

# Cumberland Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Cumberland Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils Number of pupil premium eligible pupils	14% 26
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Heather Chadbourn Chair of Governors
Pupil premium lead	Rebecca Herbert Headteacher
Governor / Trustee lead	Clare Hall Lead governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,980
Recovery premium funding allocation this academic year	£ 2,936.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£43,916.25</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Cumberland, our vision is to be a safe, happy and nurturing environment, inspiring all our children to develop their skills, confidence and enjoyment of life and learning through our School's ethos and learning values. Therefore, our intention is that all children irrespective of their background or challenges they face, make good progress and achieve across all subject areas through our enriched and integrated curriculum.

We are acutely aware of the impact of the pandemic on all our children but especially some of our disadvantaged children and their families. It has impacted on their academic progress, well-being and their cultural capital experiences. Therefore, more than ever, high quality teaching is at the heart of our pupil premium strategy and educational recovery, balanced with targeted interventions from teachers, our HLTA, Family Support Worker and Learning Support Assistants to ensure all children are reaching their potential with a particular focus on our disadvantaged children. As a school, we continually assess all our children, especially our disadvantaged children to identify gaps in their knowledge and skills to provide targeted interventions to master key concepts and ensure progress in their learning, relationships and life skills. We are constantly reviewing and monitoring the impact of the teaching and learning of all our children but particularly our disadvantaged children, including academically able children from disadvantaged backgrounds who may be at risk of underperforming and not reaching their full potential. We want to branch out and build stronger relationships with our disadvantaged children's families to provide essential support to aid our disadvantaged children's progress across the curriculum, in their well-being and life skills at school and at home.

This pupil premium strategy and educational recovery will be a whole school approach which is inter woven into the Cumberland School Improvement Plan and everybody in the Cumberland community plays a key part in successfully improving the outcomes for our disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children who fall in several vulnerable groups struggle to make progress especially in writing and maths. For example a disadvantaged child who is SEND and summer born or a disadvantaged pupil who is a boy and summer born.
2	Our disadvantaged children who have limited life experiences, this impacts on their knowledge, vocabulary and ability to make connections.

3	Some of our disadvantaged children are living with parents who have difficulties with their own mental well-being, which has increased due to Covid-19.
4	Lack of parental engagement due to own education experience, lack of understanding of how to support their child or prioritising the time to, which has been heightened due to remote learning during the pandemic. Therefore children have low self-esteem and confidence due to low level of attainment in reading, writing and maths.
5	Some of our disadvantaged children have attendance under 90%.

## 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
Our disadvantaged children in multi vulnerable groups improve their progress and attainment in reading, phonics, writing and maths.	<p><b>More than 50% of our disadvantaged children achieve ARE+ in reading, writing and maths.</b></p> <p><b>Year 2</b></p> <p><b>21-22</b></p> <p>55% of our Year 2 disadvantaged pupils reached the expected standard in KS1 reading, writing and maths combined.</p> <p><b>22-23</b></p> <p>46% (5 children out of our 11 disadvantaged children) of our Year 2 disadvantaged pupils reached the expected standard in KS1 reading, writing and maths combined.</p> <p><b>Increase our disadvantaged children achieving ARE+ to above 50% in reading and writing and above 60% in maths.</b></p> <p><b>Year 2</b></p> <p><b>21-22</b></p> <p>73% of our Year 2 disadvantaged pupils reached the expected standard in KS1 reading.</p> <p>55% of our Year 2 disadvantaged pupils reached the expected standard in KS1 writing.</p> <p>73% of our Y2 disadvantaged pupils reached the expected standard in KS1 maths.</p> <p><b>22-23</b></p> <p>46% (5 children out of our 11 disadvantaged children) of our Year 2 disadvantaged pupils reached the expected standard in KS1 reading.</p> <p>55% (6 children out of our 11 disadvantaged children) of our Year 2 disadvantaged pupils reached the expected standard in KS1 writing.</p>

	<p>55% (6 out of our 11 disadvantaged children) of our Y2 disadvantaged pupils reached the expected standard in KS1 maths.</p> <p><b>Year 1 Phonics screening</b>  <b>21-22</b>  70% of our disadvantaged children pass their Y1 phonics screening.</p> <p><b>22-23</b>  <b>89 %</b> of our disadvantaged children passed their Y1 phonics screening. (1 child equates to 11% so 8 children out of our disadvantaged children passed their phonics screening.)</p>
Our disadvantaged children not in multi vulnerable groups will achieve Age Related Expectation in reading, writing and maths. In addition, they will pass their phonics screening.	<p><b>80-100% of our disadvantaged children not in multi vulnerable groups achieve ARE+ in reading, writing and maths and pass their phonics screening.</b></p> <p><b>22-23</b>  100% (5 children) of Year Two disadvantaged children not in multi groups achieved ARE + in reading, writing and maths.  100% (6 children) of disadvantaged children not in multi groups passed their phonics screening.</p>
Narrow the gap between disadvantaged and non-disadvantaged children.	<p><b>The gap between disadvantaged and non-disadvantaged at the end of KS1, in the phonics screening in Y1 and the ELG in YR will be reduced and be closer to 10%.</b></p> <p><b>21-22</b>  43% of our year R disadvantaged pupils achieved a good level of development. 82% of our YR not Disadvantaged pupils achieved a good level of development. A difference of 39%.</p> <p><b>22-23</b>  40% (2 children out of our 5 disadvantaged children) of our year R disadvantaged pupils achieved a good level of development. 82 % (10 children out of 55 not disadvantaged) of our YR not Disadvantaged pupils achieved a good level of development. A difference of 42%.</p> <p><b>21-22</b>  78% of our Year 1 disadvantaged pupils passed their phonics screening. 70% of our Year 1 not Disadvantaged pupils passed their phonics screening. A difference of 8%.</p> <p><b>22-23</b>  89% (1 child out of our 9 disadvantaged children) of our Year 1 disadvantaged pupils passed their phonics screening. 90% (46 children out of 51 not disadvantaged children) of our Year 1 not Disadvantaged pupils passed their phonics screening. A difference of 1%.</p>

	<p><b>21-22</b> 55% of our Year 2 disadvantaged pupils achieved age related expectation in reading, writing and maths. 70% of our Year 2 not Disadvantaged pupils achieved age related expectation in reading, writing and maths. A difference of 15%.</p> <p><b>22-23</b> 46% (5 children out of our 11 disadvantaged children) of our Year 2 disadvantaged pupils achieved age related expectation in reading, writing and maths. 45% (22 children out of 49 not disadvantaged children) of our Year 2 not disadvantaged pupils achieved age related expectation in reading, writing and maths.</p> <p><b>21-22</b> 73% of our Year 2 disadvantaged pupils achieved age related expectation in reading.89% of our Year 2 not Disadvantaged pupils achieved age related expectation in reading. A difference of 16%.</p> <p><b>22-23</b> 46 % (5 children out of 11 disadvantaged children) of our Year 2 disadvantaged pupils achieved age related expectation in reading. 63 % (18 children out of 49 not disadvantaged children) of our Year 2 not Disadvantaged pupils achieved age related expectation in reading. A difference of 17%.</p> <p><b>21-22</b> 55% of our Year 2 disadvantaged pupils achieved age related expectation in writing .74% of our Year 2 not Disadvantaged pupils achieved age related expectation in writing. A difference of 19%.</p> <p><b>22-23</b> 55% (6 out of 11 children) of our Year 2 disadvantaged pupils achieved age related expectation in writing .49% (25 out of 49 children) of our Year 2 not Disadvantaged pupils achieved age related expectation in writing.</p> <p><b>21-22</b> 73% of our Year 2 disadvantaged pupils achieved age related expectation in maths .80% of our Year 2 not Disadvantaged pupils achieved age related expectation in maths. A difference of 7%.</p> <p><b>22-23</b> 55% (6 children out of our 11 disadvantaged children) of our Year 2 disadvantaged pupils achieved age related expectation in maths .67% (16 children out of our 49 not disadvantaged children) of our Year 2 not Disadvantaged pupils achieved age related expectation in maths. A difference of 12%.</p>
Improve relationships and support to all	<p><b>Attendance of all disadvantaged children to be 95% or above for the year.</b></p> <p><b>21-22</b></p>

disadvantaged families.	<p>90% or above of disadvantaged children had 90% or above attendance.</p> <p>60% of disadvantaged children had 95% or above attendance.</p> <p><b>22-23</b></p> <p>100% (26 out of 26 children) or above of disadvantaged children had 90% or above attendance.</p> <p><b>65%</b> (17 out of 26 children) of disadvantaged children had 95% or above attendance.</p> <p><b>81%</b> (21 out of 26 children) of disadvantaged children had 94% or above attendance.</p> <p><b>96%</b> (25 out of 26 children) of disadvantaged children had 93% or above attendance.</p> <p><b>100% of parents of our disadvantaged children engage in supporting with their child's learning.</b></p> <p><b>21-22</b></p> <p>70% of our disadvantaged children's parents support them in their learning.</p> <p>The 30% are given additional support in school, especially for reading.</p> <p><b>22-23</b></p> <p>73% of our disadvantaged children's parents support them in their learning.</p> <p>The other 27% are given additional support in school, especially for reading.</p>
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## 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: £ 14,993.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – through an on the spot coaching /mentoring and consistent monitoring approach with some immediate feedback to develop practice to ensure quality first teaching throughout EYFS and KS1.	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1, 2 ,4 and 5
Mastery learning – to reinforce learning of key concepts.	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2, 4 and 5



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

Budgeted cost: £ 23,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group phonics teaching	<p>A synthetic phonic approach in the development of early reading skills particularly for children from disadvantaged backgrounds Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2 ,4 and 5
Learning support assistants to provide targeted interventions using their expertise and experience which are often delivered out-of-class across KS1.	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2 , 4 and 5
Use high quality targeted support to help all children learn mathematics	<p>During small group work of 3 -5 children are supported by experienced teachers using the mastery Fluency NCTEM training the school has participated in during 2021/2022.</p> <p>Training, support and resources are provided for staff using targeted activities. The sessions are brief and regular. During these sessions, explicit connections are</p>	1, 2 , 4 and 5

by intervention teachers.	made between targeted support and everyday activities or teaching.  Recommendation 5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	
One to one tuition	One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2,4 and 5
Small group tuition	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.  Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2, 4 and 5
Oral Language intervention( Neli)- EYFS	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be	1,2 ,4 and 5

	<p>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. Given that 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker and targeted ELSA support.	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>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> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2,3,4 and 5

<i>Parental engagement- building stronger relationships with our disadvantaged parents</i>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading, phonics , handwriting and maths .</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,and 5

**Total budgeted cost: £40,980**

## 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.

#### **2021-2022**

90% of our disadvantaged children at the end of July 2022 had attendance above 90% and above.

60% of our disadvantaged children at the end of July 2022 had attendance above 95% and above.

In June 2022, 78% of our disadvantaged children in Year One passed their phonics screening.

At the end of KS1, 73% of our Year Two disadvantaged children achieved ARE+ in Reading 55% achieved ARE+ in writing and 73% achieved ARE+ in maths and 55% achieved ARE+ in reading, writing and maths combined.

As a school in 2021 to 2022, we have narrowed the gap between our disadvantaged and not disadvantaged in Phonics (a difference of 8%), maths (a difference of 7%) and science (a difference of 9%) to below 10%.

In reading (a difference of 16%), and writing (a difference of 19%) and in reading, writing and maths (a difference of 15%) combined the gap between disadvantaged and not disadvantaged is below 20%.

In EYFS, there was a difference of 39% between our disadvantaged and not disadvantaged achieving a good level of development.

#### **2022-2023**

##### **At the end of July 2023**

100% (26 of our disadvantaged children out of 26 disadvantaged children) or above of disadvantaged children had 90% or above attendance.

**65%** (17 out of 26 children) of disadvantaged children had 95% or above attendance.

**81%** (21 out of 26 children) of disadvantaged children had 94% or above attendance.

**96%** (25 out of 26 children) of disadvantaged children had 93% or above attendance.

##### **In June 2023**

89 % of our disadvantaged children passed their Y1 phonics screening. (**1** child equates to 11% so 8 children out of our disadvantaged children passed their phonics screening.)

100% (5 children) of Year Two disadvantaged children not in multi groups achieved ARE + in reading, writing and maths.

100% (6 children) of disadvantaged children not in multi groups passed their phonics screening.

73% of our disadvantaged children's parents support them in their learning.  
The other 27% are given additional support in school, especially for reading.

As a school in 2022 to 2023 we have narrowed the gap between our disadvantaged and not disadvantaged in reading (a difference of 17% a 1% increase from last year), and writing no gap, in maths (a 12% difference an increase of 5%) and in reading, writing and maths combined there is no difference.

## 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

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All service children and their families were provided with emotional support to enable them to reach their potential. Families were given time with our family support worker if required. Children met regularly to complete activities and have time to talk about their feelings and experiences when their parents were deployed. They had the opportunity to

	attend a variety of service children's events. E.g. Sports event
What was the impact of that spending on service pupil premium eligible pupils?	<p>In 2021-2022 88% of our service children's well-being was good and benefitted from the time to share their feelings and experiences with each other. The 12% is one child.</p> <p>In 2022-2023 100% of our service children's well-being was good and benefitted from the time to share their feelings and experiences with each other.</p> <p>In 2021-2022 100% of our service children reached their Early Learning Goals in Year R and we had no service children in Year Two.</p> <p>In 2022-2023 100% of our service children reached their Early Learning Goals in Year R and 100% of our service children reached ARE+ in Year 1.</p> <p>Only 40 % of our service children in Year 2 achieved ARE in Reading, writing and maths. 60% of service children reached ARE in reading and writing.</p> <p><b>2021-2022</b> 88% our service children's attendance was above 95%. The 12% is one child whose attendance was above 90%.</p> <p><b>2022-2023</b> 90% our service children's attendance was above 95%. (9 children out of our 10 service children)</p>

## Further information

*As a school, we are planning to provide opportunities and support to our disadvantaged children and their families such as funding Breakfast Club, Extra Curricular Clubs and completing Family Support plans to increase the support families receive to aid an improvement in their well-being.*

*Our Service children now attend a Defender Club on a monthly basis.*