

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	660
Proportion (%) of pupil premium eligible pupils	7% (49 Children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2021
Date on which it will be reviewed (The strategy will be review annually)	December 2024
Statement authorised by	Dr James Biddulph
Pupil premium lead	Mrs Aimee Durning
Governor / Trustee lead	Kirsty Allen

### Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£64,020 (TBC)
Pupil premium plus	£12,650 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,670

## 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. These are built on the foundations of the Cambridge Primary Review (2010) and Learning Without Limits (2004) and supported by a robust professional development schedule.

The University of Cambridge Primary School offers 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 (2023), use of their Teacher Responsive Journal 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 also made for 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 education, 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 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 which 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 (in class support when possible)

### 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 sometimes 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 (economic, social-emotional needs & mental health).

3	Previous attainment of disadvantaged children shows significant gaps in academic knowledge, specifically: reading and phonics, mathematics, and writing. The writing gap for children eligible for the pupil premium grant remains significant.
4	Specific social emotional needs sometimes linked to safeguarding provision.
5	Low levels of cultural capital have impacted on attainment and progress. And there is a noticeable gap for some children in background knowledge that is often 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.

### 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	Safe and wellbeing checks 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 (without significant SEND and those children who have been with us from reception to Year 6) 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 (without significant SEND and those children who have been with us from reception to Year 6) 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 **this academic year** to address the challenges listed above.

December 2023

Teaching & Learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purchase of standardised diagnostic assessments</b> Rapid Assessment OxEd Language Screener</p> <p><b>Training for staff to ensure assessments are interpreted and administered correctly</b></p>	<p>Specific assessments can provide information about individual children's strengths and weaknesses. This can inform additional interventions or teacher instruction.</p>	<p>1,3,6</p>
<p><b>Collaborative Lesson Research Writing</b></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>1,3</p>
<p><b>Five of our Learning Coaches will complete the Sounds-Write course during 2024.</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged children.</p> <p>Sounds-Write research study presents a significant improvement of literacy attainment in key stage 1 and beyond.</p> <p><a href="https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf">Sounds-Write. A new approach to the teaching of reading, spelling and writing.</a> <a href="https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf">https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf</a></p>	<p>1,3,6</p>
<p><b>2 Professional Development Sessions for the above-mentioned phonics programme Learning Coaches to ensure understanding of assessment and teaching sequence.</b></p>	<p>Sounds-Write will provide two assessment professional development sessions for our trained learning coaches. This will enable the team to understand and consider the impact of their phonics intervention.</p> <p><a href="https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf">Sounds-Write. A new approach to the teaching of reading, spelling and writing.</a> <a href="https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf">https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf</a></p>	<p>1,3,6</p>
<p><b>Teacher Learning Communities</b></p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-learning-communities">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-learning-communities</a></p>	<p>1,3,5,6</p>

Budgeted cost: £6,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Health and Wellness Strategy</b>		
<b>Emotional Literacy Support Assistants (ELSA)</b>	ELSA (Emotional Literacy Support Assistant) sessions will be run as a school-based intervention. This invention is designed to meet the emotional needs in school. <a href="#">Research – ELSA Network</a>	2
<b>Targeted Academic Interventions</b>		
<b>Teacher led tutoring.</b> Phonics for Children with Special Educational Needs	A part-time teacher will be employed to provide a specialised phonics programme to children with special educational needs. <a href="#">Home   Phonics for Pupils with Special Educational Needs</a>	1,3
<b>Teacher led tutoring.</b> Reading & writing	A part-time teacher will be employed to provide reading and writing tutoring. <a href="#">Making a Difference with Effective Tutoring   EEF (educationendowmentfoundation.org.uk)</a>	1,3
<b>Teacher led tutoring.</b> 2 days mathematics 1 day writing intervention	We have employed a maths specialist to provide individual and group tutoring. This support will be linked to the curriculum. A day will be available to children to assist them with their writing. Again, this will be linked to the curriculum. <a href="#">Making a Difference with Effective Tutoring   EEF (educationendowmentfoundation.org.uk)</a>	1,3
<b>Learning Coach led intervention.</b> Catch up literacy	During the spring term of 2024 the pupil premium grant will be used to provide intervention whilst Sounds-Write training is completed. <a href="#">Catch Up Literacy (re-grant)   EEF (educationendowmentfoundation.org.uk)</a>	1,3
<b>Learning Coach led intervention.</b> Sounds-Write	The pupil premium grant is used to support phonics intervention in class and as a booster intervention for children at risk of reading failure. <a href="#">Sounds-Write. A new approach to the teaching of reading, spelling and writing.</a>	1,3
<b>Private Speech and Language Intervention</b>	At UCPS we have employed a private speech and language therapist to provide individual and group intervention in EYFS and Year 1.	6

	<a href="#">Oral language interventions   EEF(educationendowmentfoundation.org.uk)</a> <a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	
<p>The school will purchase as many <b>NESSY</b> licenses as identified through phonics assessments for children in KS2.</p> <p>Autumn 2023</p>	<p>Nessy provides a tailored phonics programme which plugs the gaps in disadvantaged children’s phonetical repertoire.</p> <p><a href="https://www.nessy.com/uk/research-testimonials/research-evidence/">https://www.nessy.com/uk/research-testimonials/research-evidence/</a></p>	1,3

Budgeted cost: £25,264

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Sensory Circuits &amp; Resources</b>	<p>Sensory circuit activities are scheduled each week. These activities promote and encourage self-regulation development.</p> <p><a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk) (PDF) SENSORY INTEGRATION AND ACTIVITIES THAT PROMOTE SENSORY INTEGRATION IN CHILDREN WITH AUTISM SPECTRUM DISORDERS (researchgate.net)</a></p>	1,2
<b>Purchasing high quality reading texts</b>	<p>UCPS has a strong reading for pleasure culture and all educators understand the importance of high-quality texts. Therefore, we aim to ensure that every child (in years 3,4,5,6) will own a selection of texts in their time at UCPS. Each year children will be gifted 4 quality texts to promote reading for pleasure.</p> <p><a href="#">Publications - Reading for Pleasure (ourfp.org) reading_for_pleasure.pdf (publishing.service.gov.uk)</a></p>	1,3,5
<b>Supporting Families with educational costs.</b>	<p>We will strive to understand what specific needs families have through strong relationships. When possible, we will seek the support of external professionals, such as the Education Inclusion Practitioner, PinPoint. We will use the pupil premium grant to provide necessary financial intervention to enable children and their parents/carers to participate fully in all aspects of the UCPS Community.</p>	2,4,5

December 2023

Budgeted cost: £5,065

**Total budgeted cost: £ 36,329**

## **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 school launched its 3 year, Aspirational Start Plan in 2020 (during the pandemic) which outlined the planned intervention groups for disadvantaged children. All our children who were entitled to the pupil premium grant took part in every aspect of school life and accessed the curriculum alongside their peers. The Aspirational Start Plan enabled children to flourish and develop well. For the first time since the Covid pandemic, through our Safe & Well Checks, we saw a decline in poor mental health. Instead, we witnessed children flourishing on residential, taking part in team sports and the end of year school show. The academic year 2022 to 2023 saw learning gains and targeted interventions were filling the learning gaps. In relation to our children who are entitled to the pupil premium grant, 50% found themselves at the expected standard for reading at the end of the year. The remaining children were on the cusp of reaching the expected standard for reading and we are extremely proud of their efforts. 75% were working at the expected standard for Mathematics at the end of the year. 50% of the children entitled to the pupil premium grant were working at the expected standard for writing and grammar.

There was one child who received the pupil premium grant who has significant special educational needs and therefore did not take part in the Standard Assessment Tests in May 2023. This child, when not accessing classroom learning with their peers had an individualised timetable. Progress was tracked and monitored using Cherry Gardens School's Branch Maps.

For children, who are working at pre-curriculum levels, their attainment levels have increased due to the hard work and dedication of the team and the professional development they have undertaken.