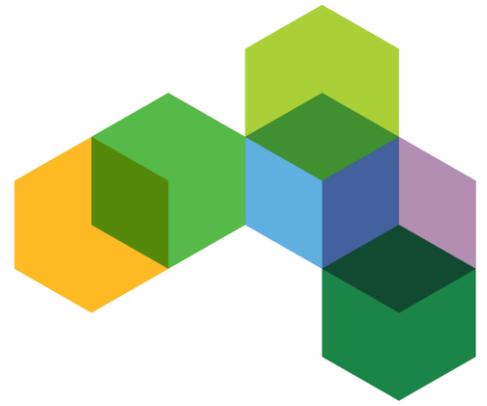




UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL



Pupil Premium Strategy Statement 2021-22

RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	University of Cambridge Primary School
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Dr James Biddulph
Pupil premium lead	Mrs Aimee Durning
Governor / Trustee lead	Penny Coltman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765.00
Recovery premium funding allocation this academic year	£5,365.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,931.00
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	£73,061.00

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all children and provide an inclusive and innovative education for everyone. This Pupil Premium Strategy Plan embraces our aims for all children. Children at our school are supported by a robust research informed Teaching and Learning policy which is underpinned by our hallmark

pedagogical approaches of Oracy & Dialogue, Habits of Mind and Playful Enquiry. Built on the foundations of the Cambridge Primary Review (2010) and Learning Without Limits (2004).

The University of Cambridge Primary School has on offer the opportunity for the individual child to achieve to their fullest potential. Therefore, it is essential that all educators understand each individual child and their unique attainment gaps through the careful implementation of the UCPS Teaching and Learning Policy (2021) and strong relationships. High quality teaching helps every child succeed and has the greatest impact on closing the attainment gap. Our intention for all children, non-disadvantaged and disadvantaged, is their attainment will be sustained and improved during their time with us.

We recognise that in every family there will be challenges and opportunities, but that children from low economic circumstances or without resources do less well than their peers. Consideration is made as well to those vulnerable children who find themselves with a social worker and/or as a young carer. For this reason, children entitled to Pupil Premium will always be at the forefront and a key focus of our work. This statement, as a key part of our wider plans for educational recovery, sets out how we will support disadvantaged children to make good progress and achieve high attainment from their starting point.

Our responsive approach will identify those common barriers to learning and attainment and also those unique individual needs that prevent children from reaching their full potential. The school's assessment policy lays out in detail arrangements for summative and formative assessment, moderation and data analysis. Coupled with our Teaching and Learning Policy and inclusive classroom practices complements the educational experiences for all children.

To ensure that all of the above is effective we will focus on:

- High Quality Teaching
- Professional Development
- Intervention

Challenges

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

Challenge number	Detail of challenge
1	Multiple vulnerabilities where disadvantage and SEND co-exist, which through assessment indicates that this group of children are working three years behind their age related expectations in mostly all areas of the curriculum
2	Our wellbeing survey has identified a significant cohort of children who are disadvantaged for various reasons (COVID related, economic, social-emotional needs)
3	Previous attainment of disadvantaged children show significant gaps in academic knowledge specifically: reading and phonics, mathematics and writing
4	Specific social emotional needs sometimes linked to safeguarding provision
5	Low levels of cultural capital, which has been impacted further due to the two lengthy national lockdowns, has impacted on attainment and progress. And there is a noticeable gap in background knowledge that children acquire during educational and family visits to places of interest, extracurricular clubs and experiences in school

6	Our assessment and observations indicate that there is a significant need in EYFS and Key stage 1 to plug the language gap and in years 1 and 3 to improve writing.
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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
Vulnerable children’s social and emotional needs are met and related development equivalent to peers	Wellbeing surveys document that needs are met via school based interventions. Plus children’s voices are captured and teachers’ observations are recorded.
Disadvantaged children to make accelerated/above typical academic progress in Maths, Reading and Writing	Assessment data documents progress. KS2 outcomes in 2024/25 show that 90% of disadvantaged children met the expected standard
Through high quality first teaching, disadvantaged children’s curriculum outcomes demonstrate significant added value in terms of their spoken language and vocabulary	Assessments and observations indicate significantly improved oral language skills. This is evident when triangulation with other sources of evidence, including Teachers’ Responsive Journal (engagement in lessons), children’s conference sessions and ongoing formative assessment.
Children’s nutritional and physical health outcomes are in line with national guidelines for typical developmental and good health	Assessment data documents progress. KS2 outcomes in 2024/25 show that more than 90% of disadvantaged children have met expected standard. And year on year there is a significant increase in participation enrichment & extracurricular activities.

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 & Learning

Budgeted cost: £9825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Specific assessments can provide information about individual children’s strengths and weaknesses. This	1,3,6

<p>This includes the free language screener provided as part of the government’s funded NELI intervention.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>can inform additional inventions or teacher instruction.</p>	
<p>Collaborative Lesson Research (CLR) in English and Maths (expert advisors Dr Liz Chamberlain and Professor Mike Askew)</p>	<p>CLR, based on Japanese Lesson Study has been documented to have significant potential for impact on pupil attainment and motivation, teacher subject and pedagogical content knowledge.</p> <p>Dudley, P., Xu, H., Vermunt, J. D., & Lang, J. (2019). Empirical evidence of the impact of lesson study on students’ achievement, teachers’ professional learning and on institutional and system evolution. <i>European Journal of education</i>, 54(2), 202-217.</p> <p>Takahashi, A., McDougal, T. Collaborative lesson research: maximizing the impact of lesson study. <i>ZDM Mathematics Education</i> 48, 513–526 (2016).</p> <p>UCPS Writing Lesson Study Booklet http://unlockingresearch.org/wp-content/uploads/2021/07/Writing-Package-Collaborative-Learning-Research.pdf</p>	<p>1,3</p>
<p>Working with Cambridge University and T-SEDA, our pedagogical pillar of dialogue & oracy (see Teaching & Learning Policy) will be strengthen. Teachers will work with Sara Hennessey and her team.</p>	<p>There is strong evidence that suggests oral language support and interventions, including dialogue activities and high quality classroom discussion has a high impact on reading.</p> <p>This is supported by our research informed English policy and Teaching and Learning Policy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3,6</p>
<p>TastEd</p>	<p>TastEd is a food education programme based on the successful SAPERE method from Finland, extensively researched in Scandanavia for improving outcomes of children’s eating habits and the related personal, social and cognitive benefits. https://www.tasteeducation.com/what-do-we-do/ https://www.sapere-association.com/sensory-education/research</p>	<p>2,5</p>
<p>Science Primary Quality Mark</p>	<p>Primary Science Quality Mark is an evidence based year long professional development programme that supports a school to improve science teaching and learning. http://www.psqm.org.uk/what-is-psqm</p>	<p>1,3,5,6</p>

	http://www.psqm.org.uk/_data/assets/pdf_file/0016/313180/SATC-Evaluators-report-final-.pdf	
Jasmine PE (Dance) Development Programme	<p>Jasmine PE is a school subject development approach that provides coherent curriculum planning, pedagogical guidance, assessment and professional development for teachers.</p> <p>https://cms.jasmineactive.com/uploads/external/Whitmoor-Academy-Primary-Nursery-real-PE-Impact-Report.pdf</p> <p>Subject development on dance relevant to evidence showing impact of arts participation programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,5
The school will endeavour to strengthen its Reading for Pleasure culture.	<p>There is strong robust evidence on a large scale which suggests that if children choose to read for pleasure through their own volition- they will perform well in Maths and English.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://ourfp.org/</p>	1,3,5,6
<p>The majority of teachers have completed the Sounds-write CPD and completed the course during 2020.21. The remaining teachers will complete the course during 2021.22. This will provide the children with a secure strong phonics and reading programme.</p> <p>During 2021 a teaching assistant will be trained in Sounds-writes (awaiting government validation) to enabled them to run an intervention group for those children who require further support.</p> <p>Cost to train a TA.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged children.</p> <p>Sounds-writes research study presents a significant improvement of literacy attainment in key stage 1 and beyond.</p> <p>https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf</p>	1,3,6
Teacher Learning Communities	<p>Teacher Learning Communities draw on principles of effective professional development and are based on the Embedding Formative Assessment approach developed by Dylan Wiliam and Siobhan Leahy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-learning-communities</p>	1,3,5,6

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

Budgeted cost: £52323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health and Wellness Strategy		
Premier Dance and Fitness	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Major, L.E. and Higgins, S., 2019. <i>What Works?: Research and evidence for successful teaching</i> . Bloomsbury Publishing. Sports for Health and Wider Outcomes p115-118	1,5
Outdoor Education Programme (Forest School, Nature to Nurture) £8000	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,2,4,5
Fitness and Sports Clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
Targeted Academic Interventions		
As part of our educational recovery we have registered 4 of our teaching assistants to undertake the funded government funded NELI training. This provide an intervention for disadvantaged learners in reception and year 1 and provides the first steps towards foundational language skills.	There is strong evidence that suggests oral language support and interventions, including dialogue activities and high quality classroom discussion has a high impact on communication and reading. https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools	1,6
The school will purchase as many NESSY licenses as identified through phonics assessments for children in KS2. Autumn 2021	Nessy provides an tailored phonics programme which plugs the gaps in disadvantaged children’s phonetical repertoire. https://www.nessy.com/uk/research-testimonials/research-evidence/	1,3
Two of our Teaching Assistants will be trained to deliver Catch up Literacy. Catch Up Literacy is a highly structured intervention. This intervention provides disadvantaged children with reading and writing skills practice. It also meets the necessary	Evidence suggests that Teaching Assistants should deliver interventions when they have been trained to do so. And when the intervention is highly structured. There is research to suggest that Catch Up Literacy does have an impact on literacy attainment.	1,3

requirements of the EEF Maximising the Impact of Teaching Assistant research recommendations.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://www.nfer.ac.uk/evaluation-of-catch-up-literacy/	
Autumn 2021 the school will purchase the programme Phonics for Children with Special Educational Needs. All teaching assistants who work with children who are on the SEND register will receive the training.	All children will experience high quality teaching, as an additionally intervention for those children who are struggling to grasps early reading, support will be provided via a phonics programme specifically devised for children with SEND. https://www.phonicsforpupilswithspecialeducationalneeds.com/the-phonics-for-sen-programme https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1,3
Two teachers have been employed (TBC) to provide targeted writing intervention sessions for disadvantaged children. Twice weekly	Small group tuition run by qualified teachers targeted at lower attaining learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Major, L.E. and Higgins, S., 2019. <i>What Works?: Research and evidence for successful teaching.</i> Bloomsbury Publishing. Individualised Learning	3
Two of our teaching assistants have received First Class Maths Intervention training. They will provide target catch up sessions to those disadvantaged children identified via termly assessment	First Class maths is a structured intervention that adults leading are trained in to support children's fluency, reasoning and mathematical thinking skills. An EEF found the intervention to have a positive impact on mathematical skills, particularly for the lowest attaining pupils. https://everychildcounts.edgehill.ac.uk/eef-trial-1stclassnumber/ https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber	3
Pre-teach maths intervention	Pre-teaching and assigning competences has been found to be an inclusive approach that supports children's confidence and attainment in maths. https://www.babcockldp.co.uk/babcock_ldp/Mathematics/Research/Supporting-children-to-actively-participate.pdf	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After the period of educational disruption attendance is a critical element of our pupil premium strategy. Therefore the school has given a teacher TLR to take on the role as the school's Attendance Champion	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf	All challenge areas
Two teaching assistants are trained to deliver Chimp intervention groups	Chimp management helps children to understand their behaviour traits and assists in the development of self-regulation skills. https://chimpmanagement.com/charitable-chimp-in-schools/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	All challenge areas

Total budgeted cost: £ 67148

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 2020 to 2021 academic year.

After the lengthy national lockdown (March 2020) due to the global Coronavirus pandemic, disadvantaged children returned to the new academic year 2020-2021 at a lower starting point than previously experienced. As a result the school launched its Aspirational Start Plan which outlined the planned intervention groups for disadvantaged children. The Autumn term of 2020 saw learning gains and targeted interventions were filling the learning gaps. Unfortunately the country experienced another lockdown at the start of 2021. SEND services were affected by the lockdown and for some of our disadvantaged pupils, Educational Psychologist, Speech and Language appointments did not happen. Fortunately for us our most disadvantaged children were able to attend school, supported by class teachers and Teaching Assistants and learn alongside their peers. Our endeavour remains to close the attainment gap.

