



Pupil Premium Strategy Statement 2022 -2023 **Richard Crosse CE Primary School**

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

Detail	Data
School name	The Richard Crosse CE(A) Primary School
Number of pupils in school	105 (115 inc nursery)
Proportion (%) of pupil premium eligible pupils	12 % (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chalene Gethin CEO
Pupil premium lead	Gemma Duffy
Governor / Trustee lead	M. Havelock-Crozier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,080
Recovery premium funding allocation this academic year	£2,000
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	£23,080

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading
2	Attainment in Mathematics
3	Attainment in Writing
4	Phonics
5	Spelling
6	Metacognition including Retrieval Practice
7	1-2-1 and small group support
8	IT Support and Software
9	Nurture 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
To ensure our PP children are working at the ARE for reading	<p>All target children to be heard and read on a daily basis.</p> <p>Class Reading and independent reading is included every day ensuring reading for pleasure is embedded.</p> <p>Guided reading sessions and targeted interventions accelerate progress from individual starting points.</p>
To ensure our PP children are working at the ARE for mathematics	<p>Ensure quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year. High quality resources, White Rose Maths (WRM) to be purchased and used effectively, including workbooks.</p> <p>Teacher/TA intervention throughout each day based on the needs of children to address misconceptions.</p> <p>To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants and teachers.</p> <p>Maths homework is set each week and pre teaching is taught for children with anxiety</p>
To ensure our PP children are working at the ARE for writing	<p>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.</p>
To embed synthetic phonics scheme (Monster Phonics) to ensure we achieve the national average expected standard.	<p>Ensure all relevant staff (including new staff and TAs) have training to deliver the new phonics scheme completing Level 1 and Level 2 assessments.</p> <p>Additional CPD utilised throughout the academic year based on need.</p> <p>To develop a phonics champion to work with the phonics lead within the MAT.</p> <p>To ensure Monster phonics strategies and resources are used across the whole school including displays.</p> <p>To purchase additional Monster Phonics books to supplement the scheme purchased the previous year.</p> <p>To include interventions for children working below the standard.</p> <p>To include additional tutoring from NTP for children that failed the phonics test or at potential failure of the phonics test.</p>
To ensure all children have quality teaching of spelling and spelling rules.	<p>Ensure all teaching staff have training to deliver quality teaching of spelling.</p> <p>To develop spelling lessons in Years 3- 6 following a Spelling Shed Scheme which focuses on the progressive teaching of spelling patterns. It teaches the etymology of spellings and the rules to support transferable spelling skills.</p> <p>To develop the Spelling Bee to encourage children to practice spelling and retain spellings for application in writing.</p> <p>To purchase spelling books for all KS1 children linked to Monster</p>

	<p>Phonics.</p> <p>To include interventions for children struggling with retaining spellings or rules for spelling.</p> <p>Nessy Spelling and Reading, an online intervention programme, is purchased for all PP children with spelling difficulties, to assess their spelling level and gaps, producing a personal learning pathway.</p>
To ensure all our children understand the basic principle of metacognition and can plan, do review across all areas of the curriculum. They know what a good learner looks like and retrieve knowledge.	<p>Ensure all teaching staff receive CPD in metacognition through INSETs and staff meetings.</p> <p>All children are taught what a good learner looks like.</p> <p>All children are exposed to retrieval practice to embed prior learning and ensure knowledge remains long term</p> <p>Displays reflect metacognition across the whole school.</p> <p>Resources enhance metacognition and retrieval.</p>
To improve standardised scores for disadvantaged pupils in all year groups across all subjects	<p>Improved progress and attainment through the above priorities and the effective use of the additional support staff across school.</p> <p>Inclusion and Nurture Support.</p> <p>To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants and/or teachers.</p>
To ensure all KS2 (Y3/4) children have access to technology for learning both in school and at home.	<p>All children in Key Stage 2 to have access to technology for home and school learning through the launch of the MAT Chromebook Scheme.</p> <p>To ensure all children have equal opportunities and equipment to narrow the gap - all PP will have a Chromebook Purchased for them.</p>
To ensure extra curricular activities are open to all children to encourage team building, relationships and confidence.	<p>Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, music and performing arts tasks where possible.</p> <p>Increase extra curricular activities for all PP children and non pupil premium children.</p>

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition whole school approach to teaching, retrieval and self regulated learning.	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>Metacognition and Self-regulated Learning</p>	6

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of highly skilled and trained TA's to provide interventions. Reciprocal Reading WRM interventions Monster Phonics interventions FFT training - Reciprocal reading intervention WRM CPD for all TAs</p>	<p>Making Best Use of Teaching Assistants EEF If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Schools should use structured interventions with reliable evidence of effectiveness. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>1,2,3,4,5,6,7</p>
<p>Phonic intervention and spelling strategy aligned to phonic teaching programme - Monster Phonics Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit EEF</p>	<p>1, 4, 5</p>
<p>Whole MAT IT strategy to support learning - purchase of Chromebooks for Pupil Premium Children</p>	<p>Technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. New EEF guidance report published: 'Using Digital Technology to Improve Learning'</p>	<p>1,2, 3, 5, 8</p>

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

Budgeted cost: £6080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased access to Wellbeing and Nurture activities to promote positive mental and physical health.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools</p>	<p>1,2,3,4,5,9</p>

Total budgeted cost: £ 23,080

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 2021 to 2022 academic year.

**As the number of pupil premium pupils within school is so small, data analysis does not create a coherent picture. The number of children also lends itself to pupils being easily identified. Rigorous school data analysis on individual pupils is within our internal tracking system. Our end of key stage whole school results can be viewed on our [website](#) **

Aim	Outcome
To ensure our PP children are working at the ARE for reading	<p>All of our pupil premium children were heard to read on a daily basis.</p> <p>The implementation of whole class reading exposes all children to quality age appropriate texts.</p> <p>Nessy Reading and Spelling intervention programme has given children a step by step personalised reading programme to complete in interventions and home access.</p> <p>Fidelity to Monster Phonics Scheme, ensured that reading interventions were consistent and built on prior knowledge.</p>
To ensure our PP children are working at the ARE for maths	Through high quality CPD and training linked to the school maths scheme (WRM), children had access to high quality first teaching and timely and focused interventions based on their individual needs.
To ensure our PP children are working at the ARE for writing	<p>TA support continued in all classes during English lessons and interventions were implemented across all year groups. Rich texts were purchased for writing and formed the basis of English lessons too.</p> <p>Moderation continued across the MAT with a blended approach of online and face to face meetings.</p>
To embed new synthetic phonics scheme to ensure we achieve national average expected standard in PSC for all our pupils	<p>Initial training was delivered as an introduction to Monster Phonics.</p> <p>CPD was offered to staff that requested additional support through peer observations.</p> <p>Phonics' leadership was halted as the member no longer worked within the organisation.</p> <p>Displays reflected Monster phonics strategies across the whole school.</p> <p>Intervention was given to children in need of additional support to embed the learning and helped to close the gaps.</p>
Improved scores to come through the above priorities and the effective use of the additional support staff across school.	National Tutoring Programme as well as TAs provided 1-2-1 instruction plus small group tutoring before, after school as well as afternoon NTP 4 afternoons a week for 14 weeks.

<p>Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, music and performing arts tasks where possible.</p>	<p>Nurture sessions were carried out by 2 TAs and a teacher from NTP for all children requiring additional support to raise self confidence and raise self esteem.</p> <p>This was particularly successful enabling these children to participate in class.</p> <p>NTP also ensured music therapy was introduced and proved equally successful in raising self-esteem.</p>
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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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A