

CYP: 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	Cypress Primary School
Number of pupils in school	630 (688) inc. nursery)
Proportion (%) of pupil premium eligible pupils	22.5% (YrR-Yr6)
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 2024
Date on which it will be reviewed	July 2025
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	£207,200 (2024-25)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	<p>£207,200 (2024-25)</p>
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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.
7	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. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.

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.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <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.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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 non-disadvantaged pupils • the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being in line with non-disadvantaged pupils.
<p>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>	<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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SEND 'Little Wandle' DfE approved SSP to secure stronger phonics teaching for all pupils. Training for staff to ensure phonics intervention is correctly delivered	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.	1
Introduce taught reading comprehension strategies in class teaching and booster groups	EEF identifies reading comprehension strategies as a low cost, high impact intervention.	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		
		6
into routine educational practices, supported by professional development and training for staff.	as have impact for low cost by the EEF. Metacognition and self-regulation are identified by EEF as high impact, low cost approaches.	

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

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Lexia 'online' reading programme to support early reading skills</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>New evidence https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	1
<p>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.</p>	<p>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:</p>	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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint and 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 selfmanagement or role-play and rehearsal.	6
Forest School sessions offered to every child from Nursery to Yr6 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
School dog to provide emotional support for children and boost wellbeing NEW ACTION 22-23	Animal therapy enhances health and wellbeing: https://petsastherapy.org/	6
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: £223,877

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.

The outcome of national tests in 2022-23 showed that the progress of pupils with low prior attainment, including disadvantaged pupils, was above local and in line with national average in writing. The progress of pupils with prior high attainment, including disadvantaged pupils, was significantly below the national average in maths. The outcomes we aimed to achieve in our PPG strategy by the end of 2025 have not yet been fully realised and remain a key focus of our school improvement work.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, who were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions. The impact of this was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and teaching. We aim to continue to support our disadvantaged pupils with technological support, including the provision of Chromebooks to access home learning opportunities.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and an increase in persistent absence in this group is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues, which continue in

the aftermath of the pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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, 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.
- embedding self-regulation and metacognitive practices through the 'Building Learning Power' framework, where EEF research has demonstrated significant improvements for pupils, with high impact for low cost.

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.