

# Pupil Premium 3 Year Strategy Statement

## Crowcroft Park Primary School

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	
School name	<b>Crowcroft Park Primary School</b>
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	22% (53 children Y1 – Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/22</b> 2022/23 2023/24
Date this statement was published	22 <sup>nd</sup> September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Juliet Francis <b>Headteacher</b>
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,285
Recovery premium funding allocation this academic year	£8,555 (anticipated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£41,749
<b>Total budget for this academic year</b>	<b>£121,589</b>
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

### Our Vision

The Governing Body and entire staff team at Crowcroft Park believe that it is a privilege to educate and nurture the children in our school. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life. Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational team across the age ranges are passionate about children's literature and engendering a love of reading. We aim to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance. We are proud to serve the local community within an ethos where children, staff and parents work actively in partnership to enable all children to realise their full potential.

### INSPIRING LEARNING, ACHIEVING TOGETHER

### Our Aims

- For children to operate as independent learners and thinkers
- To inspire a love of learning
- To provide a relevant curriculum for all
- For children to value themselves
- To foster a sense of belonging to a community

### Our Strategy

We are an inclusive school, where respect is a core value. As such, we believe that it is vital for our disadvantaged and vulnerable pupils to mingle, unidentified. We have therefore deliberately chosen an approach in which those disadvantaged pupils who are eligible for the Pupil Premium Grant, access an inclusive, broad and balanced curriculum alongside their peers. Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators – leaders, teachers and teaching assistants. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through: quality-first whole class teaching approaches, and high-impact targeted interventions, alongside wider pastoral strategies for those eligible for the Pupil Premium Grant.

### Our intentions

We aim to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives as British citizens. In this way, we are addressing social disadvantage at our inner-city school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Language</b></p> <p>Many of our children (90% - quintile 1, highest) have English as an additional language (EAL). In addition, some of our families do not have the resources required to provide a broad and rich experience of life beyond school.</p> <p><b>IMPACT:</b> Children may not hear models of standard spoken English in the home and may not have the 'cultural capital' required to build a wide vocabulary. Language barriers make Reading challenging and hinder pupils from accessing the full curriculum. Language barriers also make it more difficult for families to be identified as PPG.</p>
2	<p><b>Housing &amp; Family Size</b></p> <p>Due to the inner-city location of our school and housing crisis across Manchester, some of our families who are eligible for the Pupil Premium funding live in houses that are over-crowded.</p> <p><b>IMPACT:</b> Pupils may not have quiet spaces to learn or to sleep. Parents may not have the time or resources to support several children within a family. The impact of these issues were particularly significant during lockdown –especially for younger pupils. These pupils may find it harder to keep up with their peers.</p>
3	<p><b>Mobility</b></p> <p>Pupil stability at our school is low (75% - quintile 4, low) and mobility is increasing over time.</p> <p><b>IMPACT:</b> Families may not have had access to all of the services that they require, and may not be fully integrated within the community. Pupils may have missed some time in education, or been educated in different systems. As a result, solid foundations in learning and essential early intervention may have been missed.</p>
4	<p><b>SEND</b></p> <p>% of our pupils who are eligible for the Pupil Premium Grant, also have an identified Special Educational Need or Disability.</p> <p><b>IMPACT:</b> These pupils face all of the barriers above with the challenges of their SEND need in addition.</p>

## 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
<p>For our disadvantaged pupils to have the same broad vocabulary, effective English language structures, and confidence in communication as their non-disadvantaged peers.</p> <p><b>EEF evidence base:</b> Oral language interventions <b>+5 months progress</b> (esp. for younger and disadvantaged pupils, text-led interventions and delivery by trained TAs)</p> <p>Early years interventions <b>+5 months progress</b> (esp. for children from low income families and when delivered by trained adults who interact with children)</p>	<ul style="list-style-type: none"> <li>• All PPG eligible children are screened for language acquisition using WellComm EYFS or WellComm Primary in the autumn term (or first term of their arrival).</li> <li>• All those PPG pupils identified to be working below age-related expectations in language receive effective intervention.</li> <li>• All those PPG pupils who do not make expected language progress through quality first teaching and WellComm intervention are referred for SALT intervention (SEND register).</li> <li>• Language-friendly pedagogies are embedded across the whole school: environments, pedagogies and curriculum.</li> <li>• Every disadvantaged pupil has at least one significant, purposeful and relevant opportunity to communicate through spoken word to a wider or external audience each year.</li> </ul>
<p>For our disadvantaged pupils to learn to read quickly and early, and to make excellent progress in Reading in order that they can access the full curriculum and be ready for the next stage of learning.</p> <p><b>EEF evidence base:</b> Reading comprehension strategies <b>+6 months progress</b> (esp. for upper primary pupils)</p> <p>Phonics <b>+4 months progress</b> (esp. for younger pupils as part of a rich literacy environment, delivered by qualified teachers)</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make expected progress through the school's phonics program and to receive additional intervention if they are at risk of falling behind.</li> <li>• 100% of disadvantaged pupils pass the Year 1 phonics screening test.</li> <li>• Disadvantaged children receive targeted interventions in Reading through daily 1:1 reading opportunities and pre-teach sessions.</li> <li>• Disadvantaged pupils have free access to a wide variety of high-quality and inspiring books.</li> <li>• Disadvantaged pupils have a positive progress score that is at least equal to their non-disadvantaged peers.</li> </ul>

<p>Within-class attainment grouping</p> <p><b>+3 months progress</b> (esp. for middle and high attaining pupils)</p>	<ul style="list-style-type: none"> <li>• No gap in attainment within Reading exists between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• The great majority of disadvantaged pupils leave Y6 with the qualifications that demonstrate their ability to access the Y7 curriculum (ARE+ in Reading).</li> </ul>
<p>For our disadvantaged pupils who are at risk of falling behind to be identified early and accurately in order for their needs to be met.</p> <p><b>EEF evidence base:</b> Small group tuition</p> <p><b>+ 4 months progress</b> (esp. for groups of 2 or 3 – no bigger than 6)</p> <p>One to one tuition</p> <p><b>+5 months progress</b> (esp. in short (30 mins), regular (3-5 times a week) sessions over a fixed time period (6 – 12 weeks). Explicit links must be made to classroom teaching. Delivery by trained adults)</p>	<ul style="list-style-type: none"> <li>• All families know about and understand the Pupil Premium grant, the school's approach to SEND, and where to go for support.</li> <li>• All eligible families are identified for the PPG grant and the proportion of identified PPG children is above average, in line with our local and pupil deprivation indicators (Q5 – highest).</li> <li>• Rigorous data tracking and SEND identification systems guarantee that pupils at risk of falling behind are identified quickly.</li> <li>• Effective staffing structures enable timely delivery of high-quality targeted intervention for all those that require it.</li> </ul>
<p>For our disadvantaged pupils to have access to a wide range of educational resources and a broad and exciting range of experiences, to provide them with cultural capital.</p> <p><b>EEF evidence base:</b> Outdoor adventure learning</p> <p><b>+4 months progress</b> (esp. for vulnerable and older pupils)</p> <p>Sports participation</p> <p><b>+2 months progress</b> (esp. when combined with maths)</p> <p>Arts participation</p> <p><b>+2 months progress</b> (esp. for younger and disadvantaged pupils)</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils have free access to a published 'Crowcroft Park Journey' enrichment program.</li> <li>• A broad, exciting and relevant, thematic curriculum is embedded across all year groups.</li> </ul>

<p>For all Crowcroft Park pupils to be skilled and ambitious learners who know their next steps and how to get there.</p> <p><b>EEF evidence base:</b></p> <p>Feedback  <b>+8 months progress</b>  (esp. in core subjects)</p> <p>Metacognition and self-regulation  <b>+7 months progress</b>  (esp. for lower achieving and older pupils)</p> <p>Mastery learning  <b>+5 months progress</b>  (esp. for low attaining pupils, short-term intervention and challenging concepts)</p> <p>Social and emotional learning  <b>+4 months progress</b>  (esp. when embedded in routine practices)</p> <p>Behaviour interventions  <b>+3 months progress</b>  (esp. as a targeted intervention alongside parental engagement)</p>	<ul style="list-style-type: none"> <li>• Behaviour for learning across all year groups is exceptional (even when children are independent or in unstructured activity).</li> <li>• All children with an identified behaviour need receive targeted intervention and/or SEMH identification and provision.</li> <li>• Feedback and AfL is an outstanding feature of all teaching.</li> <li>• In discussion, children know what they need to learn next and which tools might support them to be successful.</li> <li>• Teaching staff report feeling confident in mastery and metacognitive strategies and demonstrate high levels of skill.</li> </ul>
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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

Budgeted cost: **£55,449**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of TAs: Allocate classroom TAs to deliver split-provision in the mornings. <b>£37,050</b> (x3 TAs recruited)	Within-class attainment groupings	1 2 3 4
Phonics: CPD <b>£3,674</b> Resourcing <b>£7,375</b>	Phonics	1 3
Reading Comprehension CPD <b>£2,000</b> Resourcing <b>£2,350</b>	Reading comprehension strategies	1 3
EYFS: CPD <b>£3,000</b>	Oral language interventions Feedback	1 2 3 4

### Targeted academic support

Budgeted cost: **£66,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm screening and intervention: 1x TA3 <b>£24,700</b> Resources <b>£300</b> <ul style="list-style-type: none"> <li>Dedicated TAs to be trained to deliver WellComm EYFS.</li> <li>All EYFS children to be screened and intervention (through WellComm or SALT) delivered for those working below ARE.</li> <li>Embed language-friendly environments.</li> <li>Create calendar of KS2 communication opportunities as subset of 'Crowcroft Park Experience'.</li> </ul>	Oral language interventions Early years interventions	1 3 4

NTP Tuition: 1:1 tutors (KS2) <b>£4,090</b>	Mastery learning One to one tuition	2
Effective use of TAs: Allocate classroom TAs to deliver targeted interventions in the afternoons. <b>£37,050</b> (3x TAs recruited – as above)	One to one tuition Small group tuition	1 2 3 4

### Wider strategies

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and deliver a purposeful and relevant parental engagement calendar.		2 3 4
Build back the 'Crowcroft Park Experience' stronger following lockdown. <b>£1,500</b>		1

Total budgeted cost: **£123,089**