

# 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	409
Proportion (%) of pupil premium eligible pupils	150 (38%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plan is recommended</b> )	2021-22 to 2023-24 (3-year plan)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2024
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	£202,435
Recovery premium funding allocation this academic year	£20,300
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	£222,735

# Part A: Pupil premium strategy plan

## Statement of intent

### Context:

Crook Primary School serves a community where 38% 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

Despite providing work during the first lockdown on line and also work for collection, few pupils returned work. Less than 50% engaged in regular learning during the first lockdown. When the school reopened for certain pupils in June 2021, there was very poor attendance. Of the year groups that returned to school (17% of reception returned, 11% of Year 1 and 10% of year 6. In summary) only 9% of children were regularly educated during the summer term in school, this included vulnerable children and children of key workers with only 4% of disadvantaged children accessing school.

During the second national lockdown (January -March 2021), a quality remote learning offer was provided for all year groups with teachers providing both live lessons, bespoke support and a requirement to submit work using google classroom. Although attendance to online lessons was good (85%), there was a lower uptake in the submission of work (65%).

On return to school, despite the good provision, it was found that children had become quite passive in their learning and rates of learning had slowed.

Despite access to technology being provided for all vulnerable families and teachers providing educational material in the form of summer support packs as part of our transitional programme minimal return. All children were assessed in order to create a baseline at the end of September 2021.

During 2021-22, learning was significantly disrupted, particularly in the first half of spring term 2022 due to a high number of children and teachers contracting COVID. As a result, key elements of learning were missed, this had a significant impact on year 2 and year 6. In 2021-22 pupil premium children made good progress across reading, writing and maths. In reading, 84% of PP children made expected progress, with 30% making better than expected progress. In writing, 97% of PP children made expected progress, with 58% making better than expected progress. In maths, 96% of PP children made expected progress, with 47% making better than expected progress. Reading continued to be a focus with additional support added to the strategy for 2022-23 with particular regard to fluency.

Our challenge for 2023-4 is to consolidate good progress in reading, writing and maths and to ensure that the gaps close between PP and non-PP when three subjects are combined. We need to continue to provide opportunities for PP children to work with the Reading Champion as well as to engage with our Senior Mental Health Lead and for younger children to improve their speech and language which is still a concern after Covid.

**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><b>Pupil metacognition and self-regulation</b></p> <p>Observations, learning walks, monitoring activities and pupil voice indicate a lack of independence and motivation to learn. Pupils' learner behaviours are poor and as a result 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 metacognition and self-regulation is further impacting attainment.</p> <p>For 2022-24 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.</p>
2	<p><b>Fluency skills</b></p> <p>Baseline assessments, observations, SEN referrals and pupil voice indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from reception where significant speech and language intervention 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. 55 pupils (15% of the school) (31 pupils of whom are disadvantaged) required additional speech and language support from an external specialist.</p> <p>For 2023-24 as the new cohort identifies a significant number of pupils with speech and language needs this remains a challenge.</p>
3	<p><b>Reading</b></p> <p>Baseline phonics screening and multidimensional fluency assessments, observations, and pupil voice suggest disadvantaged pupils generally have greater difficulties with learning to read than their peers. Pupils have limited or no access to books outside of school. 24% of pupils have less than 2 books at home whilst only 25% of pupils reported that they had a story read to them at bedtime (November 2020). This negatively impacts their attainment and</p>

	<p>progress in phonics and their development as readers in KS2 with lower oracy speed hindering KS2 SATs results for disadvantaged pupils.</p> <p>2023-4 will have a continued focus on consolidating fluency in reading.</p>
4	<p><b>Pupil Attainment</b></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 especially in reading and writing. National studies support this.</p>
5	<p><b>Pupil Wellbeing</b></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 during school closure. Teacher referrals for support with wellbeing have markedly increased during the pandemic. 26 pupils (7%) (13 of whom are disadvantaged) required additional support with social and emotional needs. During 2022-3 we have seen children accessing our mental well being provision and this has led to success but there is a real need for this to be continued in school. A large proportion of these pupils are pupil premium who are also vulnerable due to the current socio-economic pressures which has been exacerbated due to the cost of living crisis. .</p>
6	<p><b>Persistent Absentees</b></p> <p>Although attendance data indicates that attendance among disadvantaged pupils (93%) has only been 1% lower than for all pupils (94%) and only 2% lower than the national figure of 95%. Figures for persistent absentees and broken weeks see a wider gap. With a lack of parental engagement with persistent absentees and broken weeks more prevalent in disadvantaged pupils than others.</p> <p>26% of disadvantaged pupils have been 'persistently absent' compared to 20% of their peers during 22-23 and 20% nationally.. 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.

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Intended outcome	Success criteria
<p>1. Improve learner behaviours and self-regulation of pupils</p>	<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>2. Improved oral language skills and vocabulary among disadvantaged pupils</p>	<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>Pupils complete a speech and language programme with our in-house external specialist and are discharged from the service.</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 than 71% of disadvantaged pupils met the expected standard by the end of year 1 and 84% by the end of year 2.</p> <p>KS1 reading outcomes in 2024/25 will meet national figures and show that more than 62% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 will show that disadvantaged pupil progress score meet the national figure of -0.6.</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 than 51% of disadvantaged pupils meet the national combined expected standard.</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 are 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 4.9% and no more than 7.8% for disadvantaged pupils (based on 19-20 national figure).</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4% (based on 19-20 national figure).</p> <p>The percentage of all pupils who are persistently absent being below 13% (19-20 national figure) and the figure among disadvantaged pupils being 23.8% and no more than 10% lower than 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: £ 107,846

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><a href="#">EEF Metacognition and Self Regulated Learning Guidance Report</a>  <a href="#">Metacognition and Self-regulation: Evidence Review</a>  <a href="#">Metacognition and Self Regulation - Teaching and Learning Toolkit</a>  <a href="#">EEF Guest Blog: Practical, evidence-based tips to embed metacognitive strategies into your classroom practice</a>  <a href="#">EEF Blog: Making Sense of Metacognition</a>  <a href="#">EEF - Collaborative Learning Approaches - Teaching and Learning Toolkit</a>  <a href="#">EEF - Mastery Learning - Teaching and Learning Toolkit</a></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><a href="#">EEF Guidance - Teacher Feedback to Improve Pupil Learning</a></p> <p><a href="#">EEF Feedback - Teaching and Learning Toolkit</a></p> <p><a href="#">EEF Guidance Assessment and Feedback</a></p> <p><a href="#">EEF Report - Feedback in Action: A review of practice in English schools</a></p> <p><a href="#">EEF Blog - Maximising the impact of feedback in literacy</a></p> <p><a href="#">EEF Blog - Getting the most out of teacher feedback – How to ensure pupils ReAct</a></p>	<p>1</p>
<p>Improve whole class shared reading comprehension strategies</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><a href="#">EEF Reading Comprehension Strategies - Teaching and Learning Toolkit</a></p> <p><a href="#">EEF Blog - Teaching reading – Embedding comprehension strategies</a></p> <p><a href="#">EEF Blog - Whole-class reading – choose your strategy carefully if you don't want to miss the mark</a></p> <p><a href="#">EEF Blog - Primary pupils' reading skills boosted by programme which gets them to question texts</a></p>	<p>3</p>

Purchase of standardised diagnostic assessments. 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  <a href="#">Standardised tests - Assessing and Monitoring Pupil Progress</a>	2
Purchase of a DFE validated systematic synthetic phonics programme to secure stronger phonic teaching for all pupils.	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  <a href="#">EEF Phonics - Teaching and Learning Toolkit</a> <a href="#">EEF Blog - Phonics – mastering the basics of reading</a>	3
Fund ongoing teacher training and release time.	<a href="#">EEF Phonics - Teaching and Learning Toolkit</a> <a href="#">EEF Blog - Phonics – mastering the basics of reading</a>	3
Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading  <a href="#">EEF Blog - Preparing for Literacy</a> <a href="#">EEF Oral language Interventions - Teaching and Learning Toolkit</a>	2

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

Budgeted cost: £ 61,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed our catch up, keep up intervention programme across KS2 as well as National Tutoring Programme</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><a href="#">EEF Small Group tuition - Teaching and Learning Toolkit</a></p>	<p>4</p>
<p>Purchase the support of a speech language therapist to improve listening, communication and vocabulary skills for pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p> <p><a href="#">EEF Oral Language Intervention - Teaching and Learning Toolkit</a></p>	<p>2</p>
<p>Additional phonics 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><a href="#">EEF Phonics - Teaching and Learning Toolkit</a></p>	<p>3,4</p>
<p>Improve fluency in Years 2, 3 and 4 by providing a dedicated reading champion to listen to children read individually as surveys show that a large proportion of our children are not listened to at home.</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><a href="#">EEF Small Group tuition - Teaching and Learning Toolkit</a></p>	<p>4</p>

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

Budgeted cost: £53,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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><a href="#">DFE Improving School Attendance</a></p>	6
<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><a href="#">EEF Guidance - Social and Emotional Learning</a></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: £ 222,735**

## 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 2022 to 2023 academic year.

#### **1. Improve 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 as did our recent OFSTED show effective learner behaviours in class.

#### **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 involved with the speech therapist have shown significant progress in their oral skills.

#### **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 with our Reading Champion have made better than expected progress. There is now no marked difference in progress of PP and non PP. Reading fluency continues to be a focus for 2023-24

#### **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 2023-24 is to 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.

