

## Cropredy CE Primary Pupil Premium Strategy statement 2022- 23

This statement details our school's use of Pupil Premium Funding (and recovery premium for the 2021 to 2022 academic year) 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	Cropredy CE Primary
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	Approximately 6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement to be authorised by:	Gov Body Nov 2022
Pupil premium lead	Phil Goldsworthy
Governor / Trustee lead	Duncan Mitchell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£0 – no longer granted
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	£13,450

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Common barriers to learning for disadvantaged children, can be as a result of less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance/punctuality issues. There may also be complex family situations that prevent children from flourishing. Where poor home learning environments and financial difficulties exist, this can affect the mental health of pupils, hence affecting their well-being, engagement in home learning/homework, punctuality and attendance plus social inclusion. The challenges are varied and there is no “one size fits all”.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to have increased opportunities to develop literacy skills, to impact on outcomes in subsequent years.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- To support our children’s health and well-being to enable them to access learning at an appropriate level.
- To monitor and improve attendance and possible punctuality issues with some DA pupils.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all pupils and that our assessments (based on Progress in Reading Assessment (PiRA), spelling tests, Sandwell maths tests etc) are used to future plan appropriately.
- Ensuring our curriculum design has clear, high expectations in order to support all DA pupils, thus enabling them to fully access our carefully planned curriculum
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Ensuring disadvantaged children have increased opportunities for breadth of ELSA nurture support, play experience and enhanced social inclusion. A new Play Therapist will be approached to work with identified DA children to enhance their play experience and skills.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Achieving these objectives:**

The range of provision our Head Teacher and subject leaders consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Small group/1:1 work will be used to improve opportunities for effective teaching and accelerating progress through the use of appropriate interventions and support when required
- Additional teaching and learning opportunities will be provided through trained Teachers, TA's and/or external agencies.
- All our work through the Pupil Premium funding will be aimed at accelerating progress.
- Pupil Premium resources are also to be used to target more able children on Free School Meals to achieve Age Related Expectations where appropriate.
- Additional learning support/interventions/booster groups will be set up.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences for them to use in their learning in the classroom.
- Behaviour support, through use of OXSIT.
- Mental Health and well-being support for appropriate children and adults/parents. Core element of support, will be provided by school trained ELSA staff.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Minimal parental engagement with home learning/homework affecting pupil well-being and mental health
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attainment gap in children achieving greater depth particularly in writing and maths
4	Attendance and punctuality issues in some DA pupils.
5	From the outset in Reception, tracking over time shows some DA pupils are not attaining at higher levels compared to peers.

## 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
Attain in line with their non-disadvantaged peers in Reading	Achieve national average progress scores in KS2 Reading
Attain in line with their non-disadvantaged peers in Phonics	Achieve national average/ pass mark scores in Year 1 Government Phonics check
Attain in line with their non-disadvantaged peers in Writing	Achieve national average progress scores in KS2 Writing
Attain in line with their non-disadvantaged peers in Mathematics	Achieve national average progress scores in KS2 Maths
Attain in line with their non-disadvantaged peers, achieving Greater Depth in writing	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%

Activity in this academic year

Linking directly with Cropredy CE Primary School aims and vision, we are quoting the advice set out by 'Unity Research School', a network committed to championing great teaching at every opportunity. Our focus, as always, will concentrate on "quality v quantity". Looking ahead to 2022-2023 we will continue to focus on the following issues, which have been clearly stated by a 'Unity Research School' Pupil Premium Advisor:

- "Disadvantaged pupils are likely to increase in numbers and likewise their level of need. It is important to take a whole school approach, where staff feel a collective ownership and responsibility for the Pupil Premium strategy.
  
- The Pupil Premium strategy should focus on improving the learner in their own right, not just simply giving them more and more interventions to complete.
  
- High expectations and inclusive teaching should always be at the forefront of a school's Pupil Premium strategy, focussed on the needs of the learners, not the label.

Build self-esteem and confidence in pupils by orchestrating their overcoming of challenging learning in classrooms.

Effective use of TAs will be more important than ever.”

Below shows the details of how we intend to spend our pupil premium this academic year, addressing the challenges listed above:

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

Budgeted cost: £ 2,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing Moderation training for JF to be disseminated through staff meeting training sessions £400	We continue to recognise the need for moderation of writing to enhance the assessment of writing to again improve children’s writing skills/stamina, as well as tight recording of coverage in all year groups.	All staff
Literacy Advisor support from January 2023 £1400	This will support in the delivery of our new school curriculum, making aspects of literacy as cross curricular as possible, through supported planning; enhancing the teaching and learning in reading and writing.	All staff and all children
Nessy Reading and Writing £164	This will support the development of early writing skills for children, helping to consolidate and secure progression in learning, both within school and at home.	All SEND/PP children
Mymaths.co.uk £400	This online programme will support with efficient home learning and also consolidation within school.	All SEND/PP children as well as less able mathematicians

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

Budgeted cost: Approximately £ 5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led Tutoring £2160	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. See EEF link below, supporting our 1:1/small group guided teaching decision making process: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>	20 children
Y6 Booster groups 2x per week. 1x 1hour per week £540	Small booster groups have always proven to be successful in increasing skills, confidence and boosting knowledge to close the gap and increase achievement of national average progress reading, writing and in maths (See EEF link below, supporting our Maths booster group decision making process): <a href="https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/mathematics-in-key-stages2-and-3">https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/mathematics-in-key-stages2-and-3</a>	7 or 8 children
Art Therapy £1100	Providing opportunities for developing a child's imagination and creativity, bringing a sense of calm and positively impacting mindset and emotional state. This is intended to give the child the opportunity to appreciate differences between people and accept each individual's perceptions.	4 pupils
ELSA Support £1500	Mental health issues will be dealt with by SLT member and trained TA, to support children through potential difficult periods of time, assisting their life and work in school.	10+ pupils

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

Budgeted cost: £5,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning environment to be improved £2,000	Mental health and well-being is positively heightened by the outside environment, play and social inclusion with peers.	DA 20 pupils
Behaviour policy updated with resources purchased for Houses	Improved behaviour is seen, when pupil understanding and ownership of boundaries/rules is heightened as well as motivation to do well in learning; positive behaviours will be exhibited. House points increase motivation to do	All pupils

	well and work together to do our best hence improving mental health and well-being	
Mental Health support from DA/PSHE lead for individuals	1:1 support to talk to individuals on a 10 minute weekly basis positively enhances mental health and well-being.	6-10 pupils
Well-being and mental health support for parents from PSHE leader/SLT member	Communications via email and phone calls to support parents with concerns, attachment issues with their children etc	Possible 12 families
Pastoral groups and resources to support	Working together in teams with 2 pupils from each year group where getting to know each other, support/play outside with each other, increases mental health and well-being, especially with younger pupils in school. Younger children feel safer and more secure with older pupils to support them in and around school, especially whilst at play.	All pupils
'Make Me Smile' training for Y6 and Y3	This training enables children to identify feelings and address those feelings, particularly on the playground. Mental Health Ambassadors work to support children when playing.	Y6 and Y3 impacting on whole school playtimes
Mental Health Training Day for Twilight Sessions – January 2023	This training will raise understanding and awareness of mental health support/needs of individuals across the school.	All staff
Extra-curricular experiences eg dance, choir, musical theatre, Mark Andrews Football Club	Funding to enable DA pupils to attend extra-curricular activities, school journeys etc leads to social inclusion with other peers and release pressure from parents with restricted money.	Any PP child when requested by parents or suggested by us.
Uniform Subsidy	Support for provision of school uniform for children in receipt of PP funding	Any PP child who requires support
Continuation of Hardship Fund	Additional funding in place, to support families experiencing difficulties.	Any PP child and family, who require support to support attendance at school or inclusion in additional activities
Extra-curricular funding – residential	Provision in place to support children to allow full inclusion in residential visits	Any PP child and family who require support to enable them to fully engage in additional curriculum activities.

**Total budgeted cost: £13,894**

## 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 2021 to 2022 academic year.

Targeted reading aloud and discussing books with young children, built on reading skills. Project X programme read with DA pupils from Year 3 up to Year 6 impacted positively on pupil enjoyment of reading as well as increasing their understanding of what they read. Robust, consistent assessment procedures gave us data to compare reading ages within previous terms/years supporting this achievement.

1:1 Pre-Teaching vocabulary sessions encouraged participation between pupil and TA/Class Teacher with pupils in school. Explicitly extending pupils' spoken vocabulary impacted on writing/reading skills and developed oral skills, especially with cross-curricular links. Our Target Tracker assessments have given us some indication of progress made.

Implementation of timely interventions with identified pupils has benefited children's language skills. Data/reports from our Speech and Language Therapist indicate success and progress steps can be seen through their reported information.

Home and school communication/links have been developed, with the DA Pupil lead, working together particularly positively with some families. Completion of TAF (Team Around the Family) meetings took place when we identified the need for a multi-agency response. These provided the opportunity to discuss how additional needs could be met and extra support systems could be put into place. The families concerned benefited from this process, strongly supported by our Head Teacher and SENCo.

Involvement of SENCo and DA lead person was used to lead in supporting parents, referring them to possible other services as required. Parents reported how their support from school enabled them to positively assist their children through the last academic year, both academically and mentally. Our SENCo liaised with other key workers and outside services thus targeting specific difficulties and ensuring necessary provision was made to match needs.

The continued use of 'Zones of Regulation' training across the school, led by the Communication and Interaction LA Team, meant support could be targeted with mental health and emotional wellbeing issues.



Our DA lead supported individuals across the school in all year groups, carrying out individual talk times to support their mental health and well-being at different times throughout the year. Children and parents reported positively on the impact this had on themselves and their families.

## Externally provided programmes

Programme	Provider
'Zones of Regulation' training (see details above)	Michael Parker, Communication and Interaction LA Team

## Further information (optional)

Our aim to achieve a consistent pursuit of excellence to successfully drive the highest levels of achievement and personal development, with all DA children in our school, was possible to embed despite continued external factors caused by the pandemic. Our focus on mental health and well-being was achieved by the team work of all adults in our school community. We worked together to support all pupils and move them forward in as positive way as was possible, during another rather difficult school year.