



## Pupil Premium Strategy Statement – Crudgington Primary School

This statement details our school's use of pupil premium (and recovery premium for 2023 to 2024 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

Detail	Data
School name	Crudgington Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	16.9%(PPG) 5.38% (Service)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2022 – August 2025
Date this statement was published.	September 2022
The date on which it will be reviewed	December 2024 July 2025
Statement authorised by	LGB
Pupil premium lead	Hannah Gharu
Governor / Trustee lead	Karen Pankhurst

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,724
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 14, 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.

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 age is slower than in their peers. 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.

Intended outcome	Success criteria
All children receiving PPG will make accelerated progress in maths and rapidly close gaps in knowledge and understanding.	<ul style="list-style-type: none"><li>• Children will be screened to identify gaps in knowledge and understanding.</li><li>• Children will receive in class support and targeted quality first teaching.</li><li>• Progress will be measured through in-program testing and through administering NFER Papers.</li><li>• Consistent models and images are used and applied across KS1 and KS2 to ensure new knowledge is carefully scaffolded.</li><li>• The Number Sense Program will be implemented to secure number facts and recall across KS1 &amp; lower Key Stage 2</li></ul>

<p>Children with additional speech and language, and vocabulary needs will make rapid progress on entry to school.</p>	<ul style="list-style-type: none"> <li>• All identified children complete the 10-week talk boost program with trained staff members.</li> <li>• Exit point supports the progress of at least 9 months progress during 1 term of delivery.</li> <li>• Curriculum vocabulary documents created to ensure consistent and sequenced teaching sequence is delivered in EYFS through to KS2.</li> </ul>
<p>Targeted pupils will show an improvement in attendance percentage, and it will be above 90%</p>	<ul style="list-style-type: none"> <li>• Attendance will be monitored daily in line with the attendance policy, and home visits will be conducted in line with 1<sup>st</sup>-day, 3<sup>rd</sup>-day and 5<sup>th</sup>- day protocol.</li> <li>• EWO officer/Attendance Champion to work alongside all identified families to support them with strategies and interventions.</li> <li>• Improvements in attendance are to be celebrated with acknowledgement letters and certificates.</li> </ul>
<p>Children in receipt of PPG will read regularly and make accelerated progress in reading.</p>	<ul style="list-style-type: none"> <li>• All children will be heard read a least once per day in school and comments added to the diary.</li> <li>• Progress will be measured through in-program testing and through administering NFER Papers.</li> <li>• 100 % of PPG children will pass the phonics check in Year 1.</li> <li>• Identified children will receive Literacy Pathway intervention.</li> </ul>
<p>Children will be supported with a range of strategies to regulate their emotions.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Emotional coaching strategies will be in place and all staff trained to support children.</li> </ul>

## 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.

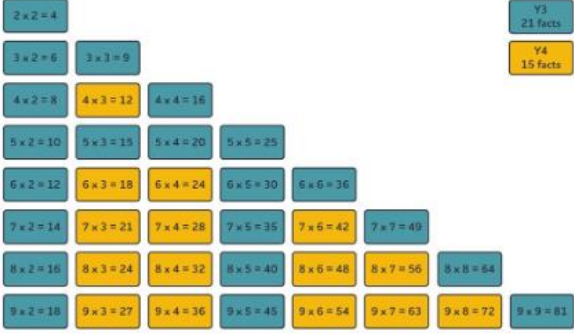
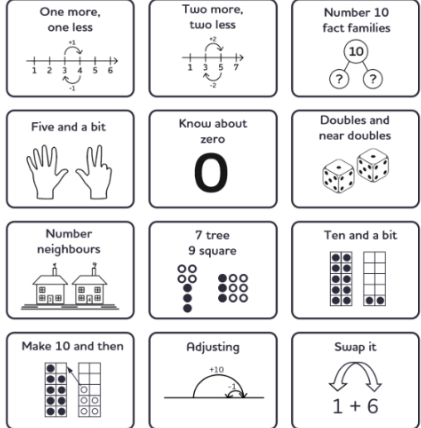
### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school training on emotion coaching – teachers and support staff	<p>Emotion coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children’s outcomes and resilience.</p> <p>Emotion Coached children and young people:</p> <ul style="list-style-type: none"> <li>• Achieve more academically in school</li> <li>• Have fewer behavioural problems</li> <li>• Have fewer infectious illnesses</li> <li>• Are more emotionally stable</li> <li>• Are more resilient</li> </ul>	This addresses challenge number 5
Purchase of NFER Standardized diagnostic assessments. Training for staff, so assessments are interpreted and administered correctly.	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-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</a></p>	This addresses challenges number 1 & 4
Teaching Assistant to undertake <b>Talk Boost Training</b>	<p>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.</p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p>	This addresses challenge number 2
Curriculum Development – White Rose Maths	<p>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.</p>	This addresses challenge number 1
Doodle Learning used as a tool to support learners progress	<p>Covering the core areas of maths and English, the four apps create every child a personalised learning experience tailored to their needs, helping to boost their confidence and ability.</p>	This addresses challenges 2 and 4.

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Number Sense Times Table Program throughout KS2</p>	<p>Provides the structure and depth to times tables teaching that children need to achieve fluency in multiplication and division facts and concepts. A true mastery program, designed to achieve fluency for every child without exception.</p> 	<p>This addresses challenge number 1</p>
<p>Number Facts Fluency Programme</p>	<p>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.</p> 	<p>This Addresses challenge number 1</p>
<p>Literacy Pathway Intervention</p>	<p>This English intervention programme has been designed following recommendations from the Education Endowment Foundation (EEF) on running high-quality structured interventions (Improving Literacy in KS1 &amp; Improving Literacy in KS2).</p> <p>The Literacy Pathway is a new initiative to support all schools in the early identification of and intervention for Severe and Persistent Literacy Difficulties, with a focus on reading at word level.</p>	<p>This addresses challenge number 4</p>

<p>Oral language interventions (Talk Boost)</p>	<p>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.</p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p>	<p>This addresses challenge number 2</p>
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**Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: £ 7,000



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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	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.  <a href="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/">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/</a>	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	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 2023 to 2024 academic year.

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)
<p>All children receiving PPG will make accelerated progress in maths and rapidly close gaps in knowledge and understanding.</p>	<p>Children will be screened to identify gaps in knowledge and understanding.</p> <p>Children will receive two weekly bespoke maths sessions by trained staff members.</p> <p>Progress will be measured through in-program testing and through administering NFER Papers.</p> <p>Consistent models and images are used and applied across KS1 to ensure new knowledge is carefully scaffolded.</p> <p>The Number Sense Program will be implemented to secure number facts and recall across KS1 &amp; lower Key Stage 2</p>	<p>The catch-up maths program was very successful in identifying and closing gaps in knowledge and number facts.</p> <p>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</p>	<p>Number Sense has been very effective in supporting PPG and additional children in closing gaps and accelerating progress.</p> <p>We will continue to fund this route through training of staff and resource allocation.</p> <p>To further support this, we will be utilising exit tests at the end of maths units to signal entry points into intervention groups</p>

<p>Children with additional speech and language, and vocabulary needs will make rapid progress on entry to school.</p>	<p>All children complete the 10- week talk boost program with trained staff members.</p> <p>Exit point supports the progress of at least 9 months progress during 1 term of delivery.</p>	<p>Rapid progress was seen with speech &amp; language, save for when Speech &amp; Language therapy was required.</p> <p>The impact varied from 6-9 months in terms of progress of children upon entry</p>	<p>The school will continue with this approach as the results yield is significant within our cohorts for KS1 pupils.</p>
<p>Targeted pupils will show an improvement in attendance percentage, and it will be above 90%</p>	<p>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.</p> <p>EWO to work alongside all identified families to support them with strategies and interventions.</p> <p>Improvements in attendance are to be celebrated with acknowledgement letters.</p>	<p>PPG children had attendance of 94.3% (above national averages) but 2% 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.</p> <p>The weekly attendance trophy award</p> <p>Letters home</p>	<p>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.</p>
<p>Children in receipt of PPG will read regularly and make accelerated progress in reading.</p>	<p>All children will be heard read a least once per day in school and comments added to the diary.</p> <p>All children will be screened to highlight areas for development and receive 2 x 15- minute bespoke sessions.</p> <p>Progress will be measured through in-program testing and through administering NFER Papers.</p>	<p>All PPG Children read daily in school.</p> <p>66% of PPG children achieved EXS in reading KS2 SATs</p> <p>50% of PPG children passed the phonics screen</p>	<p>The volume and practice of reading did make a difference for PPG children in terms of both progress and achievement.</p>

	100 % of PPG children will pass the phonics check in Year 1 (2025)		
Children will be supported with a range of strategies to regulate their emotions.	<p>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.</p> <p>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.</p>	<p>Exit surveys and parental feedback were overwhelmingly positive about the support and outcomes from work undertaken in school.</p> <p>The work undertaken had a positive effect on both mental health and academic attainment</p> <p>The escalation system worked well in school, providing the proper support at the right time</p>	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*

Programme	Provider
Talk Boost	Speech and Language UK
Widget	Widget Software
White Rose	White Rose mathematics

## Service pupil premium funding

*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?	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 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.