

## Pupil premium strategy statement

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	Crays Hill Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	82
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hayley Dyer
Pupil premium lead	Hayley Dyer
Governor / Trustee lead	Terri Sergant

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,141
Recovery premium funding allocation this academic year	£9715
National tutoring program funding allocation	£7695
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	£110 551

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

Our intention is that all our pupils, irrespective of their background, school experience or attendance, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on reading, writing and maths. We organise our lessons into small group sessions targeted at the children's current ability in these key areas. For us this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. For those children that need further support over and above this we provide targeted support through 1-1 or very small group tutoring and intervention, provided by a qualified teacher within the school and well supported by a highly qualified LSA.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment (PIXL and TA), not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

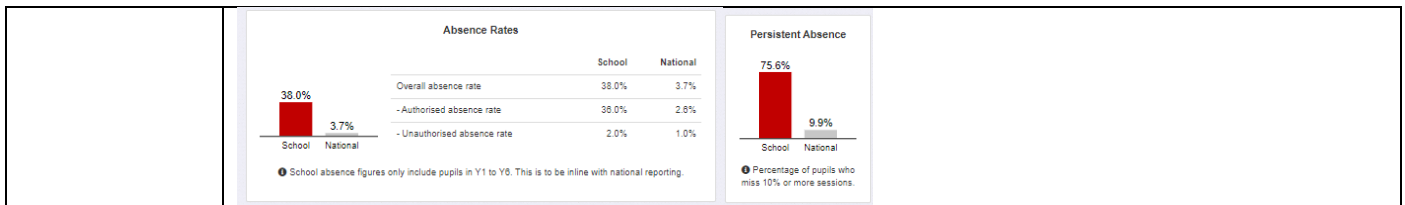
To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- have a clear process for identifying those pupils with the highest need and the targeted support that they require.
- Rigorously monitor attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to year 6.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers across the school only 8% are working within age related expectations.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is equal to that of non-disadvantaged pupils, however for both groups attainment is well below age related expectations. On entry to Reception class 85% our disadvantaged pupils arrive well below age-related expectations in writing compared to 50% non disadvantaged.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 40 pupils (39 of whom are disadvantaged) currently require additional support with social, emotional and mental health needs, with (28 of whom are disadvantaged) receiving small group or 1-1 interventions.
6	Our attendance data over the last year indicates that 65% of disadvantaged pupils have attendance rates less than 89% compared to only 6% of non-disadvantaged pupils. However, attending over 90% there are 20% disadvantaged pupils compared to only 5% non – disadvantaged. Persistent absence rate is 75.6% compared to 9.9% national. Families have a nomadic lifestyle and are authorised to Travel for work purposes. This highly impacts the attendance rates of each individual pupil and the school needs to look at individuals in great detail to identify next steps and actions for attendance.  2021-2022 statistics



## 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
1. Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, vocabulary among disadvantaged pupils. including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved reading attainment among disadvantaged pupils.	Reading outcomes show that a further targeted group (11 pupils - 13%) of disadvantaged pupils meet the expected standard.  Those disadvantaged pupils working well below will show good progress in their learning and evidence moving to just below.
3. Improved writing attainment for disadvantaged pupils.	Writing outcomes show that a further targeted group (3 pupils- 4%) of disadvantaged pupils met the expected standard.  Those disadvantaged pupils working well below will show good progress in their learning and evidence moving to just below.
4. Improved maths attainment for disadvantaged pupils.	Maths outcomes show that a further targeted group (12 pupils – 14%) of disadvantaged pupils met the expected standard.  Those disadvantaged pupils working well below will show good progress in their learning and evidence moving to just below.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant reduction in bullying</li> <li>- a decrease in logged minor behaviour incidents</li> </ul>
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>- the unauthorised absence rate for all pupils being no more than 1% in line with National average</li> <li>- the percentage of all pupils who are persistently absent significantly reduced</li> </ul>

## 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: £ 42,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>❖ RWInc manager (£36,059)               <ul style="list-style-type: none"> <li>○ Partial non-teaching role</li> <li>○ Coaching, mentoring, training and development for RWInc, implementing the program systematically and with high quality teaching with teaching staff and LSAs.</li> <li>○ Training and developing staff knowledge and skill</li> </ul> </li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>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:</p>	1,2,3
<ul style="list-style-type: none"> <li>❖ Purchase of standardised diagnostic assessments. (PIXL) (£1000)</li> </ul>	<p>Training for staff to ensure assessments are interpreted and administered correctly. 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:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	2 3 4
<ul style="list-style-type: none"> <li>❖ Small group RWInc sessions £5171</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	2 3 4

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

Budgeted cost: £ 18,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to school-led tutoring for pupils	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: 4 whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will	2 3 4

1 x teaching staff (84 allocated hours) £5666 1 x support staff (234 hours) £3555	be disadvantaged, including those who are high attainers. One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	
1-1 phonics/ small group phonics catch up with SEN LSA using recovery funding  1 x Support staff (140 hours) cost £2370	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	2
Small group NELI s&L intervention  (2 hours a week – 4 children) £1214	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  The security of the evidence around oral language interventions is rated as high. 154 studies were identified. Overall, the topic lost one padlock because a large percentage of the studies were not independently evaluated. Evaluations conducted by organisations connected with the approach – for example, commercial providers, typically have larger impacts, which may influence the overall impact of the strand.	1

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

Budgeted cost: £ 42,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase Attendance of the most persistent absentees by increasing parental engagement  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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6

<p>the most difficult to reach families to log and monitor.</p> <p>Study Bugs £837</p> <p>Breakfast Club LSA Support £10,131</p>		
<p>Improve the quality of SEMH provision through SEMH manager support £31,275</p>	<p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5 6</p>

**Total budgeted cost: £ 103,416**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

## 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.*