

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. The statement has been updated to reflect the third year of the three year plan for Pupil Premium spending.

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	Calcot Schools		
Number of pupils in school	21-22	22-23	23-24
	Infants 242 Juniors 277	Infants 246 Juniors 281	Infants 223 Juniors 272
Proportion (%) of pupil premium eligible pupils	21-22	22-23	23-24
	Infants 20% Juniors 28%	Infants 20% Juniors 27%	Infants 19.3% Juniors 28.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic years: 2021/2022 2022/2023 2023/2024		
Date this statement was published	December 23		
Date on which it will be reviewed	July 23		
Statement authorised by	Mrs F Rostron		
Pupil premium lead	Miss E Kirkby		
Governor / Trustee lead	Mr J Lally		

Funding overview

Detail	Amount		
	21-22	22-23	23-24
Pupil premium funding allocation this academic year	21-22	22-23	23-24
	£145,945	£163,430	£172,418
Recovery premium funding and Tutor led allocation this academic year	21-22	22-23	23-24
	£16,173	Recovery £17,545 Tuition £26,200	Recovery £17,618 Tuition £7,492
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	21-22	22-23	23-24
	£162,118	£207,175	£197,528

Part A: Pupil premium strategy plan

Statement of intent

The key objective for us when planning the pupil premium spend is to narrow any gaps there may be between pupil groups, for example those eligible for free school meals and those who are not. Our pupil premium spend plan holds the highest aspirations for all in line with our vision for every child to reach their full potential.

Many of our children start with low attainment on entry, however we work tirelessly to identify this and ensure through carefully targeted use of the pupil premium funding we work to eliminate barriers to learning and ensure expected and exceeding progress for all. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Calcot Schools, we are determined to provide the support and guidance they need to help them overcome these barriers. Some of the additional barriers of the past academic year have included a highly mobile population of children with 53 new additions into the school out of the point of normal admission. There have also been a high percentage of refugee children into every cohort. We are determined to work alongside these families and local agencies to provide maximum support. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We are held to account as are our governing body for reporting our pupil premium spend and its impact.

Challenges

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

Challenge number	Detail of challenge
1	Refine and further improve the quality of teaching across the curriculum via research-based practice so that staff are further supported in understanding the individual needs and maximising the impact of interventions on progress and attainment.
2	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.
3	Pupils and their families have social & emotional difficulties, including medical and mental health issues as evidenced in disproportionate numbers of referrals to local agencies.
4	Pupils have limited experiences beyond their home life and immediate community which potentially limits their cultural capital and therefore also their ability to access the curriculum and make appropriate progress.
5	Our analysis of attendance of data and trends demonstrates lower attendance and greater level of persistent absenteeism of PP/disadvantaged children, exacerbated 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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by Team leaders and Inclusion Manager.</p>	<p>End of Summer 2023 and 2024 data will show that 95-100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> - Family school support workers, Inclusion Manager and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to ELSA sessions with the school ELSA, or counselling sessions with a trained therapist. Children are also referred to the Emotional Health Academy, Bounce Back, Trust House or SAFE for counselling. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> - Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Inclusion Team and class teachers brings about and increase in PP pupils' attendance and a decrease in persistent absence.

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: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading is prioritized to enable all vulnerable groups, particularly PPG children, to access the full curriculum offer. All novice teachers will improve their subject knowledge of reading through CPD, Coaching, workshops and modelling of expert teachers to enable them to teach reading effectively.</p> <p>A bespoke instructional coaching support programme of support will be in place for each all teachers and early career teachers will receive support via their mentor and ECT framework programme.</p> <p>CPD provided by subject leaders will ensure knowledge is secure across all domains of the curriculum through audits, staff voice and learning walks. Subject leaders supported by external School Improvement partner.</p> <p>All teachers will be provided with pedagogical resources to support teaching and research-based practice reading</p> <p>Challenge in lessons and evidence of challenge in lessons for higher attainers is evident in data, books, pupil voice and other monitoring activities.</p>	<p><i>Refine and further improve the quality of teaching across the curriculum via research-based practice and instructional coaching.</i></p> <p>DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ – successful school strategies – “Focus on improving the quality of classroom teaching”</p> <p>EEF says ‘great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.’</p>	1
<ul style="list-style-type: none"> - Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. - Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts 	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch- up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1

for EYFS, KS1 and KS2.		
- Metacognition to support teachers understanding of how children learn. This will help teachers to provide links in learning and build on prior knowledge to develop self esteem and confidence.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1

Additional Activity for 2022-23	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. CPD for all of those using the programme, including support staff.</p> <p>Funding of Year group lead in Y1 to work alongside Assistant Head to have release time to observe and support the teaching of phonics and ensure fidelity to the scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</p>	1

Budget spend: 10,000

Additional Activity for 2023-24	Evidence that supports this approach	Challenge number(s) addressed
<p>Oncosts for the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. CPD for all of those using the programme, including support staff.</p> <p>Funding of Year group lead in Y1 to work alongside Assistant Head to have release time to observe and support the teaching of phonics and ensure fidelity to the scheme.</p> <p>Purchase of Y2 ELS Spelling scheme linked to the phonics scheme.</p> <p>Purchase of handwriting scheme across both schools.</p> <p>Literacy group led by Assistant Heads daily for the less able Junior writers.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</p>	1

Budget: £10,000

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

Budgeted cost: £60,000

Activity (2021-22)	Evidence that supports this approach	Challenge number(s) addressed
<p>- Funding to hire two experienced teachers to work across Y1 – Y6. Teachers will work with existing teachers to tutor PPG children as well as release staff to provide tutoring for PPG children.</p> <p>Provide targeted, structured interventions to children across the whole school using Catch Up funding and Pupil Premium funding e.g. AcceleREad Accele Write, Catch up.</p> <p>Interventions to be monitored and evaluated by deputy head and intervention leader. Doodle Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	2
<p>Funding to cover Forest school teacher and provide training and for forest schools teacher.</p> <p>Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p>	<p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	4

Budget spending: £91,175

Activity (2022-23) (2023-24)	Evidence that supports this approach	Challenge number(s) addressed
<p>School to use internal school staff to deliver tutoring to identified children who are behind in their reading.</p> <p>Provide targeted, structured interventions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Provision of QFT, mastery curriculum and effective challenge</p>	2

<p>to children across the whole school using Catch Up funding and Pupil Premium funding e.g. AcceleREad Accele Write, Catch up.</p> <p>Interventions to be monitored and evaluated by deputy head and intervention leader. Doodle Maths</p>	<p>for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	
<p>Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p>	<p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Release time for Inclusion Manager and family support workers to support families with high need SEN and Pupil Premium children.</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>- Family support workers, Inclusion Manager and Assistant Heads to identify and support families and children and work to alleviate barriers to learning.</p> <p>- Vulnerable children to be highlighted and supported through ELSA and counselling sessions through Time to Talk for Y6 pupils. School have also bought in Emotional Health Academy to support children in other year groups.</p>	<p>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). Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. EEF Social and Emotional Learning (delivered 1:1 by trained ELSAs) low cost/moderate impact +4 literacy, +3 maths EEF 2022 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to</p>	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	3

<p>plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year) and free access to the residential for year 6 PP children.</p>		
<p>- Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Partnership working with EWO re pupils <90%.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>5</p>

Total budgeted cost: £ 207,175

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.

Please find the data for Reading, Maths and Writing.

		Outcomes EXP- (GDS)	Progress	Outcomes EXP- (GDS)	Progress	Outcomes EXP- (GDS)	Progress
	Group	Reading July '23		Writing July'23		Maths July'23	
Y1	All (75)	66.7% 10.7% (14.7%)	5.3	52% 17.3% (21.3%)	5	64% 14.7% (17.3%)	5
	PPG (22)	40.9% 13.6% (0%)	4.8	27.3% 13.6% (4.5%)	4.3	36.4% 18.2% (4.5%)	4.6
	SEN (5)	20% 40% (0%)	4.8	20% 40% (0%)	4.5	60% 0% (0%)	4.5
	PPG no SEN (19)	47.4% 10.5% (0%)	4.9	31.6% 10.5% (5.3%)	4.4	36.8% 21.2% (5.3%)	4.6
Y2	All (74)	68.5% 4% (32.9%)	5.9	61.6% 8.2% 13.7%	6.4	78.1% 6.9% (19.2%)	5.7
	PPG (14)	42.9% 7% (14.3%)	5.2	35.7% 7.1% 0%	5.4	50% 7.1% (0%)	5.7
	SEN (8)	37.5% 12.5% (12.5%)	3.4	25% 0% 0%	4.1	37.5% 12.5% (0%)	5
	PPG no SEN (8)	37.5% 0% (12.5%)	5.3	37.5% 12.5% 0%	5.5	50% 12.5% (0%)	5.8
Y3	All (71)	62% 9.9% (29.6%)	6.4	53.5% 14% (15.5%)	5.8	57.8% 9.9% (26.8%)	6.5
	PPG (18)	44.4% 5.6% (5.6%)	7.2	22.2% 22.2% (0%)	5.5	44.4% 16.7% (5.6%)	7.1
	SEN (10)	0% 10% (0%)	6.3	0% 10% (0%)	4.3	0% 10% (0%)	5.9
	PPG no SEN (15)	60% 6.7% (6.7%)	7.4	26.7% 26.7% (0%)	5.7	53.3% 20% (6.7%)	7.4
Y4	All	71.2% 10% (24%)	6.5	39% 13.6% (10.2%)	5.2	64.4% 17% (30%)	6.4
	PPG	50% 15% (5%)	6.6	5% 15% (0%)	4	50% 15% (10%)	6.5
	SEN	31.2% 12.5% (6%)	6.8	6.3% 12.5% (0%)	3.5	18.8% 31% (12.5%)	5.6
	PPG no SEN	72.7% 18% (9%)	6.5	9% 27% (0%)	4.9	81.8% 0% (9%)	6.7
Y5	All (76)	53% 18% (20%)	5.5	42% 14.5% (10.5%)	6.3	47% 17% (17%)	5.7
	PPG (23)	35% 30% (0%)	5.4	21.7% 13% (0%)	6.3	22% 17% (0%)	5.4
	SEN (10)	50% 10% (0%)	6.6	10% 0% (0%)	7.5	20% 10% (0%)	6.5
	PPG no SEN (17)	35% 35% (0%)	5.1	23.5% 17.6% (0%)	6.5	23.5% 23.5% (0%)	5.4
Y6	All (74)	64.9% 13.5% (23%)	6	69% (16%)	6.8	67% 6% (14%)	6.9
	PPG (16)	44% 12.5% (6%)	7	37% (13%)	6.7	56% 13% (0%)	8
	SEN (10)	20% 20% (0%)	6.8	20% (0%)	7.5	30% 10% (0%)	7.9
	PPG no SEN (12)	50% 17% (8%)	6.8	50% (17%)	6.5	67% 8% (0%)	8

DATA for PPG children:

Reception:

Item	Calcot Infant School and Nursery (2239)	Local Authority - West Berkshire		
	Value	Value	Value	Gap
Good Level of Development ●	40.0%	38.9%		+1.1%
Average no. ELGs at expected	12.1	12.0		+0.1
All Goals, Exp+	40.0%	37.1%		+2.9%
Prime Goals, Exp+	60.0%	53.7%		+6.3%
Com. & Lang. Goals, Exp+ ●	60.0%	61.7%		-1.7%
PSE Goals, Exp+ ●	60.0%	65.7%		-5.7%
Phys. Dev. Goals, Exp+ ●	80.0%	79.4%		+0.6%
Specific Goals, Exp+	40.0%	39.4%		+0.6%
Literacy Goals, Exp+ ●	40.0%	43.4%		-3.4%
Maths Goals, Exp+ ●	66.7%	61.1%		+5.6%
Und. The World Goals, Exp+	73.3%	66.3%		+7.0%
Exp. Arts & Des. Goals, Exp+	73.3%	77.7%		-4.4%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

As seen by the data Calcot is above the Local Authority in children achieving a good level of development.

Year 1 Phonics scores for PPG children:

Estab. Name	Cohort	Mark						APS
		No Score	0-15	16-23	24-31	32-36	37-40	
Local Authority	234	8.1%	19.7%	9.4%	12.8%	25.6%	24.4%	26.9
Calcot Infant School and Nursery	18	0.0%	22.2%	5.6%	11.1%	38.9%	22.2%	27.2

KS1 data

Subject	Level	Calcot Infant School and Nursery (2239)	Local Authority - West Berkshire	
		Value	Value	Gap
Reading	≥EXS	38.5%	42.8%	-4.3%
	GDS	7.7%	6.3%	+1.4%
Writing	≥EXS	38.5%	29.3%	+9.2%
	GDS	0.0%	1.6%	-1.6%
Maths	≥EXS	46.2%	44.7%	+1.5%
	GDS	0.0%	4.6%	-4.6%

Calcot Infant School were above in Writing and Maths compared to the LA but below in Reading.

KS2:

Multiplication Check data:

Estab. Name	Cohort	Eligible ¹	Score					Average Score ³ (out of 25)	
			No Score ²	0-5	6-10	11-15	16-20		21-25
Local Authority - West Berkshire	265	265	11.3%	5.7%	12.1%	20.0%	17.7%	33.2%	16.7
Calcot Junior School	19	19	10.5%	0.0%	15.8%	15.8%	15.8%	42.1%	18.6

KS2 data:

ATTAINMENT & ASSESSMENTS

Subject	Level	Calcot Junior School (2240)		Local Authority - West Berkshire	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	31.3%		30.2%	+1.1%
	GDS/High Score	0.0%		1.9%	-1.9%
Reading	≥Exp.Std.	43.8%		48.8%	-5.0%
	High Score	6.3%		12.3%	-6.0%
Writing (TA)	≥EXS	37.5%		41.4%	-3.9%
	GDS	12.5%		4.0%	+8.5%
Maths (test)	≥Exp.Std.	56.3%		50.0%	+6.3%
	High Score	0.0%		6.7%	-6.7%

PROGRESS

Subject	Level	Calcot Junior School (2240)		Local Authority - West Berkshire	
		Value		Value	Gap
Reading	Avg. Prog. Score	-2.31		-1.98	-0.33
	Conf. Int.	±3.18	-5.49 to +0.87	±0.72	-2.70 to -1.26
Writing	Avg. Prog. Score	-0.41		-2.36	+1.95
	Conf. Int.	±3.06	-3.47 to +2.65	±0.69	-3.05 to -1.67
Maths	Avg. Prog. Score	-0.26		-2.25	+1.99
	Conf. Int.	±2.99	-3.25 to +2.73	±0.68	-2.93 to -1.57