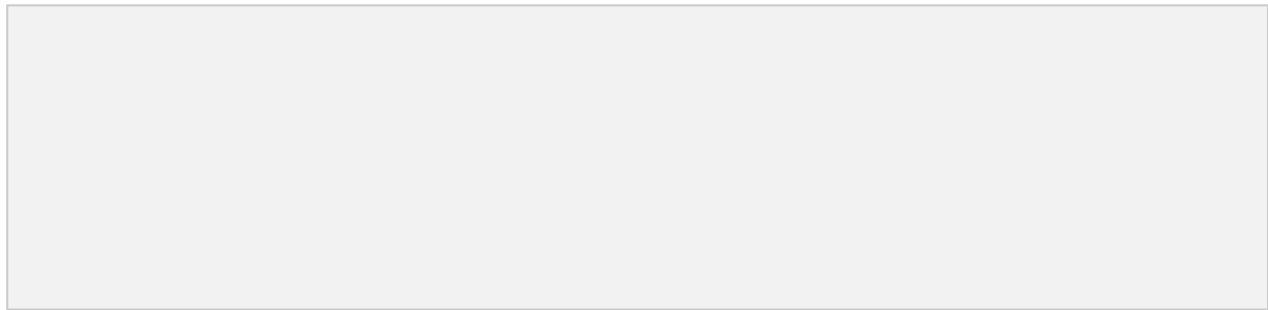


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 | Culloden Primary Academy |
| Number of pupils in school | 640 |
| Proportion (%) of pupil premium eligible pupils | 32.76% |
| Academic year that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | May 2024 |
| Statement authorised by | Bill Holledge, CEO |
| Pupil premium lead | Tahreena Ward, Principal |
| Governor / Trustee lead | Jeff Martin |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £307,915 |
| Recovery premium funding allocation this academic year | £38,409 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £346,324 |

| | |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
|---|--|

Part A: Pupil premium strategy plan

Statement of intent

- To ensure pupils are taught an exceptionally broad and balanced curriculum by great teachers in a positive learning environment so that pupils can flourish into well rounded individuals and leave school with life long skills.*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low starting points and extremely poor communication and language skills on entry (language barriers, low socio-economic backgrounds, pupils born during Covid-19 and impact of Covid-19). |
| 2 | Significant proportion of pupils have poor mental health which impacts on their learning. Autumn Term current caseload 45 pupils from across Y1-Y6 (8% of pupils accessing 1:1 sessions). |
| 3 | Significant proportion of parents/carers require support with their mental health and parenting. |
| 4 | PA 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 |
|---|---|
| Higher proportion of pupils achieve the expected standard in reading at the end of EYFS, KS1 | End of year assessment data for PP pupils: Reception GLD, Y1 PSC, KS1 and KS2 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. |
| To provide 1:1 or small group sessions for pupils with poor mental health. | Improved mental health of pupils. Feedback from Learning Mentors, class teachers, parents and pupils. |
| To support parents with parenting and their mental health through necessary referrals to | Increased proportion of parents accessing parenting courses. |

| | |
|--|--|
| external bodies/professionals (THEWS, Docklands Outreach, EH, BASS) | |
| 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: £220,320

| 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 |
| x1 Learning mentor on ELSA training X3 Learning Mentors accessing training/support from the Mercer's Wellbeing Group | 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. | 3 |

| | | |
|--|--|--|
| | 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. | |
|--|--|--|

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

Budgeted cost: £80,000

| 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 school experience and learning later in their school lives. 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. | 1 |
| One to one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in synthetic phonics. | 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. | 1 |

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

Budgeted cost: £46,004

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Increase in resources, training and support for our breakfast club to increase capacity and our offer to pupils from vulnerable and disadvantaged families to support their attendance at school. | EEF research found that Y2 pupils in schools 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. | 2,4 |

Total budgeted cost: £346,324

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.

2022-2023 Aims:

1. A greater proportion of pupils attain the expected reading standard at the end of EYFS, Y1 and KS1. To increase the proportion of pupils (including high prior attainers) making accelerated progress from end KS1 to end KS2. **Outcome:** 83% of Y1 pupils passed the PSC (above NE of 79%). This particular cohort of pupils included deaf and SEND pupils who passed the PSC and achieved well at the end of KS1. KS1 R-75% (above NE of 68%) and 32% were exceeding (above NE 18%). KS2 R-77% (above NE 59%) and 36% of pupils achieved the exceeding standard.

2. The attendance of pupils from vulnerable and disadvantaged families is increased and persistent absence lowered. **Outcome:** Attendance procedures were robustly followed. Home visits were carried out, FPNs issued and necessary referrals made for pupils or families (housing, mental health support, CAMHS). Overall attendance 95% (YTD). This also meant that vulnerable pupils were very closely monitored as some of the pupils are on the Safeguarding register. In some cases, daily contact with the child's allocated social worker.

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 |

