# Crich Carr CofE Primary School Pupil premium strategy statement 2023-26

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 38 + 3 FS1 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| 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 | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Ian Robson |
| Pupil premium lead | Ian Robson |
| Governor / Trustee lead | John Moffat |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £8,685 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years  | £0 |
| **Total budget for this academic year** | £8.685 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all children, irrespective of background or the challenges they face, have their needs fully met so they can make the best possible progress and achieve in their lives. We intend to offer the very best curriculum and teaching and learning experiences for all children at Crich Carr so they are fully prepared for both the next stage of their education and to become well rounded citizens. The focus of our pupil premium strategy is to ensure all children achieve these aims. The school’s focus is on all children receiving quality first teaching across the curriculum, supplemented by tailored pastoral and academic interventions. We adopt a mastery style approach across all areas of the curriculum and support children to keep up – rather than having to catch up. We firmly believe that learning to read (and developing a love of reading) is key to succeeding at school and beyond. The school pupil premium strategy reflects this by making phonics and reading a key focus. We support all children to meet the expected standard in phonics and have targeted interventions for any children who need support in reading. At Crich Carr, we have high expectations for all children although we understand that all children are individuals and that some of our vulnerable children face challenges. We support children and their families to overcome these challenges in order to help them succeed. We use our pupil premium funding to ensure appropriate, high-quality pastoral support is in place for any pupil who needs it. We aim to provide all children with a range of enrichment (co-curricular) activities to support their learning and development – our pupil premium strategy ensures that these activities are accessible to all. Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will ensure: * No limits are put on what is expected of disadvantaged children and their potential
* All staff take responsibility for the outcomes of all children including the disadvantaged
* Support and interventions are carefully tailored to meet specific needs.
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please note: We are dealing with a small cohort of Pupil Premium children and it can be difficult to identify trends and patterns.

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| Challenge number | Detail of challenge  |
| 1 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with boys’ writing and girls’ maths than their peers. |
| 2 | Internal end or year data shows that our disadvantaged pupils are less likely to be at the expected standard in reading, writing and maths combined than other children in school. At the end of 2022-23, 3 out of 7 children (43%) were the expected standard in all three areas. This is compared to 76% of all pupils.  |
| 3 | Attendance of our disadvantaged pupils is considerably below our school average for all pupils (92.1% compared to the school average of 95.55%). 2 out of 3 persistent absentees last year were disadvantaged pupils. |
| 4 | Some of our disadvantaged children face challenges outside of school which leads to them requiring pastoral support so they are ready to learn.  |

## 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.

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| Intended outcome | Success criteria |
| Sustain the high levels of children meeting the expected standard in phonics.  | All children meet the expected standard at the end of Year 1. In the event that some children do not meet the standard, effective intervention and support is in place to ensure they catch up and pass in Year 2.  |
| Sustain the proportion of children in EYFS meeting the expected standard in the prime areas of the curriculum by the end of FS2.  | Baseline assessment accurately identifies children in need of support. Targeted teaching, support and intervention result in all children meeting the ELG in all prime areas.  |
| To increase the proportion of disadvantaged children meeting the expected standard in reading, writing and maths combined.  | There is no gap between the proportion of disadvantaged pupils meeting the expected standard in reading, writing and maths combined across school when compared to the average for all pupils. Teachers can clearly explain strategies used to ensure children keep up.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | The school vulnerable pupil tracker clearly identifies vulnerabilities and support offered. Bespoke pastoral support reduces challenges and removes barriers to learning.  |
| Improved attendance for our disadvantaged pupils.  | Attendance for disadvantaged pupils is both higher than the national average for disadvantaged and the whole school average for all pupils. Support and challenge is given to children at risk of developing attendance issues.  |
| All children have the opportunity to access enrichment / co-curricular activities – including residential visits, trips and after school clubs.  | Targeted children attend after school clubs, residential visits and school trips. Some clubs and activities are specifically offered to meet the needs of disadvantaged pupils.  |

## 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: £3,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff member to complete the NASENCO in order to further improve standards of provision for children with Special Educational Needs across school.  | As explained in the [EEF’s Effective Professional Development](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217) document, effective CPD builds knowledge, motivates teachers and helps them develop techniques. By engaging in the NPQ programmes, we know they are well designed and led by experts.  | 1 2 Release time £2000 |
| Purchase of standardised diagnostic assessments. NfER tests materials used across Year 1 – Year 5 to ensure accuracy in assessment data. Follow up with pupil progress meetings to identify next steps and actions.  | 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:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 2 NfER materials £750 |
| Improve teaching of writing. Develop a whole school approach based on Pie Corbett’s Talk for Writing.  | As mentioned in the [EEF Menu of approaches](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833) document ‘evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment. This approach supports consistent, high quality provision for all. | 1 2 Training £300 |
| Provide appropriate resources for teachers to be able to deliver a mastery style approach through quality-first teaching. Resources include: * White Rose Maths
 | As mentioned in the [EEF Menu of approaches](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833) document ‘evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment. These resources support consistent, high quality provision for all. | 1 2 Licence costs £250 |
| Continue to fund the training and resources needed to offer the DfE validated systematic synthetic phonics programme – Floppy’s Phonics  | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 2 Phonics subscription and resources £500 |

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

Budgeted cost: £4,865

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide effective targeted support and intervention so children can catch-up rapidly by making accelerated progress in literacy – including phonics.(see Intervention / Tutoring Summary Grid 2023/24)These include:* Word Wasp
* Write From The Start
* Phonics 1:1 support
* Targeted support for EYFS prime areas.
 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit): Teaching Assistant Interventions (+4) | 1, 2Budgeted cost = 3 x £686 = £2058 |
| Provide effective targeted intervention so children can catch-up rapidly by making accelerated progress in Maths.(see Intervention / Tutoring Summary Grid 2023/24)* Small group focus maths work.
* Targeted maths support for children in EYFS
 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit): Teaching Assistant Interventions (+4) | 1, 2Budgeted cost = £686 |

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

Budgeted cost: £6,045

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to apply the school policy for attendance to ensure high levels of attendance. Target children at risk of developing attendance issues.  | DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 = £343 |
| Provide pastoral support and ensure children are ‘ready to learn’:* Social Stories
* Lego Therapy
* 1:1 pastoral support
 | As stated in the [EEF’s Menu of Approaches](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833), Social and emotional skills support effective learning and are linked to positive outcomes later in life. As suggested, we carefull monitor the impact of interventions, using both quantitative data (through Boxhall Profiling) and by considering qualitative data – such as staff and pupil voice.  | 3 = £686 x 2 = £1372 |
| Subsidise wider opportunity activities – such as residential visits, breakfast clubs and trips in order to ensure disadvantaged children attend and broaden their experiences. Also fund after school gym and dance clubs for targeted children. | As stated in the [EEF’s Menu of Approaches](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833), extra-curricular activities are an important part of education in their own right. We have also targeted dance and gym interventions based on findings from the [EEF’s Arts Participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) (+3) research.  | 4 = £500 including clubs and residential  |

**Total budgeted cost: £4,959**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Last year, our pupil premium strategy set out a number of aims. **Review of key aims 2022-2023*****Intervention was put in place in English and Maths to support rapid progress and catch-up for disadvantaged children******Intervention was put in place in to ensure children are on track with phonics learning and attain expected standard in the PSC******Measures were implemented to support love of reading******Whole school phonics training was implemented.***More consistent cross-school approaches for reading, writing and phonics were put in place. These were supported by a programme of CPD.At the end of KS2 50% of PP children achieved the expected level in reading, writing, maths and SPAG. 50% of Pupil Premium children attained greater depth in reading, writing and SPAGAt the end of KS1 50% of pupil premium achieved the expected level in reading and writing. 100% of Pupil Premium children achieved the expected level in maths. 100% of children in Reception attained a Good Level of Development.Children not attaining expected level made good progress throughout the year. ***Provide pastoral support to ensure that children are supported with their emotional and social needs and barriers to learning are removed.***School provided pastoral support including use of social stories to support pupil premium persistent absentees and to help remove barriers to learning. 2 out of 3 persistent absentees in 2022-2023 were Pupil Premium children and this impacted overall Pupil Premium attendance which was significantly lower than school average. Social stories and other pastoral support was put in place to ensure that children are emotionally and socially ready to learn and that they are supported. |

## Externally provided programmes

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| Programme | Provider |
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