

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview	
Detail	Data
School name	Crook Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	127 (33%)
Academic year/years that our current pupil premium strategy plan covers (3-year plan is recommended)	2022 to 2024/5 (3-year plan)
Date this statement was published	June 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Antonella Lupton (Headteacher)
Pupil premium lead	Louise Robinson (Deputy Headteacher)
Governor / Trustee lead	Sue Smith (Governor Lead for Disadvantaged Pupils)
Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£187,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£187, 960

Part A: Pupil premium strategy plan

Statement of intent

Context:

Crook Primary School serves a community where 33% of our pupils are eligible for pupil premium funding. In addition, there are a significant number of children who are non-eligible for funding but have other identified non-academic challenges negatively affecting their education and access to teaching. As a result, these children are also classed as vulnerable due to their multi risk factors such as have a social worker, act as a carer, low income, limited opportunity, safeguarding concerns and few children coming from households where parents have experienced higher education

Since the pandemic, we have worked hard to ensure that children have good learning behaviours, attendance and that attainment increases from some low starting points. We have also had the challenge of more children with significant needs including a significant minority of children who are involved with Social Services.

During 2023-4 we have worked hard to increase attainment in reading, writing and maths and to ensure that the gaps close between PP and non-PP when the three subjects are combined. We need to continue to provide opportunities for PP children to have additional keep up, catch up sessions as well as tutoring to increase attainment. In addition, PP pupils need opportunities to engage with our Senior Mental Health Lead to improve their mental health and well being, which is often fragile. Attendance can be an issue for some PP children and we need to reach out to parents by rigorously tracking attendance to overcome barriers to good attendance. Intervention, speech and language programmes and nurture needs to be provided for some PP pupils.

We also wish to provide enrichment experiences for PP children, for example 41% of 2024-5 cohort of Year 6 are PP and funding will be used to allow these children to experience a residential trip to the Lake District.

Intent:

Crook Primary School intends for all pupils, irrespective of their background or the challenges they face to 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 those disadvantaged pupils who are already high attainers. Within this strategy we will also consider the high proportion of pupils who are non-eligible for pupil premium but remain vulnerable pupils, such as those who have a social worker, are young carers or have other multiple risk factors. Our strategy is based on robust diagnostic assessments in reading, writing and maths and will address the specific challenges and individual needs of the disadvantaged and vulnerable pupils within those subjects. We will focus on the controllable challenges that are having the most significant adverse impact on progress and attainment.. To ensure our strategy is effective we will:

- adopt a tiered model which focuses on high quality teaching, targeted academic support and wider school strategies
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

In identifying the activities to implement within our strategy we have consulted the EEF intervention guide and considered the impact versus cost as well as the context of our school against those used in the EEF case studies. As a result, the activities chosen focus on quality first teaching in the areas where disadvantaged pupils require most support. High quality teaching is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils. With a focus in this area not only will the disadvantaged pupils' progress and attainment improve, non-disadvantaged pupils will also inevitably benefit.

Our strategy is also integral to wider school plans for education recovery, specifically in the form of targeted support through an in-school tutoring programme for pupils whose education has been worst affected.

Due to the extent of our identified needs and the identified activities we wish to implement, this strategy will take a longer-term approach and therefore is planned for implementation over 3 years.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil metacognition and self-regulation</p> <p>Observations, learning walks, monitoring activities and pupil voice indicate a lack of independence and motivation to learn. Pupils' learner behaviours can be poor and as a result many pupils are passive in the learning process. Pupils struggle to self-regulate and manage their own learning. This is impacting pupil attainment and is more prevalent in disadvantaged pupils than others.</p> <p>Limited teacher subject knowledge in the advanced areas of metacognition and self-regulation is further impacting attainment.</p> <p>For 2022-25 this challenge needs embedding within school and a wider choice of strategies implemented. Pupils still need to take more responsibility for their own learning and identify their own weaknesses and next steps. Pupils need to be able to identify errors within their own work and apply a range of strategies in order to self correct, improving their accuracy, particularly in the areas of maths .</p>
2	<p>Fluency skills</p> <p>Baseline assessments, observations, SEN referrals and pupil voice indicate underdeveloped oral language skills on entry to school and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from reception where significant speech and language interventions are required through to KS2 where poor word knowledge hinders their attainment in reading SATS. This is more prevalent among our disadvantaged pupils than their peers with a marked increase as a result of the pandemic. For 2024-25, this remains a challenge as the pupils progress through school. Parental engagement in reading at home is low, many pupils do not gain a wide reading knowledge from outside of school. Closing the vocabulary gap remains a priority with the need to teach specific tier 3 vocabulary across the curriculum, as well as exposing pupils to high level texts from different genres, cultures and contexts. There are a significant minority of pupils who need regular speech and language intervention.</p>

3	<p>Pupil Attainment</p> <p>Baseline assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by whole and partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Maths is a particular area of focus for 2024-5 with maths anxiety playing a significant role in the lower maths attainment.. National studies regarding maths attainment post COVID support this.</p>
4	<p>Pupil Wellbeing</p> <p>Observations, discussions with pupils and the increased number of family referrals for support have identified social and emotional issues for many disadvantaged pupils, notably due to a lack of opportunities within the school community. Teacher referrals for support with wellbeing have markedly increased. We regularly report safeguarding issues to social services. During the last eighteen months, the cost of living crisis has had a very significant impact on our families and more and more parents are seeking advice and support from the school. We have a significant number of disadvantaged children who seek reassurance regarding their wellbeing on a daily basis.</p>
6	<p>Persistent Absentees</p> <p>Attendance data indicates that attendance among disadvantaged pupils (93%) has only been 0.3% lower than for all pupils (93.3%). Indeed the national average for PP pupils is 92.1% . There is a significant gap between persistent absence of all children (19.5%) compared with the persistent absence of PP children which is 25.1% Even though our figures for persistent absence of PP children (25.1%) are lower than the national average of PP persistent absence of 26.6% we need to be relentless in working this these disengaged parents to overcome the barriers to good attendance to ensure that their children get the same quality level as those who are not disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The school has implemented a rigorous approach to attendance and persistent absence over four years. Part of this success has been to have personnel in school to monitor, track and offer support to parents. This needs to be maintained.</p>

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. Improve learner behaviours and self-regulation of pupils	<p>Qualitative data from observations, engagement in lessons and pupil voice indicate significantly increased participation in learning. This is further evident when triangulated with other sources of evidence, including book scrutiny, metacognitive pupil case studies and teacher planning.</p> <p>Pupils plan, monitor and self-reflect on their learning.</p> <p>Teachers plan appropriate lessons to allow pupils to develop their metacognitive skills as learners.</p> <p>Pupils self correct their work using their purple pen to improve accuracy in maths, spelling and grammatical features. As a result pupils carry out assessments at a more accurate level, improving outcomes and attainment.</p>
2. Improved oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>End of year reading assessments indicate pupils are attaining higher as a result of improved understanding of unfamiliar vocabulary and increased reading speeds.</p>

<p>3. Improved reading attainment among disadvantaged pupils</p>	<p>Phonics screening check results in 2024/25 will meet national figures and show more disadvantaged pupils meeting the expected standard by the end of year 1 and year 2.</p> <p>KS1 reading outcomes in 2024/25 will meet national figures and show that more disadvantaged pupils met the expected standard..</p> <p>KS2 reading outcomes in 2024/25 will show that disadvantaged pupil attainment scores meet national.</p>
<p>4. Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths, reading and writing outcomes in 2024/25 will show that more disadvantaged pupils meet the national combined expected standard. Disadvantaged pupils will be in line with national figures for PP pupils.</p>
<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 will be demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>
<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 is demonstrated by:</p> <p>The overall absence rate for all pupils being no more than national and no more than national for disadvantaged pupils</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>The percentage of all pupils who are persistently absent being below national figure and the figure among disadvantaged pupils being broadly in line with their peers.</p>

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: £ 21,886.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed metacognition and self-regulation in all aspects of teaching and learning</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high particularly for disadvantaged pupils.</p> <p>EEF Metacognition and Self Regulated Learning Guidance Report Metacognition and Self-regulation: Evidence Review Metacognition and Self Regulation - Teaching and Learning Toolkit EEF Guest Blog: Practical, evidence-based tips to embed metacognitive strategies into your classroom practice EEF Blog: Making Sense of Metacognition EEF - Collaborative Learning Approaches - Teaching and Learning Toolkit EEF - Mastery Learning - Teaching and Learning Toolkit</p>	<p>1</p>

<p>Ensure all staff provide appropriate and consistent feedback to all children to increase attainment</p>	<p>Evidence suggests that providing feedback is well-evidenced and has a high impact on learning outcomes. The Teaching and Learning Toolkit suggests that it's a highly effective strategy and, when used well, can be worth as much as an extra eight months' learning to pupils</p> <p>EEF Guidance - Teacher Feedback to Improve Pupil Learning EEF Feedback - Teaching and Learning Toolkit EEF Guidance Assessment and Feedback EEF Report - Feedback in Action: A review of practice in English schools EEF Blog - Maximising the impact of feedback in literacy EEF Blog - Getting the most out of teacher feedback – How to ensure pupils ReAct</p>	<p>1</p>
<p>Improve whole class shared reading comprehension strategies with focus on closing the vocabulary gap and developing understanding for tier 3 vocabulary</p>	<p>Reading comprehension strategies have a high impact on average +6 months. Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Reading Comprehension Strategies - Teaching and Learning Toolkit EEF Blog - Teaching reading – Embedding comprehension strategies EEF Blog - Whole-class reading – choose your strategy carefully if you don't want to miss the mark EEF Blog - Primary pupils' reading skills boosted by programme which gets them to question texts EEF Phonics - Teaching and Learning Toolkit EEF Blog - Phonics – mastering the basics of reading</p>	<p>3</p>

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

Budgeted cost: £117,433.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed keep up, catch up intervention programme across school after school tutoring (following the National Tutoring Programme roll out)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><u>EEF Small Group tuition - Teaching and Learning Toolkit</u></p>	<p>4</p>
<p>Additional teacher in Year 6 to support maths gaps</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><u>EEF Small Group tuition - Teaching and Learning Toolkit</u></p>	<p>4</p>
<p>Additional phonics/intervention sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p><u>EEF Phonics - Teaching and Learning Toolkit</u></p>	<p>3,4</p>

<p>Improve attendance of disadvantaged pupils by providing challenge and support to families. Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>DFE Improving School Attendance</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,639.80

<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Purchase external occupational health and emotional wellbeing support</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)</p> <p><u>EEF Guidance - Social and Emotional Learning</u></p>	5
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	All

Total budgeted cost: £ 187,960

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 2023 to 2024 academic year.

1. Improved learner behaviours and self-regulation of pupils

Pupils are using metacognitive strategies with confidence when led by the teacher; these are evident in pupils' work. Staff are showing confidence in their own knowledge of metacognition and enabling pupils to be more independent which is improving progress. High needs pupil premium pupils who are identified as having significant SEMH are now encouraged to use zones of regulation. Lesson observations and work scrutiny show effective learner behaviours in class. Children need to embed their retrieval skills and improve long term memory.

2. Improved oral language skills and vocabulary among disadvantaged pupils.

Pupils are increasingly able to use tier 2 and tier 3 words. This is starting to show within children's written work and within pupil voice. Pupils need to become more confident in this area particularly when speaking out loud and in public. Pupils need to embed these further in their oral reading fluency

3. Improved reading attainment among disadvantaged pupils

There is improvement in attainment and progress of PP children. Children who have accessed interventions such as working within our keep up/catch up programme have made better than expected progress. Reading fluency continues to be a focus for 2024-25

4. Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2.

Pupil premium pupils attainment has improved from baseline in separate subjects. The challenge for 2024-25 is to further secure attainment in all three subjects. Gaps are closing in pupil premium pupils who are yet to meet the age related expectations in separate subjects shown by the better than expected progress figures.

5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Pupil questionnaires as does the latest May 2023 OFSTED report show that pupils have good and improving well being in school. This is due to the systems in place which support all our children but in particular advice and support for the most vulnerable. It is imperative that these systems stay in place.

6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance still remains an issue for a cohort of hard to reach parents with persistent absence. Our strategic group which has been formed to combat attendance issues works well to be proactive in attendance improvement. This needs to be sustained.