

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	Culloden Primary Academy
Number of pupils in school	606
Proportion (%) of pupil premium eligible pupils	35%
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ben Carter, Principal
Pupil premium lead	Ben Carter, Principal
Governor / Trustee lead	Jeff Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 2021 - August 2022 £308,005
Recovery premium funding allocation this academic year	£32,045
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	£340,050

Part A: Pupil premium strategy plan

Statement of intent

Our goal is to support all pupils to become confident learners and well-rounded individuals equipped with the skills they need to build healthy relationships and make good choices now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	The proportion of pupils to attain the expected reading standard at the end of EYFS, Y1 and KS1 due to very poor levels of communication and language on entry in Reception and Nursery, compounded by households where reading is not always actively supported by parents, and households where there are few books etc.
2	The attendance of pupils from vulnerable and disadvantaged families.

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
A greater proportion of pupils attain the expected reading standard at the end of EYFS, Y1 and KS1.	End of year assessment data for PP pupils; GLD, Phonics and KS1 reading data.
To increase the proportion of pupils (including high prior attainers) making accelerated progress from end KS1 to end KS2.	End of year KS2 progress data for PP pupils.
The attendance of pupils from vulnerable and disadvantaged families is increased and persistent absence lowered.	Attendance is above the national average. PA is below the national average.

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: September 2021 - August 2022, £192,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of resources, training, development days and the leadership and management of synthetic phonics across EYFS and KS1.	EEF toolkit -Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Professional development, training and support for early career teachers. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.	EEF - pupil premium guidance:CPD is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1

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

Budgeted cost: September 2021 - August 2022, £67,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional specialist speech and language therapy as an intervention for pupils with SEND and are disadvantaged.	EEF - Pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their	1

	<p>school experience and learning later in their school lives.</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	
<p>One to one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in synthetic phonics.</p>	<p>EEF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1

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

Budgeted cost: September 2021 - August 2022, £79,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of x 1 new learning mentor, to provide 1:1 and small group sessions in social and emotional literacy support, for vulnerable pupils.</p>	<p>EEF - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker speech and early language skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>EEF - SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1 & 2
<p>Increase in resources, training and support</p>	<p>Magic Breakfast - EEF research found that Y2 pupils in schools</p>	2

<p>for our breakfast club to increase capacity and our offer to pupils from vulnerable and disadvantaged families to support their attendance at school.</p>	<p>providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.</p>	
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Total budgeted cost: £ September 2021 - August 2022, £340,050

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

2020-2021 Aims:

1. To provide resources, training, development days, and the leadership and management of mathematics mastery (a highly structured mathematics scheme of work influenced by best practice from Singapore) across Y1-Y6. To enable a greater proportion of pupils to reach the expected and greater depth standard at the end of KS1 and KS2. **Outcome:** Internal assessments demonstrated that the disadvantaged pupils made progress in mathematics.

2. To enable all pupils to participate in educational visits, regardless of socio economic need and income, as the visits constitute a key stimulus for developing writing, speaking and listening skills and reading attainment. **Outcome:** All disadvantaged pupils attended a number of educational visits linked to a variety of subject areas to support reading, writing and speaking and listening.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Mastery	ARK
Read Write (including Freshstart)	Ruth Miskin Training
Literacy and Language	Ruth Miskin Training
Switched on (Computing)	Rising Stars