# 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

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| Detail | Data |
| School name | Crosscanonby St John’s CE Primary |
| Number of pupils in school | 55 (incl Nursery) |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2024 |
| Date this statement was published | 14/9/2022 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Kelly Bowe |
| Pupil premium lead | Kelly Bowe |
| Governor / Trustee lead | Sarah Morgan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £16,005 |
| Recovery premium funding allocation this academic year | £500 |
| 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 | £16,505 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Crosscanonby St John’s CE Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, including those not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting the pastoral, social and academic needs of every child in a nurturing, supportive environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential and is supported and challenged to do so in ways that meet their individual needs and ability. We use pupil premium funding to support not only pupils who are falling behind, but also to provide challenge to those who we feel would respond well to this and could achieve more highly. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *Staff CPD and workload.* |
| 2 | Timetabling- needs to be done to ensure pupils not missing the same subject or class teaching due to interventions. |
| 3 | Significant increase in number of children with SEMH issues. |
| 4 | Poor speaking and listening skills. Data and observations on entry show that there are gaps in vocabulary for some groups of pupils. |
| 5 | Weaker reading skills and comprehension skills in some pupils/groups. |
| 6 | Lack of resilience in some pupils and reluctance to problem solve/have a go, |
| 7 | Attendance and punctuality for a few pupils. |

## 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.

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| Intended outcome | Success criteria |
| To improve attainment in maths. | Increase in percentage of pupils gaining at least expected standard in end of year assessments in both key stages. |
| To at least maintain levels of academic progress from individual starting points. | Pupils meeting their individual targets set using internal and external data. |
| To improve attainment in reading and writing. | Increase in percentage of pupils gaining at least expected standard in end of year assessments in both key stages. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations to show improved oral language among pupils; evidence seen, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To improve personal, social and emotional well-being of all pupils and to improve self-esteem, resilience and readiness to learn. | Pupils able to access school confidently and able to identify positives in their work.  Attendance improving for pupils at risk of emotional based absences.  Provide support for children with Developmental Trauma. |

## 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: £5050

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access ELSA training for TA. | Some pupils identified as at risk of emotional based absence using audit tools and input from educational psychologist. | 3, 6 |
| Embed Talkboost and Time to Talk activities in Early Years and KS1. | Oral language interventions, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. | 4,5 |
| Ongoing CPD for staff in delivering high quality teaching to support disadvantaged pupils. | EEF toolkit shows high quality teacher input leads to improvements in outcomes. | 1,2 |

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

Budgeted cost: £ 3800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group or 1-1 comprehension and writing intervention groups*.* | Reading records.  Reading results and standardised reading test outcomes.  Phonics outcomes  Writing over time- book trawls | 1,2,4,5,7 |
| Maths intervention and support | Assessment outcomes and pupil reviews.  % achieving GDS | 1,2,5,6,7, |
| Spelling Intervention | Spelling test outcomes  Pupil work and reviews | 1,2,5,6,7 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. | 2,5,4 |

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

Budgeted cost: £6250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture group sessions. | Pupils identified and receiving input from educational psychologist through family meetings.  Teacher observations and parent and pupils’ feedback. | 3, 6, 8 |
| Young Leader play time activity sessions. | Teacher observations. | 6,4.8 |
| Parent information and stay and play sessions. | There is evidence to suggest that parental involvement has an impact on pupil attainment and engagement. | 3,5,7 |
| Enrichment activities | Improved cultural capital in pupils has an impact on ability to contribute and learn. | 3,4,6 |
| Reading for Pleasure Challenge | Good reading skills impact on all areas of the curriculum and on pupil engagement. | 5 |
| Increased adult support in the classrooms | Emotional and academic support available to smaller groups of children/individuals. | 3, 4, 5, 6 |

**Total budgeted cost: £ 15,100**

# 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.

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| School assesses pupils using end of key stage SAT assessments and pupil progress continues to be tracked, using these end of term outcomes, alongside Key Performance Indicators for each year group in reading, writing, SPAG and maths.  Following analysis of the previous academic years’ results, pupils falling behind were identified, as were any significant gaps in learning. These were addressed through whole class teaching, one to one and small group interventions. Staff have spent a considerable amount of time working on social and emotional aspects of learning and Social Emotional Mental Health. Ensuring that SEMH needs were met, then in turn, allowed for pupils to access a wider curriculum.  In 2023 25% (1/4) pupils in receipt of pupil premium funding achieved the expected standard in reading, 50% (2/4) GPS and 50% also achieved this in Maths, with 25% (1/4) achieving greater depth standard in Maths.  NB – 50% (2/4) of the pupils in receipt of pupil premium had an EHCP. |

## 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*

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| Programme | Provider |
| ELSA | Local Authority |
| Early Talk Boost | Local Authority |

# Further information (optional)

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