

## Pupil premium strategy statement

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	Crackley Bank Primary School
Number of pupils in school	164 (plus 25 Nursery)
Proportion (%) of pupil premium eligible pupils	52.07%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 to 2022-23
Date this statement was published	
Date on which it will be reviewed	October '23
Statement authorised by	L Jackson
Pupil premium lead	S Stevenson
Governor / Trustee lead	A Jenkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880
Recovery premium funding allocation this academic year	£13,303
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	£135,183

## Part A: Pupil premium strategy plan

### Statement of intent

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

A similar tiered approach was used last academic year and has proved effective. Current plans have built upon this firm foundation.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap.

### Challenges

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

Challenge number	Detail of challenge
1	Gaps in prior knowledge, misconceptions
2	Early language and maths ability is below considerably average on entry
3	Lack of appropriate technological devices in the home to support learning
4	Lack of wider experience
5	Low self-esteem, and mental health challenges

### 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
Curriculum development becomes embedded.	There is in place a well-developed, sequenced curriculum leads to high

	standards of achievement. Pupils 'know more, remember more, understand and apply'
Assessment is continuous and means that all individuals' learning is developed at an appropriate base.	Teachers regularly and routinely assess all pupils in order to refine their plans and that pupils 'know more, remember more, understand and apply'
Learning is well sequenced for all children so that knowledge acquired over time becomes 'sticky'.	Pupils will be able to apply their knowledge to a variety of problems and situations across the curriculum as a whole.
All older pupils have access to high quality technology to support and enhance Teaching and Learning both in school and at home.	All pupils in years 4-6 have an i-pad that is for their own use in school. There is evidence of independent learning for all pupils that consolidates crucial knowledge.
There is a well-resourced SSP that staff use consistently to teach phonics and early reading.	Pupils rapidly make progress in early reading and catch up on the gaps seen on entry.
Increasing mental health and nurturing needs of identified children - Pupils to have a positive image of themselves; emotional and mental well- being achieved	Children will have a sense of belonging and emotional maturity will be achieved. Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated and socially confident and maintain friendships

### 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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development -whole school focus and CPD activities. Integrated approach across the whole year.	Ofsted research supports the approach that a well-planned and sequenced knowledge based curriculum is the most effective approach to delivering high quality learning	1 & 2
Access to good quality online and face to face CPD to develop the performance of all staff throughout the school	High quality staff CPD is proven as essential to delivering improved standards. The aim of this is to ensure all children have highest quality first teach experience	1 & 2
School leaders are supported to develop their roles within the school- they have dedicated leadership time to ensure that the roles are valued and effective	School leaders play a key role in delivering the curriculum that ensure all pupils make good progress. We closely monitor the effectiveness of their work and the value for money of this additional time.	2

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

Budgeted cost: £ 75,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils in years 3- 6 have an i-pad to be used for school learning.	EEF toolkit highlights effectiveness of digital technology. In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting.	3
Programme of targeted additional support – individual, small groups, virtual, as appropriate.	EEF toolkit evaluates research around additional targeted support. Students participation in virtual learning during last academic year adds further weight to this strand.	1 & 2

All pupils have access to Maths Whizz in school and at home	The programme is tailored to individual needs and addresses gaps and misconceptions. The company provides good statistical evidence to show the effectiveness of this tool, this is backed up by evidence in school from previous cohorts.	1 & 2
Additional phonics intervention in Y1	Tracking data shows that phonics has been impacted upon by the school closures. Phonics intervention has proved successful in the past.	2
Additional TA time in each class to target pupils who are working below the expected level through daily reading support.	1:1 reading has proven to have the most impact upon pupils' standard in reading	1& 2

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

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils from Y1-Y6 have the opportunity to attend an after-school club that they would otherwise not be accessible to them (cost is a barrier).	Clubs were arranged following pupil consultation. Uptake has increased and participation is high each week. Pupils attending have shown social greater resilience especially in terms of covid recovery	4 & 5
Emotional Well-being ensuring children who require emotional support have access to the appropriate services either via school support or outside.	Support is nationally acknowledged to be essential for certain pupils – our support is targeted to address specific issues. School systems identify pupils who require support from internal staff and external providers are referred to if required. As a result, our school records show, pupils who are receiving S&E support in school are building better relationship with their peers.	5
Supporting parents and promoting a sense of belonging to the school via specific projects and uniform subsidy.	Parents speak very positively about the school and are very proud of it. This has a positive impact upon the behaviour and well-being of pupils. It is important for our pupil premium children that they feel fully included as part of the school.	5
Use of counselling and support services e.g. art therapy and emotional coaching for children who need additional mental health support.	Guidance suggests that an improvement in children' wellbeing, resilience and motivation has a positive impact on learning	5

<p>Parental engagement workshops on key curriculum areas to help develop parental support</p> <p>Parental engagement workshops for EYFS to develop parental support for early reading and early maths</p>	<p>EEF suggests that parental engagement has a positive impact on progress. We believe that when parents understand the learning they support the process and help children to meet milestones</p>	<p>5</p>
<p>Improve attendance of PP children.</p> <p>Attendance officer and VIP Education have regular meeting. They will be in contact with any parents and carers where attendance is a concern. Support options will be explored and programs implemented where appropriate.</p>	<p>Attendance is universally recognised as an essential prerequisite for learning and progress.</p>	<p>Impacts on all challenges</p>

**Total budgeted cost: £ 135,183**

## 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 2020 to 2021 academic year.

<p>Clear accelerated progress was made in all areas throughout Year 6</p> <p>Attendance at school led tutoring (SLT) was high with all pupils selected attending for their full 15-hour entitlement or more and pupils engaged well with the programme</p> <p>Pupils who attended SLT made at least expected progress</p> <p>At least expected progress was made in Reading and Maths throughout the school, with some pupils making better than expected progress. Writing requires further development and is a priority for 2022/23</p> <p>Clear improvement in phonics by the end of Reception class due to fidelity to the Jolly Phonics scheme in particular the impact upon writing 29% increase in pupils reaching the expected standard.</p> <p>Classes with iPads use them well to engage in their learning and also to learn independently through research and a wide variety of targeted apps</p> <p>Behaviour throughout school is of a very high standard</p> <p>Pupil who require additional support for SEMH access the appropriate service either via the school provision or outside agencies</p> <p>Lower incidents of recording of incidents on the behaviour system and where incidents are reported they are accessed and actioned by the SLT</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
Nuffield Early Language Intervention	Nuffield
Education Psychology Accelerated Reader	Local Authority Educational Psychology Service