA to support attendance for at risk children	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	1

### Activity in this academic year 22/23

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

#### TARGETED SUPPORT - £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI 1:1 tutoring - same day	Feedback collected from the daily phonics session allows a structured 1:1 tutoring session for children before their next full phonics session the following day. EEF Phonics +5	2,3
Catch up maths intervention	Feedback collected from the daily maths session allows a structured 1:1 tutoring session for children before their next full maths session the following day. EEF Feedback +6	2,3
1 billion ideas - app	Individual maths support programme delivered online provides a structured intervention to early maths catch up and development. 1:1 +5	2

**Activity in this academic year 22/23**

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

**WIDER STRATEGIES - £3000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Counselling Sessions	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) EEF.	1,4
Support with costs of extracurricular clubs, trips and music tuition.	Extending the school day with activities strongly linked to the curriculum can have a positive impact. Moderate progress (+3 months) for moderate cost.	1,4
Additional Midday Supervisor for enhanced pastoral support during lunchtimes.	Extending the school day with activities strongly linked to the curriculum can have a positive impact. Moderate progress (+3 months) for moderate cost.	1,4
Enriched curriculum giving children wider opportunities of apply personal development skills context; outdoor learning, music performance	Extending the school day with activities strongly linked to the curriculum can have a positive impact. Moderate progress (+3 months) for moderate cost.	1,4