

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	Crakehall CE Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	6 (5.7%)
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	November 2021
Date on which it will be reviewed	September 2022
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	£5,380
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	£404
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	£7,784

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.
- 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.

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 50% (3/6) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 21) [in comparison to 80% of non-disadvantaged pupils]
2	Only 67% (4/6) of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 21) [in comparison to 82% of non-disadvantaged pupils]
3	Pupils do not have access to wrap around care which provides additional support for their learning, such as completing homework and hearing them read.
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 improvement in mathematics outcomes across the school.	100% of pupils who are eligible for the Pupil Premium grant will be working at age-related 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) with no or minimal 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: £ 1,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.	<p>EEF T&L Toolkit - Phonics</p> <p>All staff to be trained in the revised Letters and Sounds SSP, Little Wandle Revised.</p> <p><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).</i></p> <p><i>(Impact +5months)</i></p>	1,

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

Budgeted cost: £ 7,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA appointed to work 4 mornings per week before school to support small group interventions.	<p>Year 2 pupils will receive structured interventions in the form of small group support with a teaching assistant before school four mornings each week. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session within phonics (in line with the 'Little Wandle Revised SSP scheme').</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or</i></p>	1

	<p>alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>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.</p> <p>(Impact +5months)</p>	
<p>Teaching assistant appointed during 'Tea Timers' wrap around care to support with the provision of homework.</p> <p>9 hours per week - 3 mornings/ 3x2hours afternoons</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>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.</p> <p>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)</p>	1,2,
<p>School Led Tutoring</p> <p>Cost: £404</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 2021/22 academic year. Depending on the age of the pupils, these sessions will be either 20 or 30 minutes long and will mainly take place before the start of the school day.</p> <p>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.'</p> <p>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development 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.'</p> <p>(Impact +4 months)</p>	1,2,3

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

Budgeted cost: £ 626

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop Loan Scheme	<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: £ 9,529

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.

- 1. To improve pupil progress with specific respect to early reading development through the use of decodable reading books.*

Purchased decodable books. Online e-books were available, and children were supported during live teaching during Covid 19 lockdown to support the teaching of reading during school closures. Reading for pleasure included the launch of a reading shed, new class readers and new books were ordered to encourage reading for pleasure across the school. A reading raffle was established across the Federation and celebrated in our weekly celebration assembly. Accelerated reader (an online resource) was accessible to pupils to support their comprehension and reading skills.

- 2. To improve pupil progress in mathematics by ensuring that teaching provides appropriate levels of challenge for all learners.*

The school has taken an active part in the Mastery Readiness Programme for the last 2 years. Our Maths Leader is a Mastery Specialist in training. As a result of this, staff report higher levels of subject expertise and enthusiasm. A 'Mastery readiness approach' alongside Yorkshire Riding Maths Hub was also effective in ensuring teaching provided levels of challenge for learners.

- 3. To improve pupils' meta-cognitive skills and in doing so, improve their ability and capacity to learn.*

SOULRICH curriculum was developed which develops children's skills in being resilient, healthy and inquisitive. The research into Bloom's Taxonomy was threaded through the curriculum planning.

- 4. To improve pupils' knowledge and skills across foundation subjects.*

Using the skills within the Federation to share good practice, knowledge, and expertise.

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?	£3720
What was the impact of that spending on service pupil premium eligible pupils?	<p>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.</p> <p>Service pupils who were in need of some wellbeing support have received regular sessions with a trained member of staff last academic year. As a result of this, several pupils and their parents reported improvements in their well-being and lowering of their anxiety levels.</p>

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.