



## Pupil Premium Strategy Statement

### 2021-22

#### School overview

<b>Metric</b>	<b>Data</b>
School name	The Richard Crosse Church of England (A) Primary School.
Pupils in school	114 full time. 122 including Nursery
Proportion of disadvantaged pupils	6.55%
Pupil premium allocation this academic year	£12,760 (8 pupils)
Academic year or years covered by statement	2021-22
Publish date	July 2021
Review date	July 2022.
Statement authorised by	CEO TSSMAT.
Pupil premium lead	Emma Bowring
Director lead	Melanie Havelock-Crozier

#### Disadvantaged pupil progress scores for last academic year (2020-21) (8 pupils)

<b>Measure</b>	Percentages achieving ARE (Age-Related Expectations)
Reading	62.5%
Writing	25%
Maths	62.5%

#### Strategy aims for disadvantaged pupils (2020-21) (1 pupil)

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	100%
Achieving high standard at KS2	0%

### Teaching priorities for current academic year

Priority	Aim	Target	Target start date
1	Attainment in Reading	To ensure our PP children are working at the ARE for writing	Sept 21
2	Attainment in Mathematics	To ensure our PP children are working at the ARE for writing	Sept 21
3	Attainment in Writing	To ensure our PP children are working at the ARE for writing	Sept 21
4	Phonics	To embed new synthetic phonics scheme to ensure we achieve national average expected standard in PSC for all our pupils	Sept 21
5	Other	Improve standardised scores for disadvantaged pupils in all year groups towards achieving national average	Sept 21
6	Other	To ensure our children are well-rounded and their social and emotional needs are met.	Sept 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	All target children to be heard read on a daily basis alongside a whole class reading scheme. Nesy IT resource to be used alongside follow up intervention. Morning registration reading and comprehension sessions with a teacher. Reading support to be linked to phonics across school.
Priority 2	Ensure quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year. High quality resources (WhiteRose) to be purchased and used effectively. Teacher/TA intervention throughout each week based on needs. Maths homework is set each week with follow up intervention in place.
Priority 3	Regular writing intervention throughout the week including additional TA support in English lessons. Additional teacher intervention sessions for writing. Development of rich text resources to support our writing curriculum. Regular MAT and local school cluster moderation.
Priority 4	Ensure all relevant staff (including new staff and TAs) have training to deliver the new phonics scheme. Additional CPD utilised throughout the academic year. To become a Monster Phonics lead school to ensure high quality delivery and resources are available. To develop Phonics lead to work across MAT. To ensure Monster phonics strategies and resources are used across the whole school including displays.
Priority 5	Improved scores to come through the above priorities and the effective use of the additional support staff across school.
Priority 6	Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, music and performing arts tasks where possible.
Barriers to learning these priorities address	Ensuring all staff deliver quality teaching on a daily basis and interventions are embedded on a daily basis. Time allocated to staff is awarded to ensure meaningful interventions take place. Resources are of a high quality for all lessons, interventions

	and nurture. These priorities will all support our children in becoming well-rounded, confident individuals and as such improve academically.
Projected spending	£10,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Implementing a collaborative approach to learning with children using peer support, problem solving techniques and resilience in line with school values and learning tools. This will ensure children can grow in confidence with their learning and develop independence.
Priority 2	Embed a high quality inter/intra school sports programme allowing all children to access the events. This will run across the school/MAT each week.
Barriers to learning these priorities address	Priorities will allow children to grow in self confidence and independence as well as support physical, social and emotional well-being. Training staff and regular CPD will be an ongoing need.
Projected spending	£3,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Targeted children are given sufficient time for interventions and teachers supported with allocated time and CPD opportunities.	Additional cover being provided by additional teacher to allow for CPD for teaching staff
Targeted support	Ensuring the delivery of interventions do not impact upon teachers' normal workload	SLT and middle leader to support teachers and support staff with these priorities. SLT to support English lead/Middle leader to monitor small group interventions including phonics, reading and spelling
Wider strategies	Engaging the families facing most challenges and actively engage them in their child's learning	Working closely with families and school outreach programmes so that children continue to thrive and improve.

### Review: last year's aims and outcomes

Aim	Outcome
In light of current changes in education due to Covid 19 and time lost in school we will be aiming to ensure all of our pupil premium children are supported emotionally and holistically as well as academically. Our 1:1 and small group work will focus on mental well-being, improving social interaction alongside rigorous catch up initiatives to ensure our children get back on track.	Our children were supported with a range of nurture based approaches including our additional nurture sessions. During lockdown 1 a specific TA was identified and trained in Well Being through Entrust and also My Happy Mind. Nurture sessions were then increased after lockdown 2. They have coped well this year and are set for the new academic year.
We will again aim for all of the pupils to achieve at least the expected standard in	<b>End of Year Expectations</b> Reading ARE: 62.5%

<p>Reading, Writing and Maths with Greater depth a priority for targeted children. With fewer numbers, targets and funding will be really personalised and tailored to meet the needs of the whole child. In line with our school improvement plan we aim to have all children make accelerated progress.</p>	<p>Writing ARE: 25%          Maths ARE : 62.5%</p> <p>The disruptions around lockdown affected outcomes for our children. Teacher assessments show that writing is a key issue and as such a school priority for 2021-22.</p> <p><b>Expected progress PP children</b></p> <p>Reading: 100%          Writing: 85%          Maths: 100%</p>
<p>Our whole school initiative is for all children to have daily access to a Chromebook to facilitate high quality learning. We will support our pupil premium children with this.</p>	<p>This project has been delayed due to hardware work. It will continue into 2021-22. Our PP children were all allocated laptops/iPads or Chromebooks as needed during remote learning.</p>