

## Pupil premium strategy / self-evaluation: Cropredy CE Primary School.

| 1. Summary information        |   |   |              |   |           |
|-------------------------------|---|---|--------------|---|-----------|
| <b>School</b>                 | Cropredy Church of England Primary School |   |              |   |           |
| <b>Academic Year</b>          | 2021/2022                                 | <b>Total Pupil Premium budget (PP)</b>  | £13,450      | <b>Date of most recent PP Review</b>                  | N/A       |
| <b>Total number of pupils</b> | 176                                       | <b>Number of pupils eligible for PP</b> | 10<br>(5.7%) | <b>Date for next internal review of this strategy</b> | Sept 2023 |

| 2. Current attainment   |   |   |
|---|---|---|
| <b>KS2 SATs Results</b>   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school / national Y6)</i> |
| % achieving expected standard or above in reading, writing & maths  | <b>100%</b>                                 | <b>69.5% (16 from 23) (Nat 59%)</b>                           |
| % making expected progress in reading (as measured in the school)   | <b>100%</b>                                 | <b>81% (18 from 22)</b>                                       |
| % making expected progress in writing (as measured in the school)   | <b>100%</b>                                 | <b>86.3% (19 from 22)</b>                                     |
| % making expected progress in mathematics (as measured in the school)   | <b>100%</b>                                 | <b>81% (18 from 22)</b>                                       |
| <p><b>Attainment to December 2021</b><br/> <b>Key Stage 1 (data from 2 children)</b><br/>           50% of children in receipt of PP grant are attaining in line with year group expectations in reading<br/>           0% of children in receipt of PP grant are attaining in line with year group expectations in writing<br/>           50% of children in receipt of PP grant are attaining in line with year group expectations in maths</p> <p><b>Key Stage 2 (data from 7 children)</b><br/>           71% of children in receipt of PP grant are attaining in line with year group expectations in reading<br/>           57% of children in receipt of PP grant are attaining in line with year group expectations in writing<br/>           71% of children in receipt of PP grant are attaining in line with year group expectations in maths</p> <p><b>Attainment to April 2022</b><br/> <b>Key Stage 1 (data from 2 children)</b><br/>           50% of children in receipt of PP grant are attaining in line with year group expectations in reading<br/>           0% of children in receipt of PP grant are attaining in line with year group expectations in writing<br/>           50% of children in receipt of PP grant are attaining in line with year group expectations in maths</p> |   |   |

**Key Stage 2 (data from 7 children)**

71% of children in receipt of PP grant are attaining in line with year group expectations in reading

71% of children in receipt of PP grant are attaining in line with year group expectations in writing

71% of children in receipt of PP grant are attaining in line with year group expectations in maths

**Attainment to July 2022****Early Years (data from 1 child)**

0% achieved GLD – child was emerging in all areas

**Key Stage 1 (data from 2 children)**

50% of children in receipt of PP grant are attaining in line with year group expectations in reading

50% of children in receipt of PP grant are attaining in line with year group expectations in writing

50% of children in receipt of PP grant are attaining in line with year group expectations in maths

**Key Stage 2 (data from 7 children)**

85% of children in receipt of PP grant are attaining in line with year group expectations in reading

71% of children in receipt of PP grant are attaining in line with year group expectations in writing

85% of children in receipt of PP grant are attaining in line with year group expectations in maths

**Progress through 2021-2022 academic year****Key Stage 1 (data from 2 children)**

Reading 50% expected gains

Writing 50% expected gains

Maths 50% expected gains

**Key Stage 2 (data from 7 children)**

Reading 71% expected gains

Writing 71% expected gains

Maths 71% expected gains

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |   |   |
|---|---|---|
| <b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>                       |   |   |
| <b>A.</b>   | Social and emotional intelligence.  |   |
| <b>B.</b>   | Low ambition.   |   |
| <b>C.</b>   | Weaker learning behaviours from some PP children (poor reading skills, less focused homework and support time outside of learning)                                |   |
| <b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i> |   |   |
| <b>D.</b>   | Attendance. If a child is regularly not in school, their education will suffer. Equally, their friendship groups will move on without them.                       |   |
| <b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>  |   | <b>Success Criteria</b>   |
| <b>A.</b>   | Raise attainment and narrow the gap for pupils eligible for PP to at least expected age expected levels.  | Pupils from disadvantaged backgrounds attain similar progress and attainment scores to their non-disadvantaged peers at the end of Key Stage 2.   |
| <b>B.</b>   | Improve attendance for PP children at risk of persistent absences in line with non-disadvantaged children.  | There is little difference between attendance figures between the two groups and pupils from disadvantaged backgrounds no longer at risk of persistent absence.   |
| <b>C.</b>   | Increase engagement of PP children's parents with the school and support to ensure that all PP pupils engage fully with COVID home learning/when it is necessary. | School to ensure that all PP pupils have adequate knowledge and equipment to allow them to access online resources.   |
| <b>D.</b>   | Increase opportunities for broadening of life experiences.  | Children talk enthusiastically about their aspirations for the future and what they enjoy about school. Pupils are engaged with their learning in class and develop key skills for a range of subjects. |

| 5. Review of expenditure   |   |   |   |                                       |
|--|---|---|---|---------------------------------------|
| Previous Academic Year   |   | 2021-2022   |   |                                       |
| i. Quality of teaching for all   |   |   |   |                                       |
| Action   | Intended outcome  | 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)  | Cost                                  |
| Phonics will be addressed in pupil progress meetings to identify it is a barrier to progress in reading. Training organised for all staff and resources developed to support KS2 children develop and apply knowledge and understanding. | PP children's learning improves in line with non-pp children.<br><br>Children can use and apply phonological knowledge with greater confidence. | By end of KS1, children to all have passed the phonics-screening test.<br><br>Pupil progress meeting and attainment data shows children's development in phonics.   | Continue.<br>Focussed CPD put in place to develop teacher's pedagogical knowledge and understanding.<br>Resources purchased to support in development of phonics interventions in KS2   | £320.00 (pp meetings)<br><br>£300 CPD |
| Develop improved oral language and subsequent literacy skills in Years 4 and 5   | 1:1 and small group provision of booster intervention for children in Years 5 and 6   | Children's attainment and progress in English is accelerated, with the gap narrowing between disadvantaged and non-disadvantaged children   | Targetted support did result in children making greater progress in English – this approach needs to continue.  | £836                                  |
| Interventions delivered through TA support and in class support  | To diminish the difference and enable the PP children to make accelerated progress and attain at a similar level to their non-pp peers.         | Gap between disadvantaged children's attainment and progress versus those who are not disadvantaged will be narrowed.<br>All PP children made good or better progress from their starting point.<br>Clear evidence that some interventions are more effective than others.  | Focussed interventions, with broader range established has enabled children's progress to be developed across reading, writing and maths. More perceptive use of appropriate interventions has positively impacted on pupil progress. Majority of children make good or better progress from their starting points.<br>Level of provision to continue with clearer use of provision mapping to evidence impact of work completed. | £7550                                 |
| To provide nurture support through Teaching Assistant (ELSA) for disadvantaged children who are in receipt of PP   | To improve the emotional well-being of identified children<br><br>Children are able to talk about their feelings in a                           | Emotional wellbeing is fully supported for children in school, supporting their progression in learning.<br><br>Children's emotional wellbeing is a unique characteristic of this school. Children, staff and parents tell us that the nurture support in place at Cropredy is part of its distinctive character. | Establishment of positive communication between school and home helped to support 'hard to reach' parents who need additional support to build relationships.<br>Intervention and support to continue   | £1800                                 |

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|  | controlled way and acknowledge problems.  |   |   |                                |
| <b>ii. Targeted support</b>  |   |   |   |                                |
| <b>Action</b>  | <b>Intended outcome</b>   | <b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b>                    |
| Appointment of PP governor. Attendance to be monitored, with support put in place to help raise attendance by PP children.<br><br>After school club provision funding to be supported by the school. | The attendance of PP children improves and all children's attendance is at or above the national level. | Attendance is good in Cropredy C of E Primary school. Attendance at Cropredy to April 2022 is 96.88%<br><br>% attendance of children in receipt of Pupil Premium Grant to 28.5.22 is 94.16% % attendance of those not identified as disadvantaged is 96.88%<br><br>Attendance of those children receiving this support was good and behaviour in school improved.   | Headteacher and Office Staff to keep track of children's attendance; with a key focus on PP children. Parents will be informed of children's attendance during pupil progress meetings.<br><br>Much improved communication and relationship is in place between school and 'hard to reach' families. This is helping to secure improved attendance and great options for parents to request help and support.   | £760 after school club funding |
| Extra staff to be provided to ensure that Lunch times are supportive of the whole school ethos.  | Lunch times to be times of leisure, learning and activity   | Lunch times are calmer. More leisure activity is taking place, there are fewer behavioural incidents. More evidence of creative play and healthy levels of competition.   | Provision to continue.  | £1100                          |
| Children who need uniform and cannot afford it to be provided with free uniform each year  | Uniform to be made available to PP children and to children in crisis.                                  | The vast majority of pupils are in full school uniform all the time. It is very hard to spot the PP children from the non PP children when everyone is in similar school uniform. In short, the school ethos has created a uniform pupil body who are dressed very similarly and are treated equally. The equity of a free school uniform has allowed the PP children to look as uniform as the rest of the school community. | Ensure that uniform is in place from the beginning of the academic year. Uniform handed in as lost property and never claimed to be washed and added to this collection to be re-distributed throughout the school. Investment in the free uniform will continue as it enables all pupils to feel part of the same school community and to look, feel and behave as a whole school body. Continue.<br>Invest<br>Donations to be gratefully received from leavers. | £604.80                        |
| Children supported with school meals as required to enable them to have a cooked meal each day   | Healthy meal provided to support children   | No barrier is in place for children regarding school meals.   | Established protocol in place for children  |                                |

|   |   |  |   |        |
|---|---|--|---|--------|
| Parents to be encouraged to speak with the Headteacher about payments for trips   | PP children to have same level of access to school trips and residential. | All children in the school were able to go on all the trips and residential offered by the school. | Continue.   | £426   |
| Establishment of Hardship fund to support children and families experiencing difficulties, impacting on children's attendance and learning. | Children are supported during times of hardship.                          | Attendance is supported along with children's emotional wellbeing                                  | Hardship fund set up – this has been approved by Governors and will continue. | £500   |
|   |   |  | Total Expenditure   | £14197 |