

# Pupil Premium Strategy Statement – Crudgington Primary School

This statement details our school's use of pupil premium (and recovery premium for 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 this academic year and the effect that last year's spending on pupil premium had within our school.

**School Overview**

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| **Detail** | **Data** |
| School name | Crudgington Primary School |
| Number of pupils in school | 132 |
| Proportion (%) of pupil premium eligible pupils | 12.1%(PPG)  3% (Service) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | September 2022 – August 2025 |
| Date this statement was published. | September 2022 |
| The date on which it will be reviewed | December 2023  July 2024 |
| Statement authorised by | FGB |
| Pupil premium lead | Hannah Gharu |
| Governor / Trustee lead | Julie Francis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £14,724 |
| 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 | £ 16, 724 |

# Part A: Pupil premium strategy plan

## Statement of intent

Crudgington Primary School is steadfastly committed to ensuring high levels of progress, attainment, and engagement for all our disadvantaged children. Regardless of their background and starting points, pupils will be supported, nurtured, and provided with all the tools needed to participate successfully in all areas of school life and the wider community. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

#### We passionately pursue the following overarching objectives:

* All disadvantaged children will make good or better progress, and their attainment will be at least in line with that of their peers.
* Gaps in knowledge and skills will be forensically identified and closed through precision teaching.
* All disadvantaged children will have access to school clubs and enrichment opportunities throughout the academic year.
* Barriers to learning will quickly be identified individually and as a cohort and strategically planned for.
* Disadvantaged children will develop high aspirations for their education, future learning and role within broader society.

#### How does our pupil premium strategy plan work towards achieving those objectives?

Our strategic plan is carefully formulated, considering our learners' needs and emerging needs. This includes the children who start with us in EYFS at the start of the autumn term. We then engage with the high-quality provision and research findings from the Educational Endowment Foundation, ensuring that our provision is well researched, proven to be effective in support of learners and is sustainable for the future, ensuring that the funding will have far-reaching impact rather than only being of use for a single year. The plan is regularly reviewed alongside pupil progress and attainment to ensure it is effective and produces quality outcomes for our children.

#### The fundamental principles of our strategy plan

Successfully identifying and responding to the challenges our children face Promoting strong academic performance.

Promoting engagement in all areas of school life

Raising aspirations

Pursuing well-researched interventions that produce a legacy for future work.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | In many cases, PPG children exit slower rates of progress and attainment in maths compared with their peers. This is often linked with gaps in knowledge and mathematical concepts. |
| 2 | Children enter school with additional speech and language needs and a lower overall vocabulary than that of their peers. |
| 3 | A small subset of PPG children has lower rates of attendance than that of their PPG and non-PPG peers. |
| 4 | In many cases, the progress of PPG children in reading and writing is slower than in mathematics. This is due to low reading engagement and phonic awareness. |
| 5 | Many PPG children require additional support due to low levels of emotional resilience and lived experiences. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**

and how we will measure whether they have been achieved.

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| **Intended outcome** | **Success criteria** |
| All children receiving PPG will make accelerated progress in maths and rapidly close gaps in knowledge and understanding. | Children will be screened to identify gaps in knowledge and understanding.  Children will receive two weekly bespoke maths sessions by trained staff members.  Progress will be measured through in-program testing and through administering NFER Papers.  Consistent models and images are used and applied across KS1 to ensure new knowledge is carefully scaffolded.  The Number Sense Program will be implemented to secure number facts and recall across KS1 & lower Key Stage 2 |

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| Children with additional speech and language, and vocabulary needs will make rapid progress on entry to school. | All children complete the 10-week talk boost program with trained staff members.  Exit point supports the progress of at least 9 months progress during 1 term of delivery. |
| Targeted pupils will show an improvement in attendance percentage, and it will be above 90% | Attendance will be monitored daily in line with the attendance policy, and home visits will be conducted in line with 1st-day, 3rd-day and 5th- day protocol.  EWO officer/Peer mentor to work alongside all identified families to support them with strategies and interventions.  Improvements in attendance are to be celebrated with acknowledgement letters. |
| Children in receipt of PPG will read regularly and make accelerated progress in reading. | All children will be heard read a least once per day in school and comments added to the diary.  All children will be screened to highlight areas for development and receive 2 x 15- minute bespoke sessions.  Progress will be measured through in- program testing and through administering NFER Papers.  100 % of PPG children will pass the phonics check in Year 1 |
| Children will be supported with a range of strategies to regulate their emotions. | Targeted support for children is provided within 4 weeks by the emotional learning support assistants (ELSA) exit survey shows a positive impact when sessions are completed.  Support from the school counsellor is provided within 2 weeks to support complex needs and within 6 weeks following ELSA intervention. Exit surveys denote a positive  impact. |

## 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: £ *6,500*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Whole-school training on precision teaching – teachers and support staff | Precision Teaching is not a method of teaching or an intervention. It is a way of planning a teaching programme or intervention to meet the needs of an individual pupil who is experiencing difficulty with developing and maintaining some basic skills (e.g. recalling their times tables or remembering their phonics). It includes a monitoring function whereby the effectiveness of the teaching programme or intervention used can be evaluated. Essentially, Precision Teaching is a tool for identifying what a young person has learned and how well they have learned it. | This addresses challenge number 1 |
| Purchase of NFER standardised diagnostic assessments.  Training for staff, so assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [https://educationendowmentfoundation.org.uk/news/eef-blog-](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1) [assessing-learning-in-the-new-academic-year-part-1](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1) | This addresses challenges number 1 & 4 |
| C1/EYFS Support Assistant to undertake **Talk Boost Training** | Talk Boost KS1 is a targeted intervention for 4–7-year-old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten- week intervention.  [https://ican.org.uk/training-licensing/i-can-programmes/talk-](https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/) [boost-ks1/](https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/) | This addresses challenge number 2 |
| Curriculum Development – White Rose Maths | Provide release time for the maths coordinator to ensure that the mixed-age curriculum is truly bespoke to the needs of our learners. The sequence of learning will be adjusted to ensure that content is revisited enough the enable rapid recall. | This addresses challenge number 1 |

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

Budgeted cost: £ *8,500*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Small group **Teaching Assistant Interventions** delivering high- quality structured interventions  **Catch-up Maths Program throughout KS2** | The EEF Evaluation report cites that the overall effect size of Catch-Up Numeracy in comparison to the 'business-as- usual control group was +0.21, meaning the programme led to a noticeable improvement in numeracy outcomes. This effect size suggests that, on average, pupils receiving the interventions would make approximately three additional months of progress over the course of the year compared to pupils that did not. | This addresses challenge number 1 |
| Small group **Teaching Assistant Interventions** delivering high- quality structured interventions  **Catch-up Reading across KS2** | Catch Up1 Literacy is a structured one-to-one literacy intervention for pupils between the ages of 6 and 14 who are struggling to learn to read. It teaches pupils to blend phonemes (combine letter sounds into words), segment phonemes (separate words into letter sounds), and memorise particular words so they can be understood without needing to use phonics strategies to decode them. The intervention matches books to pupils according to their reading ability, which pupils then read to a teaching assistant (TA), so is intended to also support the development of their comprehension skills. | This addresses challenge number 4 |
| **Oral language interventions**  **(Talk Boost) See Above** | Talk Boost KS1 is a targeted intervention for 4-7-year-old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten-week intervention.  [https://ican.org.uk/training-licensing/i-can-](https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/) [programmes/talk-boost-ks1/](https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/) | This addresses challenge number 2 |
| **Tuition through the National Tutoring Program (associated funding is enough to cover 2 runs of 15 sessions for each class)** | After-school tuition for groups of children through the National Tuition Partner Conexus. School commitment 30% of total tuition expenses.  The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. | This addresses challenge number 1 & 4 |

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|  | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.  Although the rule "the smaller, the better," there is some variability in impact within the existing evidence. For example, in reading, small group teaching can sometimes be more effective than either one-to-one or paired tuition. It may be that in these cases, reading practice can be efficiently organised so that all the pupils stay fully engaged as each takes their turn, such as in Guided Reading. (Source Education Endowment Foundation)  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) [evidence/teaching-learning-toolkit/one-to-one-tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) |  |
| **Number Sense Maths**  **A systematic approach to teaching number facts using constant high-quality models and images** | The Number Facts Fluency Programme teaches a defined set of addition and subtraction facts and a defined set of calculation strategies. The systematic and structured approach ensures that children develop key visual pathways and learn important number relationships. This leads to a deep understanding of number and number relationships and to fluency in addition and subtraction  facts. | This Addresses challenge number 1 |

### Wider strategies (for example, related to attendance, behaviour, well- being)

Budgeted cost: £ *7,000*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Targeted emotional well-being support through an Emotional Literacy Support Assistant (ELSA) Trained to teach assistant | EEF research indicates that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) [evidence/teaching-learning-toolkit/social-and-emotional-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) [learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | This addresses challenge number 5 |
| School Counsellor provision one day per week to support children with low levels of resilience or adverse lived experiences. | Research indicates that children who have access to a counsellor at primary school see benefits to their mental health over the long term compared to children who don't. School-based counselling could help address the urgent need to support children's mental health and could help reduce pressure on oversubscribed child mental health services.  [https://www.place2be.org.uk/about-us/news-and-](https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/place2be-s-mental-health-support-in-school-has-long-term-benefit-finds-university-of-exeter-and-university-of-cambridge-study/) [blogs/2021/may/place2be-s-mental-health-support-in-](https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/place2be-s-mental-health-support-in-school-has-long-term-benefit-finds-university-of-exeter-and-university-of-cambridge-study/) [school-has-long-term-benefit-finds-university-of-exeter-](https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/place2be-s-mental-health-support-in-school-has-long-term-benefit-finds-university-of-exeter-and-university-of-cambridge-study/) [and-university-of-cambridge-study/](https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/place2be-s-mental-health-support-in-school-has-long-term-benefit-finds-university-of-exeter-and-university-of-cambridge-study/) | This addresses challenge number 5 |
| Student Mentoring – providing 1:1 support for children with low attendance and engagement with school | EEF research shows that, on average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour.  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) [evidence/teaching-learning-toolkit/mentoring](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | This addresses challenge number 3 |
| EWO Support one morning per fortnight to support families of children with lower rates of attendance at school | This role will support children and families where attendance and PA has become a concern. Evidence through the Trust has demonstrated that EWO intervention has had a significant impact in raising levels of both school attendance and engagement. | This addresses challenge number 3 |

# 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 2022 to 2023 academic year.

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| **Desired Outcome** | **Chosen approach/action** | **Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.** | **Lessons learned**  **(and whether you will continue with this approach)** |
| All children receiving PPG will make accelerated progress in maths and rapidly close gaps in knowledge and understanding. | Children will be screened to identify gaps in knowledge and understanding.  Children will receive two weekly bespoke maths sessions by trained staff members.  Progress will be measured through in-program testing and through administering NFER Papers.  Consistent models and images are used and applied across KS1 to ensure new knowledge is carefully scaffolded.  The Number Sense Program will be implemented to secure number facts and recall across KS1 & lower Key Stage 2 | All Year 6 PPG children reached at least EXS in maths  The catch-up maths program was very successful in identifying and closing gaps in knowledge and number facts.  The NFER papers provided a reliable method of measuring progress and attainment. More importantly, gaps could be strategically analysed to support further teaching and intervention  PPG children had a +2.7 VA in comparison to non-PPG at +0.3 | Number Sense & Catch-up Numeracy have been very effective in supporting PPG and additional children in closing gaps and accelerating progress.  We will continue to fund this route through training of staff and resource allocation.  To further support this, we will be utilising exit tests at the end of maths units to signal entry points into intervention groups |
| Children with additional speech and language, and vocabulary needs will make rapid progress on entry to school. | All children complete the 10- week talk boost program with trained staff members.  Exit point supports the progress of at least 9 months  progress during 1 term of delivery. | Rapid progress was seen with speech & language, save for when Speech & Language therapy was required.  The impact varied from 6-9 months in terms of progress of children upon entry | The school will continue with this approach as the results yield is significant within our cohorts. The activities and home-links also supported the development of home- school links concerned with speech and language. |
| Targeted pupils will show an improvement in attendance percentage, and it will be above 90% | Attendance will be monitored daily in line with the attendance policy, and home visits will be conducted in line with 1st-day, 3rd-day and 5th- day protocol.  EWO officer/Peer mentor to work alongside all identified families to support them with strategies and interventions.  Improvements in attendance are to be celebrated with  acknowledgement letters. | PPG children had attendance of 95% (above national averages) but 1% below non-PPG pupils  Where attendance dropped below 90%, EWO support was instrumental in ensuring that attendance rates rose to good or better levels across school  The profile of attendance was effectively raised through.  The weekly attendance trophy award  Letters home | The quality of relationships and support is offered to parents/carers is of paramount concern to us.  The results and feedback show that we have reached a good balance of challenge and support for families of the school community, and we will continue to refine this offer through our current methods. |
| Children in receipt of PPG will read regularly and make accelerated progress in reading. | All children will be heard read a least once per day in school and comments added to the diary.  All children will be screened to highlight areas for development and receive 2 x 15- minute bespoke sessions.  Progress will be measured through in-program testing and through administering NFER Papers.  100 % of PPG  children will pass  the phonics check in Year 1 | All PPG Children read daily in school.  100% of PPG children achieved EXS in reading KS2 SATs  As of September 2023 85%, of PPG children are at EXS with  18% of the PPG cohort at GD  All PPG children passed the phonics screen | The volume and practice of reading did make a noticeable difference for PPG children in terms of both progress and achievement. |
| Children will be supported with a range of strategies to regulate their emotions. | Targeted support for children is provided within four weeks by the emotional learning support assistants (ELSA) exit survey shows a positive impact when sessions are completed.  Support from the school counsellor is provided within two weeks to support complex needs and within six weeks following ELSA intervention. Exit surveys denote a  positive impact. | Exit surveys and parental feedback were overwhelmingly positive about the support and outcomes from work undertaken in school.  The work undertaken had a positive effect on both mental health and academic attainment  The escalation system worked well in school, providing the proper support at the right time | We will continue with this provision for a further year due to the positive outcomes |

## Externally provided programmes

*Please include the names of any non-DfE programmes you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme** | **Provider** |
| Nessy | Nessy Learning programs |
| Clicker | Cricksoft |

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| White Rose | White Rose mathematics |

## Service pupil premium funding

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

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | Service pupil premium was used to provide after-school clubs to develop friendships and promote engagement in all aspects of school life. The premium was also used to provide emotional literacy support following school moves |
| What was the impact of that spending on service pupil premium eligible pupils? | The children who are a eligible for service pupil premium are either inline with their peers or working at greater depth within the expected standard.  Service premium club uptake is high and they quickly form secure friendships within school. ELSA support has been exceptionally beneficial with children and parents reporting that they have felt far more settled in school. |