

Pupil premium strategy statement 2021/22-2024/25

Cinnamon Brow Church of England Primary School

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 over three years and 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	Cinnamon Brow CE Primary School
Number of pupils in school	313 & Nursery
Proportion (%) of pupil premium eligible pupils	40% PP
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Pimblett, Headteacher
Pupil premium lead	Bianca Prescott, Deputy Headteacher
Governor lead	Carolyn Whiteway, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,481
Recovery premium funding allocation this academic year	£15,515
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	£178,996

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the tuition for pupils whose education has been worst affected, including non-disadvantaged pupils. Additionally, a focus on improving attendance post covid.

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:

- Endeavour to get every child in school so that they can learn
- 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 2021 onwards

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 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 been a focus for the last two years and improvements are evident particularly across KS2. Interventions focus on Speech & language across school for identified pupils; there is a whole cohort focus within EYFS.
2	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. The percentage of pupil premium children who passed the phonics screening during the last academic year was the same as national but the gap at 12% is slightly wider than in 2021-22. Challenge identified 2022-23 Fluency across EYFS and KS1 is a key focus for improvement identified by Little Wandle (phonics provider). They have produced fluency plans and further reading books that support fluency. We have also identified that fluency is the area that is holding back readers from attaining ARE at the end of Year 1 and 2. Within KS2, understanding of reading is impacted because of the fluency. EEF guidance reports provides strong evidence that fluency development is key to reading success.
3	The impact of coronavirus has meant that there were significant gaps in maths learning. This was even more so for disadvantaged pupils. The school continues to work on closing these gaps. This was a challenge specific to academic year 2021-22. Challenge identified 2022-23 The percentage of children reaching greater depth in maths has reduced and we have identified that this is an area for investigation and improvement. This is in line with EEF guidance.

4	Our assessments and observations indicate that the education and wellbeing 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 writing. 2022-23 – evidence suggests that in the majority of cohorts the gap is closing in reading, writing and maths
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Pupils require additional support with social and emotional needs. 2022-23 – this continues to be a challenge and is an increasing picture across the school (and is being seen nationally)
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been increasing with the gap between disadvantaged and non-disadvantaged pupils closing. However, Covid19 has impacted on this negatively. The gap is now larger. Studies show large gaps in attainment have continued to grow for disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Whilst attendance increased to above national during 2022-23, persistent absenteeism of those in receipt of pupil premium is high and a continued focus.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved explorative 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. (Wellcomm, Oracy – speech & language, oracy, phonics & reading comprehension vocabulary)
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the % of disadvantaged pupils who meet the expected standard is at least that of national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils who meet the expected standard is at least that of national.
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 significant increase in participation in enrichment activities, particularly among disadvantaged pupils (pupil wellbeing survey, club register)
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 is at least at national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to at least equal nationally. • the percentage of all pupils who are persistently absent being at least equal to national and the figure among disadvantaged pupils being reduced to at least equal nationally.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better High quality assessment is essential to great teaching. Targeted diagnostic assessments can support teachers to monitor pupils' progress.	1, 2, 3, 4
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Working with Voice 21 (during 2022/23), we will ensure staff are trained and supported to enhance effective talk within learning.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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). (working with Maths consultant)	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 High quality teaching requires the support factor of sustained professional development.	3
Implement effective methods of retrieval practice within the curriculum to aid knowledge retention	Metacognition and retrieval practices/spaced practice. Training programme for all staff in implementing metacognition and self-regulated learning approaches, as well as cognitive science evidenced approaches to aid long term learning (training sessions for staff, on-going coaching and support).	
Improve the quality of social and emotional (SEL) learning through the further integration of Heartsmart across the school and its incorporation within the behaviour curriculum of the school. Develop further the use of PSHE Association resources particularly focusing on wellbeing SEL approaches will be embedded into routine educational practices and within the introduction of a pastoral TA to deliver bespoke intervention.	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): https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning Evidence shows that this can be helpful to develop pupil's self-awareness. Meeting the social and emotional needs of our pupils including pupil premium pupils will lead to optimum positive academic outcomes. The use of evidence backed intervention programmes such as Emotional Literacy	4 5

Professional development and training for staff linked to trauma informed practice and emotional literacy support.	Support Assistant will be used to support this.	
Enhance the self-regulated independent learning behaviours of pupils.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. This will be delivered by TAs through structured intervention.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. Using evidence backed interventions are essential which is why as a school we use WELLCOMM to support our children's language development.	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by TAs through structured intervention	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:	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3 4
Ensure that targeted academic interventions are given at point of need in communication and language and literacy and mathematics.	Embed speech and language, reading, writing, phonics and maths interventions for disadvantaged pupils falling behind age related expectations with a focus on pre and overlearning. Continue to deliver targeted interventions evidence based. The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.	1 2 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Behaviour hub (2022/23) to provide research backed support for our development of behaviour across school Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Whole staff training on development routines and whole school systems that are understood by all. Enhance the self-regulated independent learning behaviours of pupils.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4 5
Enhance the self-regulated independent learning behaviours of pupils and develop cultural capital through experiences	Evidence supports the notion that investing in an enriched, experiential curriculum builds cultural capital which will benefit our cohort as a whole given the disadvantaged context and demographic of the community we serve. Continue as a key aspect of our strategy to combat barriers to learning resultant from environmental and contextual factors impacting on childhood mental health. Forest School To improve the well-being, behaviour and engagement of targeted pupils by the provision of experiential learning and developing cultural capital Trips/Visits/Visitors	4 5

	To broaden the life experiences and stimuli for vulnerable pupils through the provision of experiential learning and developing cultural capital Extra-curricular clubs To improve the well-being, behaviour and engagement of targeted pupils Lunchtimes development OPAL Enriching play experiences and incorporating a wider range of creative play, investigative play and sports.	
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. Buying the Attendance service Everyone being accountable for attendance across the school Personalised support programmes for identified pupils Training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A high percentage of attendance is an indicator of good academic attainment and positive attitudes to learning	6
To continue to deliver a comprehensive programme of pastoral support to children and families. Through the full-time employment of an education welfare officer to support families with attendance and acute need, pupils will be effectively safeguarded and there will be a network of support available to our vulnerable families.	Ensuring our pupils are effectively safeguarded whilst in primary education to maximise their chances of reaching their academic potential.	4 5 6

Through the full-time employment of a pastoral TA to support vulnerable pupils including with attendance.		
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 outcomes in the previous academic year – 2022/2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

End of key stage assessments and internal assessments demonstrated that in reading, across most of the key stage 2 classes, the attainment gap continues to reduce but remains a target. In Reception and Key Stage 1, the attainment of those in receipt of pupil premium continues to be a focus as the gap is larger. Fluency across Reception and KS1 is a key focus for improvement identified by Little Wandle (phonics provider). We have also identified that fluency is the area that is holding back readers from attaining ARE at the end of Year 1 and 2. In the Year 1 Phonics test 64% of disadvantaged children achieved the expected level compared to 79% Overall. This compares well to national averages.

Reading	Attainment compared to those not in receipt of PP 2021/22	Attainment compared to those not in receipt of PP 2022/23
Rec	-22%	-23%
Year 1	-22%	-25%
Year 2	-28%	-16%
Year 3	-7%	-7%
Year 4	-6%	+3%
Year 5	-8%	-19%
Year 6	-14%	-5%

Writing has continued to be a school improvement target for 2022-23. There is a gap for each year group and demonstrates that writing needs to be a key focus for disadvantaged pupils over the year. Targeted support and also support within quality first teaching will focus on those that are in receipt of pupil premium.

Writing	Attainment compared to those not in receipt of PP 2021/22	Attainment compared to those not in receipt of PP 2022/23
Rec	-34%	-19%
Year 1	-25%	-15%
Year 2	-16%	-18%
Year 3	-12%	-11%
Year 4	-26%	-14%
Year 5	-36%	-13%
Year 6	-16%	-15%

In Reception and Key Stage 1, the attainment in maths of those in receipt of pupil premium continues to be a focus as the gap is larger.

In Maths, across most of the key stage 2 classes, the attainment gap between those in receipt of pupil premium and the class as a whole has reduced.

Maths	Attainment compared to those not in receipt of PP 2021/22	Attainment compared to those not in receipt of PP 2022/23
Rec	-15%	-21%
Year 1	+5%	-30%
Year 2	-10%	-24%
Year 3	-4%	-3%
Year 4	-13%	-2%
Year 5	-32%	-26%
Year 6		-8%

Our data demonstrates a similar pattern to that seen across the country with the widest gap seen in 10 years nationally at KS2. Writing has been a particular challenge nationwide.

The evidence indicates that the gap in attainment in Years 3 and 4 is smaller which is encouraging. There was a larger gap between the attainment of disadvantaged and other children at the end of the EYFS and in Years 1 and 2. To some extent this is to be expected as the measures taken by the school will only be beginning to have an impact. What we would hope to see is a gradual reduction in the gap as children progress through school. The variation in cohorts also affects the figures as some have more SEND, more mobility or other factors.

The school works very hard to try and compensate for the multiple issues faced by disadvantaged children. In recent years, however, these issues have multiplied and intensified which makes the task increasingly complex.

The school is continuing to track the progress of disadvantaged children carefully and to provide additional intervention/support where needed. At pupil progress meetings children are discussed as individuals and support put in place wherever possible.

Numbers of disadvantaged children are increasing. The school now has 40% disadvantaged pupils compared to a national and Warrington average of around 25%. Absence issues since Covid have been more evident amongst disadvantaged children.

Our assessments and observations also indicated that pupil behaviour, wellbeing and mental health continued to be impacted. The impact is particularly acute for disadvantaged pupils. Whilst SEL support was in place in 2022/23, as we identified this as an area of concern, the number of referrals for mental health support and increasing behaviour that is related to trauma or mental wellbeing has led us to identify the need for a pastoral TA and specific reflection rooms for 2022-23.

Research backed interventions have been implemented to support and pupil premium was used to employ a pastoral TA and to provide training. In addition, we have

purchased an assessment programme: Motional. This is a recommendation through the Senior Mental Health Lead training which has been undertaken by the headteacher during 2022/23.

Pre-covid attendance analysis demonstrated that the gap between disadvantaged and non-disadvantaged pupils closed, showing a three-year upward trend.

In 2022/23, whole school attendance was 94.6%. This was 0.8% above national with those in receipt of pupil premium funding being 92.5%. This was 1.3% above than FFT national. Attendance continues to be a focus for us as a school.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education which we addressed with targeted support. Meeting the social and emotional needs of pupils as required to ensure optimum positive academic outcomes. During 2022-23, we have provided Emotional Literacy Support Programme for identified needs.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated some 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 (writing focus)
- Utilising Behaviour Hub funding to support with improving behaviour routines and procedures across school.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.
- Diagnostic assessment of SEMH needs through the purchase of Motional tool
Utilising English Hub funding to further support enhanced phonics provision across school

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact that activity undertaken in previous years had had and areas that further development would be beneficial.

We continue to triangulate 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 also use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We will plan to contact schools with high-performing disadvantaged pupils to learn from their approach.

We look at a number of 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 disadvantage. We also look at studies about the impact of the pandemic on disadvantaged pupils.

We use 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.