

Pupil premium strategy statement

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	Data
School name	Crowland Primary
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	63 children (17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Bethell
Pupil premium lead	Craig Winnard
Governor / Trustee lead	Leni Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,050
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years	£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	£134,100

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding that is allocated to pupils who are currently eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates to approximately 25% of the school population. These pupils are also categorised in national data collections as disadvantaged.

The funding enables the school to extend its provision so as to maximise potential through additional supporting staff in class distributed across the full age range of the school and thereby strengthening support for children. Nationally, disadvantaged children achieve less well compared to other pupils. There is a large gap in the attainment nationally between pupil premium children and non-pupil premium children in all key stages. Pupil premium funding has been given to help schools close this gap. The impact of this funding is measured and shown in the evaluation.

Pupil premium pupils over the past few years have performed very well at Crowland. However, we remain totally committed to continue to raise the achievement of all pupils, and as far as we are able, aiming to narrow the achievement gap between disadvantaged and non-disadvantaged pupils.

The targeted and strategic use of Pupil Premium will support us in achieving our aspirations for Pupil Premium children. In using the Premium at Crowland Primary School, we aim to provide:

- **Teaching and learning opportunities to meet the needs of all of the pupils.**
- **Appropriate provision for pupils who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.**
- **Give every child the opportunity to access a wide range of books.**
- **Social, emotional and behaviour support for the vulnerable children.**
- **Access to extra-curricular activities.**
- **Opportunities to raise the achievement of our disadvantaged pupils who are below ARE.**

Challenges

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

Challenge number	Detail of challenge
1	Engagement with home learning/home environments
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Aspiration, ambition and attitudes to learning
4	Reading at home
5	SEN: Impact of having SEN on PP pupils, in particular those with complex needs and those who also have EAL
6	EAL: Impact of having EAL on PP pupils (including language communication difficulties with parents/carers)

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
Progress in Reading	PP eligible pupils make good or better progress (At least 7+ APS from Summer 2. SEND 4 steps)
Progress in Writing	PP eligible pupils make good or better progress (At least 7+ APS from Summer 2. SEND 4 steps)
Progress in Mathematics	PP eligible pupils make good or better progress (At least 7+ APS from Summer 2. SEND 4 steps)
Greater Depth in writing	Achieve national average for greater depth writing (At least 7+ APS from Summer 2)
Attendance	Ensure attendance of disadvantaged pupils is above 96.5%
Improved attitudes to learning	Children have high expectations of themselves and are display a passion for learning
Emotional wellbeing of PPG eligible pupils is supported across the school	Emotional wellbeing of pupils eligible for PPG is good across the school and they access learning with their peers
PP eligible pupils to engage with home learning	Positive home learning environments. Parent/carers of PPG eligible pupils able to engage with home learning programme and ask for support when needed

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: £8,902

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Occupational Therapy Training and other CPD	Targeting children with sensory processing delay (on EHC plan)	4,6	£6,000
ELSA	To develop emotional literacy in targeted children	2,5,6	(see below)
Writing and oracy development	Talk 4 writing resources and CPD training to develop children's language and writing skills.	2,6	£2,702
Zones of regulation	To target children with autism and behaviour needs	5	£200

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

Budgeted cost: £96,898

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Phonics interventions	To ensure that disadvantaged pupils are in line with the ARE in both Year 1 and 2 Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. See below evidence of effectiveness of improved student outcomes from districts and schools. https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf	2	£2,740
ELSA	Emotional Literacy Support Assistants across the school to support pupils with emotional challenges Evidence suggests that Emotional Learning Support Assisstants has significant impact on the targeted children's emotions and learning https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	2,5,6	£750

Y6 morning booster sessions in Maths English (grammar and Writing)	<p>Small focused group teaching to focus on identified gaps in learning from Covid</p> <p>To ensure disadvantaged children continue to make progress and prepare adequately for the KS2 SATs</p> <p>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</p> <p><i>Educational Endowment Fund Dec 2021</i></p>	1,2,3,4,6	£29,850
Destination Reader Interventions	<p>Supporting those pupils with less developed vocabulary and limited experiences outside of school.</p> <p>Developing Inference, prediction, evaluating, summarising, clarifying and questioning in Y6:</p> <p>Throughout the years of using Destination Reader, the school have seen significant impact on our data, regarding children’s ability to articulate, unpick and answer questions about a text.”</p>	1,2,3,4	£1,000
Regular re-cap tasks on previous learning	<p>To support children with their retention of information.</p> <p>Prior knowledge is one of the most influential factors in learning (<i>Ausubel, 1968, cited in (Hattie and Yates, 2014), p. 114</i>).</p>	2,3,6	£1,000
Phonics boosters	<p>For disadvantaged children who failed the phonics screening in KS1</p> <p>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. See below evidence of effectiveness of improved student outcomes from districts and schools.</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p>	2,3,6	£10,000
Pre-teaching maths	<p>Pre-teaching maths: Y6, Y5, Y4, Y3 Allowing pupils to have extra time to look at concepts in small groups before addressing it as a class, developing understanding and confidence.</p> <p>Using this strategy in the past we have seen significant impact on children’s learning. Children are able to start the lesson, feeling much more confident and able to access the learning, which allows them to move along at the same pace as the rest of the class.</p>	2, 3, 5	£6,000
Bug Club	<p>To target disadvantaged pupils who do not have access to a variety of books at home and develop a love of reading.</p>	2,4,6	£1,469
NELI	<p>Evidence based intervention programme which supports language development in EYFS for disadvantaged pupils. This has been extended into Year 1 due to failure to complete because of Covid.</p> <p>Below is the research link</p> <p>https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html</p>	2,3,6	£1,000

Phonics	Additional adults used to staff smaller differentiated groups allowing pupils to progress at different rates. Allows extra challenge and additional scaffolding.	2,3,6	£2,000
Maths Club	KS2 Number Club led and monitored Maths specialist who speaks a variety of languages to support EAL children in their learning	2,3,6	£1,089
Top-up funding for EHCP pupils where extra support is needed	Allows school to provide additional support at times where the children may be vulnerable	2,3,5	£40,000

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

Budgeted cost: £28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Pastoral Support (Mr Thomas)	Targeted pupils benefit from this provision, attending weekly sessions designed to improve their ability to deal with social, emotional and behavioural issues	5,3	£15,000
School Counsellor (1 day per week)	Targeted pupils benefit from this provision, attending weekly sessions designed to improve their ability to cope with life and school in general. Through this we aim for children to develop coping strategies, resilience and behaviour management strategies.	5,3	£7,300
School Trips	School trips are free and residential' s are heavily subsidised to ensure our PP children have access to the same opportunities	2,3	£3,000
After School Enrichment	Clubs are free to ensure our PP children have access to the same opportunities	2,3	£2,000
Parental workshops for disadvantaged	To build parent confidence and develop high aspiration https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf	1,2,3,4,6	£1,000

Total budgeted cost: £134,100