

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 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	175
Proportion (%) of pupil premium eligible pupils	53.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	L Jackson CEO
Pupil premium lead	S Stevenson Exec Head
Governor / Trustee lead	A Jenkins, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Recovery premium funding allocation this academic year	£0
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	£137,640

Part A: Pupil premium strategy plan

Statement of intent

We are committed to delivering an excellent education for all of our pupils, irrespective of their background.

We are driven by our ethos “Care + Belief + Pride = Success” and this is true for our disadvantaged pupils as well as our non-disadvantaged. Our pupil premium strategy is designed to support disadvantaged pupil achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others and we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not.

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.

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring which needs to be well planned and targeted on addressing the gaps in children’s learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

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. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work they are 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
- Ensure that as a school our system closely monitor and track the progress made by individual disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations, and discussions show that early language skills are very low on entry for our disadvantaged pupils. This is evident both for reception and nursery entries and seems to be an effect of limited mixing due to lockdowns, the effect seems more noticeable for our disadvantaged children.
2	Assessment, observations, and discussions show that early language and maths ability is considerably below average on entry for our disadvantaged children. Lack of parental skills to aid early development is a key factor that affects them.
3	Assessments and observations show that there are a number of disadvantaged children in key stage 2 who joined us from other primaries who have little to no phonics.
4	Assessments show that writing has been impacted most, disadvantaged children are affected more than their peers.
5.	Assessments observations and discussions show that the disadvantaged children do not get as greater opportunity to read at home, and are not developing reading fluency as quickly as their peers.
6.	Discussions with pupils and parents show that there is a lack of appropriate technological devices in the homes of our disadvantaged children to support learning.
7.	Observations and discussions show that our disadvantaged children lack wider experiences and this impacts their progress in respect to many subjects across the curriculum.
8.	Our observations show that there are a significant number of disadvantaged children who exhibit low self-esteem, and mental health challenges. Plus inability to self regulate emotions, evident in all year groups but more significant in the younger year groups.
9.	School uniform is very important to ensuring that children see themselves as part of the school. Discussions with parents of our disadvantaged children show that they sometimes find it challenging to purchase uniform.
10.	Analysis of attendance records for last year show that there is a gap between the attendance of our disadvantaged persistently absent children and the rest of the non-disadvantaged persistently absent children (64% of persistently absent children were pupil premium, and 36% were non-disadvantaged).

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
Disadvantaged children in early years make good progress in improving early language and maths skills and that the gap between their language development and that of their peers is narrowed by the end of KS1.	Assessments and observations show that disadvantaged pupils improve their language and maths skills through early year. This improvement is continued in KS1. Evidence for this will be seen in pupil discussions, books and engagement in lessons as well as formal assessments showing the gap to be narrowing.
Individual KS2 disadvantaged children highlighted with poor phonics skills develop the skills needed by the end of KS2.	High quality interventions show that individuals highlighted make rapid progress in acquiring phonics skills. Assessments, observations, supported by pupil discussions and books show that the gap between these children and their peers begins to narrow.
Attainment in writing for children in all years improves. Gap between disadvantaged pupils and their peers attainment in writing at the end of KS2 narrows.	Teacher assessments, formal assessments and book reviews shows the rise in standards of writing across the school. KS2 writing assessments show year on year increases in attainment of writing as results move towards the national average for all children, particularly disadvantaged children.
Improved reading fluency and attainment among disadvantaged children.	Reading records, progress through book bands, observations and formal assessments show that disadvantaged children rapidly acquire the reading skills they need.
Children in years 3, 4,5 & 6 have access to a school i-pad to support their learning.	Children, particularly the disadvantaged in years 3, 4, 5 & 6, make good use of the school ipads to support their learning and there is no difference in technology access between pupils.
All disadvantaged children participate in wider aspects of the curriculum and school life.	All disadvantaged children have access to multiple clubs, trips and in school experiences to develop a wider cultural experience. At the end of each year all disadvantaged children will have attended at least one enrichment activity.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children	Observations and discussion with pupils and parents show improved well-being and pupils acquiring greater resilience and tenacity. This will be evident in children's general levels of confidence and engagement across all aspects of school life. There will be no visible difference through the standard of uniform between our disadvantaged children and their peers.
Attendance levels improve and the disparity between the persistent absence of disadvantaged pupils and others narrows.	The proportions on persistently absent pupils who are disadvantaged falls.

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. Main themes are: Deepening children's understanding, Writing Arithmetic Early years identification of SEN	Ofsted research supports the approach that a well-planned and sequenced knowledge based curriculum is the most effective approach to delivering high quality learning. High quality first teach is by far the most effective means to increase progress of all children including the disadvantaged.	1, 2, 4 & 5
Whole school writing focus and training for staff, supported by extra release time for English lead	High quality staff CPD is proven as essential to delivering improved standards.	4
Additional Jolly Phonics training for all staff – teaching staff and support staff	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 Strand Education Endowment Foundation EEF	1, 2, 3, 4 & 5

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

Budgeted cost: £ 78,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All pupils in years 3- 6 have an i-pad to be used for school learning.</p>	<p>EEF toolkit highlights effectiveness of digital technology.</p> <p>In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting.</p>	<p>6</p>
<p>Programme of targeted additional support – individual, small groups, virtual, as appropriate.</p> <p>Particularly:</p> <ul style="list-style-type: none"> • Reception – additional staff • Targeted phonics interventions in KS2 	<p>EEF toolkit evaluates research around additional targeted support.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 & 5</p>
<p>Additional TA time in each class to target pupils who are working below the expected level through daily reading support.</p>	<p>1:1 reading has proven to have the most impact upon pupils’ standard in reading. This is evidenced through the work and research of the Literacy Hubs and by our own school based evidence.</p>	<p>1, 2, 3 & 5</p>

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

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged children from Y1-Y6 have the opportunity to attend an after-school club that they would otherwise not be accessible to them (cost was a barrier).</p> <p>Educational visits – subsidised for disadvantaged children.</p> <p>External speakers and activities invited into school to ensure good</p>	<p>DfE have identified the lack of wider cultural experiences as a particular barrier for disadvantaged children that affects their mental well-being, self -esteem, aspirations and their attainment</p>	<p>7 & 8</p>

value for money for enrichment activities		
<p>Emotional Well-being - ensuring children who require emotional support have access to the appropriate services either via school support or outside.</p> <p>Additional support in early years provided in school to address identified level of need.</p>	<p>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.</p>	8
<p>Supporting parents and promoting a sense of belonging to the school via specific projects and uniform subsidy. All disadvantaged children who start in nursery or reception for the first time are given a new free school jumper or cardigan.</p>	<p>Discussions and feedback shows that parents speak very positively about the school and are very proud of it. School evidence shows that this has a positive impact upon the behaviour and well-being of pupils. It is important for our disadvantaged children that they feel fully included as part of the school.</p>	9
<p>Use of counselling and support services e.g. art therapy and emotional coaching for children who need additional mental health support.</p>	<p>Guidance suggests that an improvement in children' wellbeing, resilience and motivation has a positive impact on learning</p>	8
<p>Parental engagement workshops on key curriculum areas to help develop parental support will increase and we will also introduce a school community event</p> <p>Parental engagement workshops, supported by online videos, 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>	1, 2 and 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve Attendance officer and other staff working closely with VIP Education, our external attendance service; introducing a range of attendance rewards; and exploring support options and programs</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Impacts on all challenges but specifically 10</p>

where appropriate. We will be particularly targeting our last year's PA children and families.		
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Total budgeted cost: £ 137,640

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.

Our intended outcomes for 2023/24 were:

Disadvantaged children in early years make good progress in improving early language and maths skills and that the gap between their language development and that of their peers is narrowed by the end of KS1.

Disadvantaged children make up the majority of the cohort in EYFS and Key Stage 1. Whole class approach has very much been centred around improving skills for children.

Our internal teacher assessment shows that all children made good progress and in line with expectations (taking into account individual SEN needs).

Reading for year 1 disadvantaged children showed particular improvement with a 41% increase in the percentage of disadvantaged children achieving age related expectations compared to the previous year. Maths also showed an improvement of 47% increase in the percentage of disadvantaged children achieving age related expectations compared to the previous year.

The gap between the performance of disadvantaged pupils compared to their non-disadvantaged peers narrowed in all curriculum areas in year 1 and it was pleasing to see that in maths disadvantaged pupils outperformed their non-disadvantaged classmates (83% of disadvantaged pupils achieved age related expectations at the end of year 1 for maths compared to 80% for their non-disadvantaged peers.)

By the end of year 2 there was still a notable gap between the performance of disadvantaged pupils and non-disadvantaged pupils for reading. The gap had narrowed for writing and for both the combined result and maths result showed our disadvantaged pupils outperformed their non-disadvantaged classmates. In maths at the end of year 47% of disadvantaged pupils achieved age related expectations compared to 44% for the non-disadvantaged. For the combined result of achieving age related expectations in reading, writing and maths in year 2, 35% of disadvantaged children achieved this compared to 33% of non-disadvantaged children.

Individual KS2 disadvantaged children highlighted with poor phonics skills develop the skills needed by the end of KS2.

Tracking the progress of children, especially disadvantaged children as they progress through school shows that the work we do to improve phonics has an increasing effect on their reading ability as they move through the school. With the exception of last year's year 3 cohort disadvantaged pupils end of year performance against age related expectations gradually improves. The gap between the performance of disadvantaged pupils and non-disadvantaged pupils in reading also narrows. Last year at the end of Key Stage 2, 71% of disadvantaged pupils achieved the required standard in reading this compares to 78% of

non-disadvantaged pupils, a gap of just 7%. This compares favourably when viewed against the 17% national gap for this measure.

Attainment in writing for children in all years improves. Gap between disadvantaged pupils and their peers attainment in writing at the end of KS2 narrows.

Writing is the area where we currently see the biggest gap between the performance of our disadvantaged and non-disadvantaged children. It is the area that disadvantage impacts the most, not only due to academic development but also a lack of wider cultural activities that develop a child's experiences and foster the imagination. It is an area that we are concentrating on as a school as a whole. Notwithstanding this we have seen the gap with respect to writing at the end of the year lower than the national gap. End of year achievement in writing in year 6 showed that 65% of disadvantaged children achieved the standard compared to 78% of non-disadvantaged children – a gap of 13%. This compares favourably to the national picture where the gap was 20%, with the same percentage (78%) of non-disadvantaged children attaining the standard but a lower percentage (58%) of disadvantaged children achieved the standard.

Improved reading fluency and attainment among disadvantaged children.

Reading is an area that our disadvantaged children have made good progress in. The first outcome above evaluates this up to the end of Key Stage 1. Progress does continue through Key Stage 2 with the narrowest gap for end of year attainment in reading being in year 6. 71% of our disadvantaged children achieved the expected standard in reading in their end of year SATs, compared to 78% of non-disadvantaged children – a gap of just 7%. This compares favourably when we consider the national gap was 17%.

Children in years 3, 4,5 & 6 have access to a school i-pad to support their learning.

All children in Key Stage 2 have access within school to their own i-pad. This means that all children, despite their background can use modern technology to support their learning. The impact on this has been considerable for teachers, and has greatly contributed to the high quality of teaching that we regularly observe throughout the school.

All disadvantaged children participate in wider aspects of the curriculum and school life.

It is important to us at Crackley Bank that we try to ensure that all children have a rich experience of learning beyond the classroom. As a school we know we need to add to the cultural capital of our children and external visits and learning activities that are brought into school greatly help us do this. We ensure that all children are able to access this important enrichment of our curriculum. No child has had to miss out on these experiences except through illness. Our experiences have ranged from taking the whole school to the theatre at Christmas and Year 6 to Alton Towers as well as curriculum linked visits to make the most of the experiences available in the local area such as Middelport Pottery, Trentham Gardens, The Potteries Museum, Peak Wildlife Park and Buddulph Grange. We have also ventured further afield; Year 5 went to Birmingham to watch the World Badminton Championship and Years 4 – 6 had the opportunity to take part in Young Voices in Birmingham. The children have also competed in many sporting events and the Primary Trust talent show.

To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children

As a school we are proud at the wider support we can give to our most disadvantaged families, whether that is individual support, signposting them to the appropriate services, support with uniforms or practical things like our food bank in the entrance hall where parents can help themselves without having to be referred.

Attendance levels improve and the disparity between the persistent absence of disadvantaged pupils and others narrows.

We continue to work with our families to improve attendance across the school. We were pleased to note in the summer that there was no difference between the attendance levels between disadvantaged and non-disadvantaged children – both at 93%. The gap between the levels of persistent absence between these two groups had also narrowed to 3%.

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