

# Pupil premium strategy statement 2020-2023



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	Crowle Primary Academy
Number of pupils in school (September 2022)	Reception – Y6 = 208 Including nursery = 229
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Rhonda Blakemore
Governor / Trustee lead	Donna Young

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,375
Recovery premium funding allocation this academic year	£7,105 to be confirmed.
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	£83,480 (to be confirmed)

## Part A: Pupil premium strategy plan

### Statement of intent

At Crowle Primary Academy we ensure that the needs of all children are met, helping each individual to meet their learning potential through provision of high quality first teaching, pastoral support and opportunities for wider personal development.

The pupil premium funding supports the work of the academy and helps us to support the children that receive the funding. Through timely and accurate assessment of needs we prioritise provision according to need ranging from quality first teaching, targeted interventions and support for the social and emotional needs.

Our remote and blended learning offer, during partial school closure, was aligned to the provision in the academy, we are working towards ensuring that no child is disadvantaged due to limited or no access to internet or devices at home.

We continue our focus on self-efficacy and resilience to ensure we are building lifelong learners and successful citizens of the future.

### Challenges

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

Challenge number	Detail of challenge
1	In some cases, learning skills may need developing, e.g organisation, commitment, resilience and self-regulation. This may also have been further inhibited by lockdown for some pupils.
2	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school. During lockdown a lack of engagement in remote learning (either online or paper based).
3	Mental Health and wellbeing is an issue for many children (increasing number since lockdown).
4	Gaps in knowledge and skills, not working at age related and have conceptual gaps or misconceptions.
5	Children entering school with limited speech and language and/or vocabulary skills.

6	Gaps in phonics knowledge due to some children not completing the programme and missed learning due to lack of engagement during remote learning.
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## 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
Progress in Reading – improved attainment among disadvantaged pupils	Achieve above national average progress scores in KS2 Reading
Progress in Writing - improved attainment among disadvantaged pupils	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics - improved attainment among disadvantaged pupils	Achieve above national average progress scores in KS2 Maths
Phonics - improved attainment among disadvantaged pupils	Achieve well above national average expected standard in PSC – 95%+
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged and vulnerable pupils	Children able to access learning successfully. In school tracking/ screening shows improvements in children’s mental health and wellbeing

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: £14,932.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children have access to quality first teaching meeting the needs of all.</p> <p>High quality CPD focussed on restorative practise, unconditional positive regard and upskilling subject knowledge.</p> <p>Targeted use of teaching WalkThurs to deliver high quality CPD that ensures we are meeting the learning needs of our pupils.</p>	<p><a href="#">Walkthru resources</a> are research evidence based fifty strategies to instructional coaching led by Tom Sherrington, Oliver Caviglioli, Dylan Williams, Mary Myatt amongst others. (see website for details)</p> <p>WalkThrus ‘Why’ section includes an overview of the key research that underpins the CPD including; Rosenshein’s principles of instruction Willingham’s ‘Why don’t pupils like school’ Shimamura’s ‘MAGRE model’ Wiliam et al’s ‘Five formative assessment strategies’</p> <p>Sutton Trust found that, ‘The effects of high quality teaching is especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Unconditional positive regard/ restorative practise reading and research including –</p> <p>Dave Whitaker ‘The kindness Principle’</p> <p>Carl Rogers – humanistic approach to psychotherapy</p> <p>Mark Finnis ‘Restorative Practise’</p>	<p>1,4</p>
<p>Continued CPD focuses on cognitive science and subject knowledge to ensure high quality teaching and learning.</p>	<p>Sutton Trust found that, ‘The effects of high quality teaching is especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Research by Barry and Mathew Carpenter – Recovery curriculum Consideration for the five leavers-</p>	<p>1,4</p>

	<p>Leaver 1 – Relationships</p> <p>Leaver 2 – Community</p> <p>Leaver 3 –Transparent curriculum</p> <p>Leaver 4 – Metacognition</p> <p>Leaver 5 – to be – to rediscover self, and to find their voice on learning in this issue</p>	
<p>All pupils have access to quality first teaching either in school or at home via the VLE.</p> <p>Use of blended learning approach and development of the virtual learning environment</p> <p>Continued development of access to electronic devices to enable a blended learning approach.</p>	<p>Professor Francis Green- One in five free school meals students do not have access to a computer at home which causes, “considerable harm” to their academic progress during lockdown.</p> <p>EEF ‘The guide to support school planning: A tired approach to 2020-2021</p> <p>EEF – Best evidence on supporting students to learn remotely.</p> <p>EEF – Support resources for schools and parents.</p> <p>EEF – COVID support guide for schools.</p>	1,2,4,5
<p>Increased attainment in reading</p> <p>RWI approach to teaching of phonics embedded and sufficiently resourced.</p> <p>Use of high-quality reading materials to enhance reading for pleasure</p>	<p>DFE (Department for Education) Approved SSP programme to ensure continuity, clarity, and progression through phonics teaching</p> <p>DFE - By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> <li>-give all children a solid base upon which to build as they progress through school</li> <li>-help children to develop the habit of reading widely and often, for both pleasure and information particularly for disadvantaged pupils:</li> </ul> <p><a href="#">EEF Phonics</a></p> <p>RWI approach aligns with academy’s approaches to teaching and learning - interleaving, retrieval, distributed practise, pre and post teaching.</p>	1,5,6

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

Budgeted cost: £65,131.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Same day intervention</p> <p>High quality CPD on effective support for pupils</p> <p>Provision maps, based on analysis of data and</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to address these.</p> <p>Small group tuition having an impact of +4 months (EEF).</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives and teachers</p>	1,2,4,5

teacher knowledge, detail targeted support, and are analysed for impact.  Precision Teaching	providing pupils with modelling/scaffolding/appropriate steps to achieve them.  Gaps identified in formative assessment allow for precisely targeted teaching to remedy these	
One to one and small group tuition/ intervention programmes ensure children 'Catch up' any learning that they have missed at a faster pace and are ready to access a broad and balanced curriculum.  Use of TA and HLTA time to target specific children/ year groups for additional intervention.	EEF guide- use of teaching assistants EEF 'The guide to support school planning: A tired approach to 2020-2021	1,4,5
Additional support from DHT in targeted areas of school	EEF 'The guide to support school planning: A tired approach to 2020-2021'	1,4,5
Use of diagnostics to analyse gaps and plan next steps inc. YARC, BVPS and Dyslexia screening tests.	EEF 'The guide to support school planning: A tired approach to 2020-2021'	1,4,5
Reading plus Purchase of Reading Plus to improve reading accuracy, speed and comprehension in Key Stage 2	Reading practice and focus on age appropriate ability matched texts to improve fluency Special Research <a href="#">Report: COVID-19 Pilots Results 2020 - Reading Plus</a>	1,4,5

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

Budgeted cost: £14,178.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and wellbeing remain high on the academy agenda and meets the needs of all children.	Scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in	3

Inclusion Mentor targeted intervention for mental health and wellbeing	response to relational experiences with primary care-givers. A key development during this period is the establishment of the body's stress-response system. It remains possible to intervene at a later stage to fill the gaps if this is under developed <a href="#">Coronavirus; Mental Health In The Pandemic.</a>	
Individual support provided for social and emotional needs as identified Boxall and emotional wellbeing screening	Remove barriers to learning and getting vulnerable children ready to learn in school by allowing children a safe environment where they can talk about their feelings and worries so that they are learning ready.	3
PSHE/Mental health and wellbeing lessons a priority	<a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a> <a href="#">EEF - Metacognition and Self-regulated Learning</a>  Research evidence shows that education and health are closely linked. <sup>1,2</sup> So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes <i>and</i> their health and wellbeing outcomes.  <a href="#">The link between pupil health and well-being and attainment - PHE/NAHT</a>	3
Provide additional support for child/whole family when needs arise. Ensure early help/ assessment processes are timely and robust. Engage in work with external agencies to support children/ families in need.	KCSIE 2022 NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).'	3

**Total budgeted cost: £94,241.28**

School recognises that many of its socially disadvantaged pupils may not be eligible for FSM and therefore subsidises the overspend from the whole school budget in order to meet the needs of all of our pupils.



## 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.

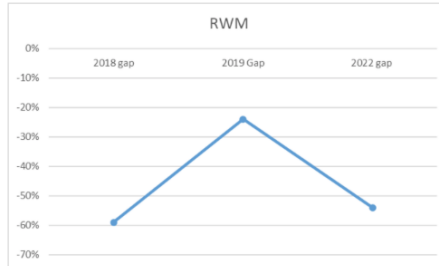
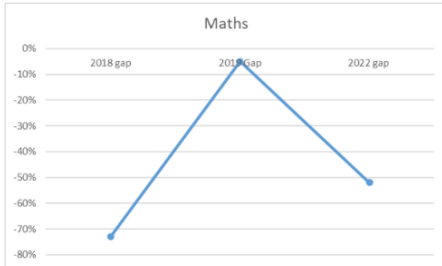
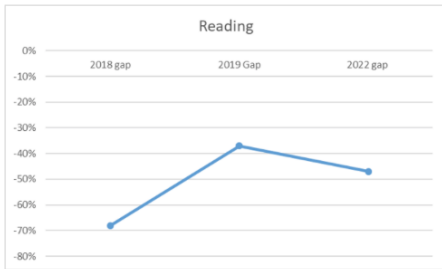
Children continued to be swiftly identified (using diagnostic assessments by staff) for additional support (academic and pastoral). CPD was targeted and met the changing needs of the school community. This ensured that teaching was good or better in the vast majority of the academy. Weaknesses were swiftly identified and support put in place, this resulted in improvements in teaching. The Ofsted inspection in October 2021 noted 'The whole staff team is united in their high ambition for pupils.'

A focus on embedding the RWI phonics programme resulted in some significant improvements in children's attainment (shown through internal in year tracking). Many children returned from the period of home learning with significant phonic gaps due to lack of engagement or an over reliance on parental support. 67% of disadvantaged children achieved the expected standard, this was a significant improvement from the baseline assessment and increased as a result of robust monitoring and targeted teaching. This is a dip from 2019 but remains above disadvantaged children in North Lincolnshire (57% of whom achieved ARE).

The laptops purchased continue to be used effectively, they have been allocated to individuals in years 5 and 6. Year 4 pupils also have access to individual laptops. This has resulted in continuing improvements to the access of online resources and pupil's confidence when using programmes to enhance learning. Access to online resources supported children to achieve the multiplication tables check in year 4, 50% of children achieved the expected standard (above national). 71% of disadvantaged pupils achieved the expected standard.

75% of disadvantaged reception children achieved GLD, this was higher than all children and non-disadvantaged pupils. This is an improvement from 2019 (56%)

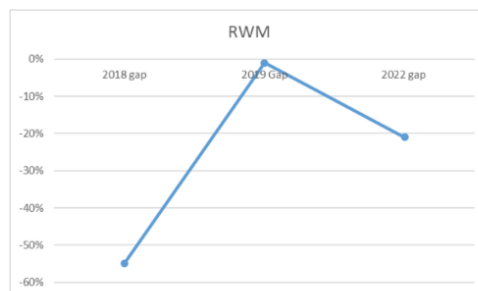
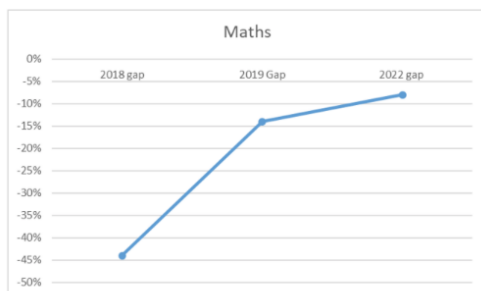
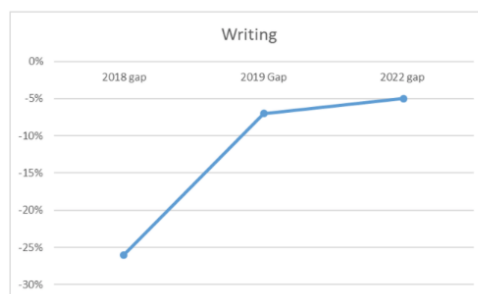
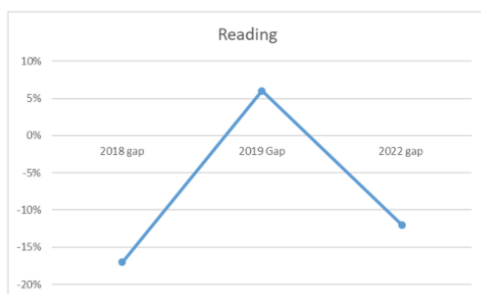
The charts below show the end of KS1 data for disadvantaged children. There were 6 disadvantaged children in the cohort (17% of cohort).



	Reading	Writing	Maths	RWM
2018 all	68%	64%	73%	59%
2018 disadv	0%	0%	0%	0%
gap	-68%	-64%	-73%	-59%
2019 all	62%	58%	55%	49%
2019 disadv	25%	25%	50%	25%
gap	-37%	-33%	-5%	-24%
2022 all	67%	61%	72%	54%
2022 disadv	20%	20%	20%	0%
gap	-47%	-41%	-52%	-54%
3 year	decrease	decrease	decrease	decrease
2019- 22	decrease	increase	increase	increase

Although gaps have decreased from the 2018 data (trends over time data) gaps remain wide, this therefore remains a priority for the academy.

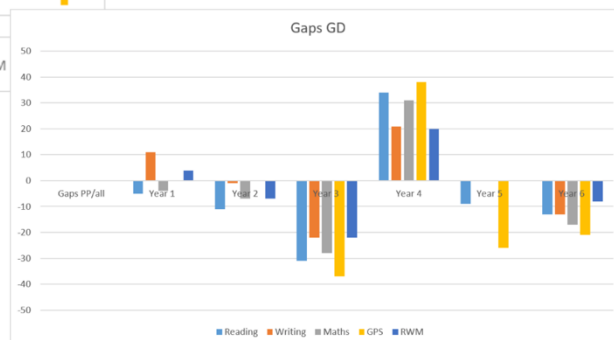
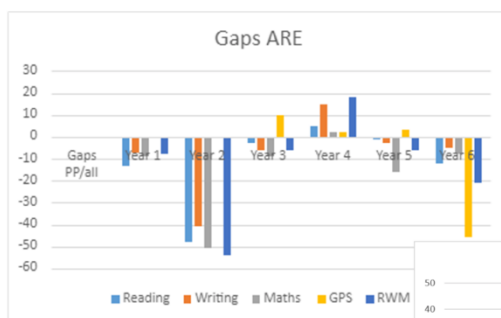
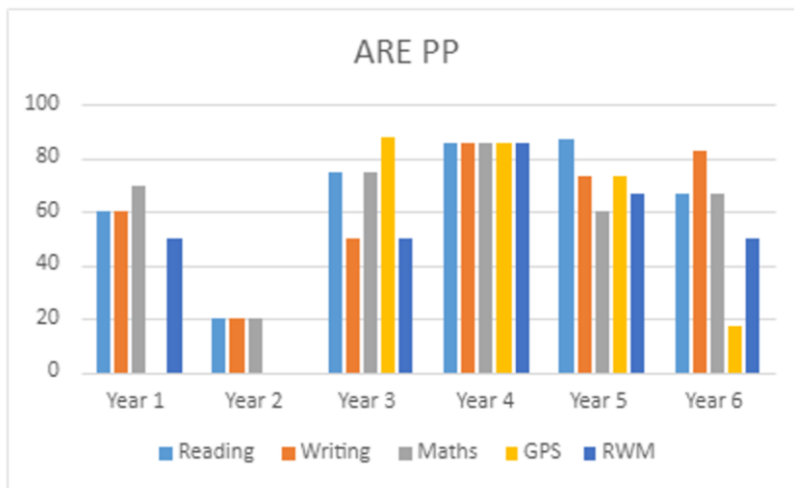
The charts below show the end of KS2 data for disadvantaged children. There were 7 disadvantaged children in the cohort (29% of cohort)



	Reading	Writing	Maths	RWM
2018 all	67%	76%	69%	55%
2018 disadv	50%	50%	25%	0%
gap	-17%	-26%	-44%	-55%
2019 all	77%	90%	81%	68%
2019 disadv	83%	83%	67%	67%
gap	6%	-7%	-14%	-1%
2022 all	79%	88%	75%	71%
2022 disadv	67%	83%	67%	50%
gap	-12%	-5%	-8%	-21%
3 year	decrease	decrease	decrease	decrease
2019- 22	Increase	decrease	decrease	Increase

Gaps have decreased from the 2018 data (trends over time data). Gaps in Writing and maths have continued to decrease. Reading remains a priority for disadvantaged KS2 children.

The charts below show the internal data for disadvantaged children achieving age related in July 2022 and the gaps when attainment is compared with the attainment of all children.



Disadvantaged children in years 1,2 and 5 are a priority for the academy.

Workshops and nurture groups have continued to support children and families. Screening shows identified children have improved in confidence and relationships with others due to the support given. Informal feedback from families shows the positive impact nurture provision has had on their children.

There continues to be an increased need for support for families through the Early Help process. Senior leadership and the inclusion mentor continue to work effectively with families and external agencies to support where needed. This has had a positive impact on children's ability to successfully engage with their education. In its report in October 2021 Ofsted noted 'There is an effective curriculum for pupils' personal development.' 'Behaviour hardly ever disrupts learning.'

## 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
Reading Plus	Hybrid learning
RWI	Ruth Miskin Literacy

## 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?	All service pupil premium allocation is used in the same areas as the pupil premium funding
What was the impact of that spending on service pupil premium eligible pupils?	See above impact statement