

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	393
Proportion (%) of pupil premium eligible pupils	68 children
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ian Ferguson
Pupil premium lead	Craig Winnard
Governor / Trustee lead	Leni Wild

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,163.60
Recovery premium funding allocation this academic year	£10,621
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	£150,784.60

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding that is allocated to to approximately 25% of the school population. These pupils are also categorised in national data collections as disadvantaged pupils.

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:

- **Quality first 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 through academic interventions, delivered by teachers, support staff or external professionals.**
- **Supporting parents to better support their children's learning at home and ensuring equity of access to resources for home learning.**

Building cultural capital – widening children’s experiences as their school life progresses is a crucial step in providing rich and engaging learning across the curriculum. In order to achieve this, the school will focus on developing:

- Children’s experiences will be broadened through a wide range of opportunities through access to an extensive after school provision with activities such as ballet, self-defence, cooking, gardening club, well-being workshops etc. for some targeted pupil premium children this can be whole or part funded
- Encouraging and modelling language and vocabulary at every opportunity, will help to build confidence and fluency (key driver).
- A wide variety of trips on offer to museums, galleries, theatres, outdoor spaces linked to class learning, including residential in year 6. Annual whole school family trip to the seaside, theatre trips etc. Reduced costs for pupil premium children and fully funded for some target families

Mental health and wellbeing - Pupil premium children are more likely to have challenges in their lives outside of school created by poor housing and poverty and this impacts on mental health and wellbeing - Providing a range of support services in school for emotional health and wellbeing, such as: counsellor, trailblazers, mentoring organisations, wellbeing after school clubs and an in-school mentoring team who also deliver ELSA support.

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)
7	Support children's mental health and wellbeing

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 or are supported by the school in their 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: £10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy Training and other CPD	Targeting children with sensory processing delay (on EHC plan)	4,6
ELSA	To develop emotional literacy in targeted children	2,5,6
Writing and oracy development	Talk 4 writing resources and CPD training to develop children's language and writing skills.	2,6

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

Budgeted cost: £105,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
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/b5/9cb53f787520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf Fresh Start – focus on KS2 children, supporting their phonics and comprehension skills.	2,6
ELSA	Emotional Literacy Support Assistants across the school to support pupils with emotional challenges Evidence suggests that Emotional Learning Support Assistants has significant impact on the targeted children's emotions and learning https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-theEffectiveness-of-ELSA-in-Schools_Plymouth.pdf	2,5,6,7

Provide teacher led 1:1 and small group intervention in reading and maths for children in target year groups	<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>Teacher led 1:1 writing conferencing in target year groups</p> <p>https://educationendowmentfoundation.org.uk/e-education-evidence/teaching-learning-toolkit/oneto-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/e-education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,6
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
Regular recap 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
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/b5/9cb53f787520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p>	2,3,6
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, 5,7
Oxford Reading Buddy	To target disadvantaged pupils who do not have access to a variety of books at home and develop a love of reading.	2,4,6
NESSY	Aimed at children on the dyslexia continuum. To support children with their reading and spelling.	2,3,4,5

Talk Boost	An intervention aimed at KS1 children to develop their oracy skills and widen their vocabulary	2,5,6
Phonics streaming	Additional adults used to staff smaller differentiated groups allowing pupils to progress at different rates. Allows extra challenge and additional scaffolding.	2,5,6
Targeted children across the school to have additional 1:1 reading	Through organisation of support staff in school, increasing the number of reading volunteers and working with Bookmark reading volunteer charity and Haringey Pirates https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies	2,5,6

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

Budgeted cost: £40,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	5,3,7
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
School Trips	School trips are free and residential's are heavily subsidised to ensure our PP children have access to the same opportunities	2,3,7
After School Enrichment	Clubs are heavily subsidised or free to ensure our PP children have access to the same opportunities	2,3,7
Parental workshops	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	1,2,3,4,6,7

Counsellor, mentoring, wellbeing	<p>Children with emotional / mental health / behaviour needs are able to access specialist support services in school - Counsellor Trailblazers Self-esteem group Self-regulation training</p> <p>https://www.ucl.ac.uk/brainsciences/news/2019/feb/study-links-poormental-health-educational-outcomes</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	1,2,3,7
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Total budgeted cost: £156,948