

Pupil Premium Strategy Statement 2021 -2024 (updated December 2022)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Crakehall CE Primary School |
| Number of pupils in school | 103 |
| Proportion (%) of pupil premium eligible pupils | 7 (6.8%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mike White |
| Pupil premium lead | Emma Saunders |
| Governor / Trustee lead | Andrea Offord |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £8,310 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| School Led Tutoring | £972 |
| 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 | £11,282 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent readers.
- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of a laptop to support their studies) with no or minimal need for additional financial commitment from parents.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers, irrespective of their starting point. To implement 'Hooked on Books' to support the teaching of reading.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Support the development of reading by purchasing a wide range of decodable books for use at home and school, including e-books.
- Provide a heavily subsidised laptop lease scheme for low-income families.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach before school with teaching staff and during free wrap around care in 'Tea-Timers' to focus on reading/ support with homework.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.

Yellow: Ongoing

Green: Completed and successful in 2021/22 but will still be continued to ensure the ultimate objectives are met.

Additional Strategies 2022

- To use the DFE funding to deliver 'school led tuition' to those eligible for the Pupil Premium Grant for 15 hours over the academic year.
- To encourage Pupil Premium children to join additional extracurricular activities afterschool to help develop their interaction and social skills.
- Continue to implement 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school by completing the additional 'Rapid Catch Up' training for children in KS1 and KS2.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Only 71% (5/7) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 22) [in comparison to 92% of non-disadvantaged pupils] |
| 2 | Only 71% (5/7) of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 22) [in comparison to 82% of non-disadvantaged pupils] |
| 3 | Not all pupils eligible for the Pupil Premium grant attend the schools wrap around care where they can receive support when completing homework and additional extracurricular activities. |
| 4 | Disadvantaged pupils did not have access to their own appropriate technology at home in order to utilise school's remote learning offer to support the curriculum. |

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 |
|--|---|
| Children will become competent readers and there will be an improvement in reading outcomes across the school. | 100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school. |
| Children will become competent mathematicians and there will be an | 100% of pupils who are eligible for the Pupil Premium grant will be working at age-related |

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| improvement in mathematics outcomes across the school. | expectations in mathematics across the school. |
| All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints. | All disadvantaged pupils are able to experience residential visits and curriculum enhancements (including the use of a laptop) without the need for additional financial commitment for parents/carers. |
| All disadvantaged pupils are offered school's wraparound care to support academic progress and well-being. | Disadvantaged pupils benefit from school's wraparound care and reading/homework support. Those identified, attend sessions regularly to receive support with reading and all homework activities. |

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: £ 823

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD and resources for all staff and pupils using 'Little Wandle' and 'Hooked on books' to ensure quality first teaching in lesson time and during targeted intervention. £300 (Little Wandle) £73 (Hooked on Books) £450 (Write Stuff) | EEF T&L Toolkit - Phonics All staff to be trained in the revised Letters and Sounds SSP, Little Wandle Revised. <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). (Impact +5months)</i> | 1, |

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

Budgeted cost: £ 10,673

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p>HLTA appointed to work 3 mornings per week before school to support small group interventions. £ 4,263</p> | <p>Pupils eligible for the Pupil Premium grant will receive structured interventions in the form of small group support with a teaching assistant (or class teacher) before school three mornings each week. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session across a range of curriculum areas.</p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</i></p> <p><i>(Impact +4months)</i></p> <p><i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</i></p> <p><i>(Impact +5months)</i></p> | <p>1</p> |
| <p>Teaching assistant appointed during 'Tea Timers' wrap around care to support with the provision of homework. 9 hours per week - 3 mornings/ 3x2hours afternoons £ 3,990</p> <p>Trips £800</p> | <p>Tea Timers is our before and after school club where children are able to complete homework in a small group setting with both TA and HLTA support.</p> <p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Children also receive a meal at this club to prepare them for study.</i></p> <p><i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). (Impact +5months)</i></p> | <p>1,2,</p> |
| <p>School Led Tutoring Cost: £1,620</p> | <p><u>Small Group Tuition</u></p> <p>In order to make best use of the DfE's School Led Tutoring grant, we will be deploying teachers and teaching assistants to undertake 1:1 to 1:3 teacher to pupil ratioed regular sessions during the 22/23 academic year. Depending on the age of the pupils, these sessions will be either 20 to 1 hour long and will be delivered after school hours.</p> <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development</i></p> | <p>1,2,3</p> |

| | | |
|--|---|--|
| | <p><i>for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>(Impact +4 months)</i></p> | |
|--|---|--|

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

Budgeted cost: £ 220

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|--|-------------------------------|
| Laptop Loan Scheme £220 | <p>The continuing pandemic has heightened the need for pupils to have appropriate technology in their own homes for educational purposes.</p> <p>The Federation takes a pro-active approach to the use of technology to support learning. It uses many different online learning environments to motivate and inspire its pupils as well as reduce workload for its staff. This scheme also encourages the quality and quantity of learning that takes place in the home learning environment.</p> <p><i>EEF - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p> <p><i>Technology can be engaging and motivating for pupils.</i></p> <p><i>(Impact +4 months)</i></p> | 4 |

Total budgeted cost: £ 11,716

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.

Intended Outcome 1: Children will become competent readers and there will be an improvement in reading outcomes across the school.

Success criteria: 100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.

Impact for 2021/ 2022 academic year: 71% of pupils made of disadvantaged pupils are working at or above age-related expectations in reading (Summer 22) which is an increase from 50% (Summer 21).

Reflection: There has been an increase of +21% of Pupil Premium children who are working at age related expectation or above. The proportion of Pupil Premium children increased at the end of the summer term (2021) and those who joined the school had English as additional language. Extra interventions have been put in place to support these children and these children and their English speaking and reading progression. We will still need to consider the following.

- *Continue to implement 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school by completing the additional 'Rapid Catch Up' training for children in KS1 and KS2.*
- *Implement the 'Hooked on Books' scheme of learning across KS2 classes to help improve delivery of reading lessons, leading to an increase in outcomes for disadvantaged learners.*
- *Complete the full entitlement of National Tutoring hours available to further increase outcomes in reading for disadvantaged learners.*

Intended Outcome 2: Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school.

Success criteria: 100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in mathematics across the school.

Impact for 2021/ 2022 academic year: 71% of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 2022) compared to 67% (Summer 2021)

Reflection: There has been +4% increase in disadvantaged pupils who are working at or above age-related expectations. However, we are still quite a way off our 3-year target for

Outcome 2. As a result of this we will consider the following as an update to our objectives (page 2).

- *Complete the full entitlement of National Tutoring hours available to further increase outcomes in mathematics for disadvantaged learners.*
- *Mastering number interventions*

Intended Outcome 3: All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

Success criteria: All disadvantaged pupils are able to experience residential visits and curriculum enhancements (including the use of a laptop) without the need for additional financial commitment for parents/carers.

Impact for 2021/ 2022 academic year: £1,204.50 was subsidised for Pupil Premium Children to experience curriculum enhancements.

Reflection: 100% of Pupil Premium children were able to experience extra-curricular activities and were not hindered by financial constraints. Trips to London, Ripon Cathedral, Year 4 Camp out, Centre for Life trip, Peat Rigg Outdoor residential and a Forbidden Corner experience were all subsidised as part of the Pupil Premium grant.

Intended Outcome 4: All disadvantaged pupils are offered school's wraparound care to support academic progress and well-being.

Success criteria: Disadvantaged pupils benefit from school's wraparound care and reading/homework support. Those identified, attend sessions regularly to receive support with reading and all homework activities.

Impact for 2021/ 2022 academic year: 3 Pupil Premium children accessed the wrap around care up to 5 times per week, with another child accessing the afterschool support up to 3 times per week. Pupils received support with their reading and homework including Times Table Rock Stars.

Reflection: Daily wraparound care was introduced and routines were embedded to support children with reading and homework activities. Class teachers liaised with wraparound care providers to ensure work set was based upon current learning and gaps. There has been an increase in the wrap around care provision to help pupils complete their homework with an adult. We still feel this provision could be utilised to enhance provision for all Pupil Premium children. £3539.50 has been subsidised to support the provision of afterschool wrap around care during the academic year (21/22).

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 |
|-----------------|----------|
| Not appropriate | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | £5,440 |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupils had access to 'Military Club' supported by a TA who organised events and activities to support service pupil premium eligible pupils. Additional lunchtime TA support has been provided for our Service pupils throughout last academic year. This additional adult provides playground games and activities to increase pupil interaction and help service pupils to increase their social circle. TA time was also utilised to contact parents and update them about any well-being concerns. A 'Military Family' email system is in place to provide constant communication with the School's Service Pupil Champion. Every Service child has a wooden memory box which they can add memories and keep sakes to, and they can take to their next school. |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.