

## 2020-21 Pupil Premium Strategy Statement

Academy name	Crookesbroom Primary Academy
Number of pupils on roll	229 including 25 morning only nursery
Proportion of disadvantaged pupils	36% (73)
Pupil premium allocation this academic year	£91,400
Publish date	September 2020
Review date	July 2020
Statement authorised by	David Longley
Pupil premium lead	David Longley
AAB lead	Pippa Robinson

### Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	+5.48
Writing	+3.79
Maths	+3.33

### Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	87%
% meeting combined high standard in reading, writing and maths at KS2	20%
% passing Y1 phonics screening check	67%
% passing phonics screening check by end of Y2	86%

### Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of

	lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging.

### Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated ECF time. Access to all ECF weekly training events. Dedicated mentor time. Subject specific training	CB	£12000
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	RWI CPD Purchase resources Development days	CB	£2500
3. All staff have the appropriate resources and CPD to improve the teaching and the Pupils' progress in Science.	Strong teaching in Science. Pupils scientific enquiry skills are strong across the academy. Scientific vocabulary being accurately used by the pupils.	Purchase Empiriboxes Staff to attend Empiribox training.	RW	£3200
4. Staff are well researched and have the skills and	Teachers have up-to-date knowledge of different areas of	Purchase curriculum books for staff CPD.	DL	£800

knowledge to improve T&L and the teaching of the curriculum throughout the academy.	the curriculum.			
5. Teachfirst student employed to enable HOA to: support quality first teaching in all year groups.	High quality teaching and learning evident across the academy.	Registration to Teachfirst student development.	DL	£4000

**Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding**

Priority	Desired impact	Action	Staff Lead	Amount
6. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Daily reading fluency interventions Small group RWInc intervention Reading inference interventions Early reader interventions	CB AM NG	£7000
7. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	Precision spelling intervention Precision teaching of times table facts. Power of 2 maths coaching.	CB AM NG	£5000

**Wider strategies for current academic year linked to the development of cultural capital**

Priority	Desired impact	Action	Staff Lead	Amount
8. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Subsidised Breakfast club School to provide resources for learning	DL	£6000
9. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages.	Purchase EWO support Rewards for good attendance and punctuality	DL DG	£4123 £2000

	Pupils are at least in-line with others.			
10. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Subscription to charanga Y3 & Y4 ukulele wider opportunities Y5 & Y6 ukulele development sessions Choir –weekly tuition and transport Visits to theatres/museums Visitors and online workshops Subsidised Y5/6 residential visit Subsidised after-school clubs	MA	Choir £5000 EYFS £1000 Y3 & Y4 Wider Opps £2450 Y5 and Y6 £1330 Visits £7000
11. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop Star of the week certificates Reward activities – visits/visitors	DG DL LD	£2000
12. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff	RW	£10000
13. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum. Develop debating in order to give pupils opportunities to speak to a range of audiences.	JL MA ML	£2000
14. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Family Support Worker/Learning Mentor. Solihull Parent Programme run by LM. Books to support stay and read sessions.		£14000

**Total Spend: £91403**

**Review:**

<b>Priority</b>	<b>Impact</b>