

CYP: Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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	Cypress Primary School
Number of pupils in school	619 (689) inc. nursery)
Proportion (%) of pupil premium eligible pupils	21% (YrR-Yr6) National (25.7%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Carpenter and Claire Binks Heads of School
Pupil premium lead	Sarah Caesar
Governor / Trustee lead	Marsha Douglas, Eunice O'Dame, Richard Steele (MAC leads for SEND and PPG pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,885 (2025-6)

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	£178,885 (2025-6)

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are more-able.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker and young carers and ensure that teaching and learning opportunities meet the needs of all of our pupils, recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit all pupils in our school. Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also supports wider non-academic challenges children may experience—such as attendance, behaviour, and social and emotional learning, which have a negative impact on academic outcomes.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils who are eligible for PPG make good progress in comparison to other pupils of similar ability at the end of the key stage;
- monitor and target PPG children across the school to ensure that the performance of PPG children in all cohorts is in line with non-disadvantaged peers and, where it is not, put support in place to diminish the difference;
- act early to intervene at the point need is identified;
- ensure that barriers to learning for PPG pupils do not have a negative impact on their academic progress;
- 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	Internal and external data indicates that literacy attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that disadvantaged pupils have greater difficulty acquiring early reading skills.
2	Internal and external data indicates that procedural maths skills are below those of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Speech and language is identified as the most prevalent additional need in the school with PPG pupils making up a large percentage of SEND pupils with this need.
5	Discussions with staff, pupils and families have identified social and emotional issues for many pupils, particularly affecting disadvantaged pupils. Teacher referrals for emotional support markedly increased during and after the pandemic, including requests for activities which enrich the curriculum for disadvantaged pupils.
6	Percentage of disadvantaged pupils being identified as 'persistently absent' higher than for non-disadvantaged pupils where absenteeism is negatively impacting disadvantaged pupils' progress.

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	EYFS, KS1 & KS2 reading outcomes by 2027/28 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.

Improve outcomes in procedural maths among disadvantaged pupils	EYFS, KS1 & KS2 maths outcomes by 2027/28 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improve outcomes in writing among disadvantaged pupils	EYFS, KS1 & KS2 writing outcomes by 2027/28 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improved oral language skills and vocabulary among disadvantaged pupils by developing a language rich curriculum	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, supported by other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve access to quality SALT therapy for pupils with speech related additional needs.	Continue to work with outside provider (Love to Communicate) ensures access to quality SALT therapy and allows SEND pupils with SALT needs to reach speech development targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, parent feedback and teacher observations; • participation in enrichment activities, particularly among disadvantaged pupils; • improved behaviour and attainment for pupils with identified SEMH barriers to learning; • improved communication skills for pupils with identified SLCN barriers to learning.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being at or below national levels, and the attendance of disadvantaged pupils being in line with nondisadvantaged pupils • the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being in line with nondisadvantaged pupils.
To diminish gaps in pupil attainment, particularly between disadvantaged and all pupils, which have grown as a result of the partial closure of schools.	<p>Pupils make rapid progress and close gaps. Knowledge gaps leading to pupils falling further behind age-related expectations are addressed and reversed, especially in writing and maths.</p>

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: £ 31,159.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Fluency books for Years 2 -3 to improve fluency and prosody skills	Communication and language approaches give 7+ months progress for very low cost with moderate evidence strength.	1
Introduce taught key vocabulary to children in EYFS to widen the range of language children can comprehend and use.	Communication and language approaches give 7+ months progress for very low cost with moderate evidence strength.	1
Improve vocabulary skills and oracy for pupils who have low spoken language skills	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 impact on reading	4, 1
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance with CPD related to 'Maths Mastery' and the Maths Hub (NCETM) for teaching and teaching support	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, including the benefit of a 'Maths Mastery' approach.	2

Continue to embed BLP skills to support children's self-regulation and independence when learning.	The EEF has identified that explicit teaching of metacognitive strategies gives progress of an additional +7 months. Metacognition and self-regulation are identified by EEF as high impact, low cost approaches.	1,2
Embed systems and processes to develop a culture of reflective practice which is self-sustaining through: establishing an ongoing coaching system using a dialogical model, targeting teaching and learning	<p>Collective Teacher Efficacy (CTE) has been identified by John Hattie as the number one influence related to student Achievement.</p> <p>Home - Schools Partnership Program (schoolspartnershipprogramme.com)</p> <p>EEF-Effective-PD-RecommendationsPoster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Harvard University study on the efficacy of instructional coaching shows a significant effect size for this mode of professional development</p> <p>https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf</p>	1,2,3
Develop understanding of numerical patterns in EYFS to ensure secure foundations in early number.	The EEF states that facilitating mathematical language can be particularly beneficial for children who are at risk of not meeting expected developmental levels, including those from disadvantaged backgrounds.	2

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

Budgeted cost: £86,242.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: New evidence https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1
Provide 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 and in small groups:	8
Provide in school, focused support group in reading comprehension, writing and maths to support pupils falling behind.	Small group tuition identified as having a moderate impact based on low cost by EEF. Quality Teaching Assistant led interventions identified as having impact based on moderate costs.	1,2,4,8
Speech therapist from outside agency to train or deliver sessions/work with pupils 1:1 on specific SALT targets.	Link between improved language skills with improved reading skills	5

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

Budgeted cost: £68,007.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint train TA in 'nurture' and mentoring to work with pupils in 1:1 small groups to address SEMH barriers to learning	Behaviour interventions identified as providing moderate impact for low cost by EEF. Evidence suggests highest impacts for approaches that focus on self-management or role-play and rehearsal.	6
Continue to privately employ a child psychotherapist to support families with emotionally vulnerable children and deliver psychotherapy and play therapy sessions to improve outcomes	A substantial empirical base supports the use of psychotherapy to alleviate anxiety symptoms and diagnoses in children and adolescents. https://pmc.ncbi.nlm.nih.gov/articles/PMC9622529/	5
Forest School sessions offered to every child from Nursery to Y2 to boost wellbeing, nurture, curiosity, collaborative learning and independence	Social and emotional learning seeks to improve pupil's decision-making skills, self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. Identified as moderate impact for very low cost. Collaborative learning approaches identified as high impact intervention with low cost by EEF.	6
Providing a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration for disadvantaged pupils.	Arts participation and physical activity identified as low-cost interventions with moderate impact.	6
Embedding principles of good practice set out in the DfE's advice on improving attendance. Appointing EWO to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

Increase numbers of PPG children accessing peripatetic music lessons through subsidisation and loan instruments.	Research shows that musical training, even if for a short duration, can improve cognitive functioning. https://pmc.ncbi.nlm.nih.gov/articles/PMC3818545/	1,2,5,6,
School dog to provide emotional support for children and boost wellbeing	Animal therapy enhances health and wellbeing: https://petsastherapy.org/	6
Provide access to experiences that enrich the curriculum at a reduced cost	The EEF state that enriching can have positive, though sometimes moderate, impacts on student learning and development. These experiences can boost academic achievement, engagement, and well-being, along with crucial skills like problem-solving , teamwork , and resilience .	
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

Total budgeted cost: £185,408

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 2024 to 2025 academic year.

Social emotional well-being – outcomes positive – children reengaged in learning after previously being disengaged. Boxall profiles show improvement in 100% of children who received nurture support. This is also reflective of those who had sessions with Dr Thornton, our child psychotherapist. We have had an increase in the number of families seeking this rapid response, specialist support.

Forest School sessions has supported collaboration, resilience and problem-solving skills

92% of children who received Preview interventions reported that they felt more confident during whole class lessons due to the learning of key vocabulary and having foundational knowledge recapped before the lesson. Teachers reported that children who attended these sessions made better progress than previously without the additional support.

After-school and in-school booster sessions had a moderately positive effect on the outcomes of SATs testing. Impact was measured through the use of assessment questions periodically - recapping on units covered in the sessions.

Targeted interventions in writing in Reception led to the increase in writing for PPG children to 64%. This is a 24% increase from the baseline which was 40%.

The school has continued to work with Love to Communicate (SALT provider) and PPG children have made good progress achieving their targets.

Through the use of nurture groups and sensory circuits behavioural issues for children with SEMH decreased.

Phonics outcomes in Year 1 was 90%. The official national outcomes are not yet published, but estimated figures show that the expected standard in Year 1 is likely around 81%. This is significantly above national, despite the complex need within the cohort.

In standardised testing at the end of KS2, Maths outcomes were just above national at 75% - the highest outcome in Maths for Cypress since before the Covid lockdown.

Attendance at Cypress has remained above national (95.34%) despite a difficult national picture (94.8%), with more children suffering EBSNA and other anxiety related issues than ever before. The Trust EWO and SLT continue to support families at Cypress through use of free places at Breakfast Club, mental health and personalised family support.

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback, where EEF research has demonstrated that this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a trained Mental Health practitioner (MHST) to support pupils identified by staff and parents as needing well-being support.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked 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 socioeconomic disadvantage. 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 and to 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.