



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Crays Hill Primary School
Pupils in school	95
Proportion of disadvantaged pupils	83
Pupil premium allocation this academic year	£113,801
Academic year or years covered by statement	2021-2022
Publish date	July 22
Review date	July 23
Statement authorised by	Hayley Dyer
Pupil premium lead	Hayley Dyer
Governor lead	Tosca Boothman

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%
Measure	Activity
❖ <b>Pupils make expected progress in reading and writing, in relation to their attendance, with an increasing number making better than expected progress in reading and writing.</b>	<ul style="list-style-type: none"> <li>❖ RWInc manager (£40,481)               <ul style="list-style-type: none"> <li>○ Partial non-teaching role</li> <li>○ Coaching, mentoring, training and development for RWInc</li> <li>○ 1-1 tuition for reading ,writing and phonics</li> <li>○ Raising parental involvement through delivering literacy based workshops every half term</li> <li>○ 1-1 meetings with parents to model how to support children at home with reading / phonics</li> <li>○ Training and developing staff knowledge and skill of hand-writing</li> <li>○ RWInc home learning</li> </ul> </li> <li>❖ Additional LSA support through intervention groups</li> <li>❖ (RWInc support) £31,850               <ul style="list-style-type: none"> <li>○ Small group RWInc sessions</li> <li>○ Planning, marking and assessment time</li> <li>○ Follow up 1-1 work for phonics and RWInc</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Catch up work for children following extended period of absence due to covid 19</li> <li>○ Small group targeted teaching for reading and writing</li> </ul>
<b>Pupils make expected progress maths, in relation to their attendance, with an increasing number making better than expected progress</b>	<ul style="list-style-type: none"> <li>○ Assessment, data collection and analysis using pixl</li> <li>○ Year 5/6 target maths groups to challenge small group of more able learners</li> <li>○ Maintaining consistency of resources across all classes – base ten, number lines, numicon etc</li> <li>❖ Additional LSA support through intervention groups (maths group support) <b>£7,885</b> <ul style="list-style-type: none"> <li>○ Small group targeted teaching for maths</li> </ul> </li> </ul>
<b>Pupil behaviour and well being</b>	<ul style="list-style-type: none"> <li>❖ SEMH manager support for most vulnerable pupils (lowest 20%) <b>£33,585</b> <ul style="list-style-type: none"> <li>○ Providing behaviour support to staff and pupils.</li> <li>○ Modelling, training coaching</li> <li>○ Recommendations and interventions</li> <li>○ Parent support and liaison</li> <li>○ Supporting pupils to engage</li> </ul> </li> </ul>
Barriers to learning these priorities address	Barriers to learning include limited opportunities for parents to support pupils learning, limited access to language, low literacy levels, turbulent attendance and narrow experience of life outside school.
<b>Projected spending</b>	<b>£113,801</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Pupils with 75% + attendance to make 6 steps plus progress across the academic year	July 2023.
Progress in Writing	Pupils with 75% + attendance to make 6 steps plus progress across the academic year	July 2023.
Progress in Mathematics	Pupils with 75% + attendance to make 6 steps plus progress across the academic year	July 2023.
Phonics	Pupils with 75% + attendance reach expected phonics standard by the end of the year 1	July 2023.

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Programmes and support in place for pupils who have gaps in phonic/spelling knowledge due to inconsistent teaching, moving schools or having periods of home-schooling	Training in spelling focused intervention – through RWInc 1-1 tuition and spelling program
Barriers to learning	Pupils who fall behind in spelling or have had poor attendance/home schooling having catch-up programmes to identify gaps and support learning

## Wider strategies for current academic year

Measure	Activity
Priority 1 Attendance	Rewards, efficient monitoring systems, school-based meetings to address needs and work with parents, breakfast club, liaison with bus company to ensure children are arriving to school on time, use of cpoms for the most difficult to reach families to log and monitor.

Priority 2 Behaviour	Introduction of SEMH manager to develop and enhance provision –Speech and Language Therapist. Regular staff meetings, inset, training with behaviour focus.
Barriers to learning these priorities address	Poor attendance and punctuality – well below national. Pupils needs being identified and met with staff having professional support to aid them.
Projected spending	£113,801

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover.
Targeted support	Training staff and having the time to deliver with such a small team of support staff who are focused on specific individual children	Upskilling LSAs to either provide cover for teachers or lead on particular aspects
Wider strategies	Changing mindset and attitude of core group of families with regards to attendance.	Work with them to understand the barriers they face and the support we can provide them to address.

## Review: last year's aims and outcomes

(see separate document 20-21)

Aim	Outcome
<b>Pupils make expected progress in reading and writing, in relation to their attendance, with an increasing number making better than expected progress in reading and writing.</b>	See table below
<b>Pupils make expected progress maths, in relation to their attendance, with an increasing number making better than expected progress</b>	
<b>Pupil behaviour and well being</b>	