

# Pupil premium strategy statement – Crakehall Primary School (2024).

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	7/109 6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mike White
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,440
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,652

# 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 children are competent writers.
- 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 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 SEND 'Little Wandle' systematic and synthetic phonics intervention scheme to ensure rapid catch up.
- Introduction to Spelling Shed to support the development of spelling (Y1-6).
- Provide continued CPD for all staff across the school to improve subject knowledge for the teaching of reading
- Provide continued CPD for all staff across the school to improve subject knowledge for the teaching of spelling and SPaG.
- Provide moderation and training opportunities across the Federation to support staff when assessing writing.
- 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 have the opportunity to experience residentials and other school activities, along with a laptop scheme, irrespective of financial barriers.

## Challenges

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

Challenge number	Detail of challenge
1	Only 29% (2/7) of disadvantaged learners are working at ARE in writing (Summer 24). [in comparison to 72% of non-disadvantaged pupils]
2	71% (5/7) of disadvantaged learners are working at ARE in reading (Summer 24). [in comparison to 90% 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.

## 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 writing outcomes across the school.	83% 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 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.
All disadvantaged pupils are offered school's wraparound care to support academic progress and enrichment opportunities.	Disadvantaged pupils benefit from school's further enhancements (including wraparound care).

## 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: £ 812

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers in the moderation and assessment of writing.	<p>Across our Federation, we believe that providing staff CPD to support the moderation process of writing will enable a consistent and accurate outcome for those eligible for the Pupil Premium grant.</p> <p><i>Sharing evidence of learning and working with others to establish clear, consistent and trustworthy evidence supports a collaborative approach to learning and teaching. Moderation aligns teachers' viewpoints and hence increases the accuracy of assessment decisions that teachers make. Moderation provides a platform to qualify judgements, discuss doubts and, generally, improve one's understanding of where a pupil is at. Together we're stronger.</i></p> <p><a href="#">How to make the moderation of writing a positive experience (pobble.com)</a></p>	1
Introduction of memory retention tasks for key skills in writing.	<p>EEF Research on Metacognition and self-regulation.</p> <p><i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</i></p> <p><i>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i></p>	1
Provide time for English/ Reading leaders to monitor, evaluate and improve the structure and implementation of 'Hooked on Books'.	<p>Leaders will work alongside teaching staff to support the delivery and impact of the reading scheme Hooked on Books.</p> <p><i>When monitoring implementation, schools should reflect on data to identify any problems that arise as well as solutions to those problems. Reflecting on barriers and enablers informs the choice and nature of strategies that improve implementation.</i></p>	1,2

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

Budgeted cost: £ 4290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions on a 1:1 or a small group basis to address gaps in learning, as needed in reading and writing.	Pupils will receive structured interventions in the form of 1:1 or small group support. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session.	1,2

	<p><i>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 and in small groups. Targeted resources purchased will help to ensure areas of learning are regularly assessed in line with NTS assessments.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop Loan Scheme	<p>A heavily subsidised laptop scheme supports learners to use many different online learning environments. 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>	1,2,3
Teaching assistants to support 'Tea Timers' wrap around care to support with the provision of homework. <i>9 hours per week - 3 mornings/ 3x2hours afternoons</i>	<p>Our before and after school club, 'Teatimes', is where children are encouraged to complete homework in a small group setting with both TA/ 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>	3 (also 1,2)

**Total budgeted cost: £ 16,652**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**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 2023/ 2024 academic year:** 71% (5/7) of disadvantaged pupils are working at age related expectation in reading (Summer 24).

**Reflection:** Although we did not meet our success criteria of 100%, both children have made significant progress from their starting point. The pupils who have not met ARE in reading have English as additional language or SEND. We still need to consider the following.

- *Implement the SEND Little Wandle interventions and 'Rapid Catch Up' for KS1 and KS2.*
- *Review and revise the impact of 'Hooked on Books' for pupils eligible for the Pupil Premium grant.*
- *To utilise the links with Burley Woodhead (English Hub) to support the development of reading.*

**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 2023/ 2024 academic year:** 86% (6/7) of disadvantaged pupils are working at age relation expectation in maths (Summer 24).

**Reflection:** Although we did not achieve the target of 100%, only one pupil did not achieve ARE in maths. We will implement additional interventions to support the well-being and encourage engagement. Morning pre-teach opportunities will be offered to support the progress in maths.

**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 2023/ 2024 academic year:** All pupils who are eligible for the Pupil Premium funding experienced curriculum enhancements, trips and residentials throughout the academic year.

**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, Northumbria University, Centre for Life trip, Peat Rigg Outdoor, Mosque, Hindu workshop, Famous artist and authors day, drama workshop, Preston Park and Flamingo Land 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 2023/ 2024 academic year:** 5/7 Pupil Premium children access wrap around care up to 5 times per week, with other child accessing the afterschool support up to 3 times per week. Pupils received support with their reading and homework.

**Reflection:** Daily wraparound care 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 and we will continue to promote this during this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The funding was allocated to support a trip to Armed Forces Day and Ripon Cathedral.

Support was given to service pupils by a nominated HLTA (Service Pupil Champion), who spent time with pupils, playing playground games and activities to increase pupil interaction and help service pupils to increase their social circle.

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 to support transition.

### **The impact of that spending on service pupil premium eligible pupils**

Pupils' wellbeing and social circle was enhanced.

Pupils had an allocated member of staff to talk to daily if needed.

Games to support interaction and increase confidence.

A direct link was made with parents and the Service Pupil Champion.

## Further information (optional)

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