

Pupil premium strategy statement Cuffley School 2024-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Wendy Wing
Pupil premium lead	Andrea Charalambous
Governor / Trustee lead	Tracy Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,280

Part A: Pupil premium strategy plan

Statement of intent

At Cuffley School, we have an ethos of learning to learn. We are committed to ensuring that every pupil has a love of learning and is supported in reaching/exceeding their potential, reducing/removing any barriers to learning that they might face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We are a close-knit community school, and we know our pupils and families well. We work together to ensure that our children feel safe, supported, and cared for.

We have referred to best practice guidelines for the interventions and strategies adopted by the school, including the Education Endowment Fund. Alongside this, we use the knowledge and expertise of our staff, many of whom have received specialised training.

Quality first teaching from highly trained practitioners is at the heart of our approach. We recruit and train the best teachers and ongoing professional development is provided to ensure that they are teaching in line with best practice. Teachers use targeted verbal feedback and conferencing as part of their standard teaching approach. They also offer adaptations to the curriculum to support learners.

In addition to high quality classroom teaching, some pupils will also benefit from targeted small group and one-to-one provision to support learning and progress. Pupils who are not making expected progress, or who are facing additional challenges are identified and included within intervention groups. These are carefully monitored and reviewed for impact.

Pupils who need support to meet specific challenges are supported by our Pastoral Support Team. All pupils have access to a high quality Personal Social Health and Economic (PSHE) curriculum, which is enriched by our use of Zones of Regulation; some pupils access individualised support and may use our sensory support room.

Our Emotional Literacy Support Assistant (ELSA) works with identified pupils on an individual and small group basis, with a focus on social, emotional and mental health development. They are supported by the Inclusion Lead.

Our approach is a personalised one, particularly given that our numbers of disadvantaged pupils are fairly low. Therefore, our approach is tailored to the needs of each individual pupil, based on robust diagnostic assessment.

In order to ensure equity of opportunity, our pupils are also supported to access extra-curricular activities, including trips and visits, sporting opportunities and after school club provision.

We are committed to working in close collaboration with parents and provide opportunities to enable engagement with the school in meaningful ways, e.g. coffee mornings, information sessions, access to online learning resources and Google Classroom.

We aim to:

- To narrow any achievement gaps between disadvantaged and non-disadvantaged pupils
- Support disadvantaged pupils to make or exceed nationally expected progress and attainment rates
- Nurture our children's mental health and wellbeing by putting in place support strategies and providing access to enrichment opportunities

We intend to do this by:

- Providing quality first teaching
- Providing targeted small group and one-to-one teaching and interventions
- Providing supportive and targeted verbal feedback during lessons
- Providing conferences for children, where they can work with the teaching staff in a targeted, meaningful way
- Offered personalised nurturing provision, including Forest School opportunities
- Ensuring children are able to self-regulate from Early Years onwards using the Zones of Regulations, which are also shared with parents
- Engaging our parents with Google Classroom, informal meetings, workshops and signposts to support
- Ensuring the delivery of our systematic synthetic phonics scheme, Little Wandle, is delivered by highly trained teachers and teaching assistants
- Providing personalised support where necessary for children (and their families)
- Providing support from our Inclusion Lead and Emotional Literacy Support Assistant.

Our pupil premium strategy is discussed at governing body meetings and with our named governor, Tracy Farmer.

Challenges

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

Challenge number	Detail of challenge
1	At Cuffley we agree with the Education Endowment Fund (EEF) research evidence that pupils with PPG can be more challenged with their early language

	and speech skills which may affect their school experience. We see the impact of this in their writing in particular (please see challenge 2), where they may not have the lived experience to refer to as their peers.
2	<p>At Cuffley we aim to diminish any gap between the attainment of pupils in receipt of PPG and those who are not:</p> <p>All pupils in receipt of the PPG achieved the expected standard in writing in the KS1 writing assessment.</p> <p>Of the ten pupils in receipt of the PPG in Year 6 in 2024, five achieved greater depth in the standard. Only one pupil did not achieve the standard, who was also identified as having SEND, achieved WTS, although he made good progress overall.</p> <p>Supporting our current pupils across the school to make good progress and achieve the age-related expectations in writing is the challenge.</p>
3	As identified through our close links with families, as well as observations and knowledge of individual pupils, some of our pupils in receipt of PPG have a range of specific social and emotional needs. Higher levels of family/pastoral support for these pupils and their families is needed.

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
The gap in outcomes between disadvantaged and non-disadvantaged pupils will close and pupils will be supported to reach higher levels in outcomes.	<p>Pupils will be supported to achieve higher outcomes so that they remain in line with their non-disadvantaged peers and they reach their potential.</p> <p>All staff will continue to work together to provide quality first teaching and appropriate interventions to meet need.</p> <p>This will be closely monitored for impact.</p>
Family and pastoral support is consistently of high quality and families know how to access support and do so.	<p>Children feel safe and happy attending school. They know how to use strategies to self-regulate and support their own wellbeing.</p> <p>Children have full access to the curriculum and achieve highly.</p> <p>Families are confident in working with school staff and outside professionals.</p> <p>Families feel supported and have trusting relationships with school.</p> <p>Families have access to the support they need.</p>

No child is disadvantaged in accessing an enriched curriculum and wider opportunities.	<p>All children have access to extra-curricular and wider opportunities.</p> <p>All children who are in receipt of PPG have the opportunity to represent the school (if they wish to do so).</p> <p>All children who are in receipt of PPG will attend school trips and visits if they wish to do so.</p> <p>Families will be signposted to providers outside of school to access opportunities beyond the school offer.</p>
Families are supported to access foodbank vouchers, support/grants for specific reasons.	<p>Families are supported as and when necessary.</p> <p>Families engage with school and agencies to access the support they need.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching takes place.</p> <p>Staff receive appropriate training and support.</p> <p>Teaching and learning is closely monitored to ensure high outcomes for pupils.</p>	<p>The Education Endowment Fund research shows that quality first teaching is the key to supporting pupils make progress in their learning and development. We recruit good quality staff, and then support them with ongoing professional development to enable them to meet the needs of all pupils including pupils who are disadvantaged. Staff are made specifically aware of pupils in receipt of PPG funding so that they can tailor their approach to meet individual need.</p>	1, 2, 3
<p>Tailored professional development.</p>	<p>Staff are supported to undertake professional qualifications, as well as receiving in-school CPD. A number of staff have undertaken or are in process of undertaking National Professional Qualifications to enrich their pedagogy. In-school projects support the development of research-based practice across the school.</p>	1,2,3

Verbal feedback during lessons and conferencing will continue to provide targeted and individualised support for pupils, enabling them to make progress in their learning.	EEF studies. Best practice studies. Educational Research.	1, 2, 3
Specific interventions lead by trained staff.	The Education Endowment Fund recommends specific academic support in the form of interventions, targeted activities and resources led by trained practitioners, such as teaching assistants.	1,2,3,
Support will continue to be provided by: <ul style="list-style-type: none"> • Class teachers • Teaching Assistants • ELSA • Senior leaders • SENCO • Family Support Workers External Professionals	Education Endowment Fund. Feedback from families Outcome Star (FSW service) Reports from professionals	1,2,3,

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

Budgeted cost: £ 9,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
School interventions are led by teachers and teaching assistants	Previous evidence from running similar groups Outcomes from previous targeted interventions and booster groups EEF Feedback from families	1,2,3
Additional teaching support put in place in identified year groups/for identified pupils	EEF Previous experience Feedback from pupils/families	1,2,3
Use of Google Classroom/technology to provide targeted interventions	Previous experience Feedback from pupils/families Staff voice	1,2,3

Use of learner profiles to provide holistic overview of provision and outcomes	Rethinking Assessment research and evidence – Bill Lucas Stakeholder voice	1,2,3
Dedicated pastoral staff to work with individual children and families	EEF social and emotional learning	3

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning Nurture Groups	Previous experience Feedback from families/pupils	1, 2, 3,
Support for disadvantaged pupils to access enrichment and extra-curricular enrichment opportunities, e.g. visits, residential trips, holiday clubs, sports clubs	Previous experience Feedback from families/pupils EEF	1, 2, 3,
Use of Zones of Regulation, metacognition strategies, PSHE to support ongoing wellbeing.	Previous experience Feedback from pupils/families	1, 2, 3,
Pastoral Team support and interventions	Previous experience Feedback from pupils/families	3,

Total budgeted cost: £ 53,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for pupils in 2023-24 were stronger than national and Hertfordshire in all key stages. There were no significant differences in outcomes for disadvantaged pupils and their non-disadvantaged peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	Maths Circle Limited
Clicker	Crick Software
Little Wandle	Little Wandle
NELI	OxEd and Assessment
Literacy Tree	Literacy Tree

Further information (optional)

Numbers of disadvantaged pupils across the school are very low, less than 6% of our cohort, which enables senior leaders and teachers to work with pupils and their families on a personalised basis.

All teachers know the disadvantaged pupils in their classes and communicate with the senior leaders and the headship team if they have any worries or concerns whatsoever.

The achievement of disadvantaged pupils is closely tracked and then their progress and attainment is discussed in termly pupil progress and attainment meetings, along with their non-disadvantaged peers.