

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	Crookesbroom Primary Academy
Number of pupils in school	218 (including 16 morning only nursery)
Proportion (%) of pupil premium eligible pupils	36% (72)
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	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Hillyer
Pupil premium lead	Robert Harvey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,720
Recovery premium funding allocation this academic year	£11,600
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	£111,320

Part A: Pupil premium strategy plan

Statement of intent

At Crookesbroom Primary Academy, we target the use of Pupil Premium grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background;
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally;
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Develop confidence in their ability to communicate effectively in a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience; and
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

Deprivation Indices		
The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.		
7.4 Barriers to Housing and ...	2.1 Crime Decile	2.3 Education and Skills Decile
2.6 Employment Decile	2.4 Health and Disability De...	3.0 Income Decile
2.9 IDACI Decile	2.8 Index of Multiple Depriv...	7.5 Living Environment Decile

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality-first teaching;

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition;
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music; and
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high-quality provision from appropriately-trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health
2	Gaps in reading, writing, maths, and phonics
3	Speech, language, and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	At least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £35,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training	The turnover of staff made the training essential to ensure all teachers are teaching the approach in the desired way.	2, 3
Rekenrek training	Detailed training to help children gain mastery of multiplication	2
Voice21 training	Appointment of an oracy champion to be trained and then train other staff in improving oracy in classroom practice	3
Access to year 2 ECF CPD	All teaching staff, including early career teachers, to be delivering quality first teaching.	1,2

RWI CPD and resources	To ensure high standards of phonic achievement are maintained. The consistent teaching of phonics by all staff will take the academy to working consistently above national within three years.	2
React Positive Handling training	The number of incidents recorded on CPOMS requiring intervention by staff will decrease as the staff will be trained in de-escalation techniques.	1
Empiribox resources and training	There will be strong teaching in Science across the academy. Pupils' will have stronger scientific enquiry skills across the academy. Scientific vocabulary will be being accurately used by the pupils.	1, 3
Two teachers deployed in year six	A class with varied and complex needs will be able to flourish through daily, small-group work.	2
Bespoke interventions in Reading, Writing and maths.	This will be evident in the children's progress on the RAG.	2

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

Budgeted cost: £23,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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Fluency reading interventions	Additional fluency interventions across the academy are needed to support children in Reading.	2
RWInc phonics interventions	Each year the academy is always working around national standard. RWInc Phonics scheme will take the academy to working consistently above national.	2
Launchpad for Literacy intervention	Additional intervention is needed to support those children who are working below age-related in phonics in EYFS/KS1. This intervention ensures that children who fall into this category can keep up with their peers.	2
Bespoke interventions in Reading, Writing and Maths.	Pupils make accelerated progress and this is evident in RAG meetings. Pupils are at least in-line with all other pupils nationally.	2

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

Budgeted cost: £55,647

Learning Mentor/Family Support Worker	The Learning Mentor to support children to develop their social and emotional development.	1
EWO support purchased/Attendance Officer employed	Aim is for attendance to be at or above 96%.	4
Breakfast Club	Children who are hungry do not perform as well	1,4,5,6
Reward shop	Essential part of the behaviour policy	1
Subsidised visits	Children from our community historically have not had the same life experiences as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	5
Parent workshops, stay and play, etc	Provide opportunities for the parents to become immersed in their child's learning from an early age. Parents to be upskilled in how to support their child with their learning.	2,3,6

Musical instrument and choir tuition	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
Thrive	Since adopting the Thrive approach, number of behavioural incidents has decreased as children are able to self-regulate.	1
Forest School	A level 3 leader will deliver session targeted at pupil premium children	1, 5

Total budgeted cost: £115,165

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 2021 to 2022 academic year.

Priority	Impact
<p>Staff have the appropriate CPD to implement catch-up plans and close gaps in reading, writing and maths through Quality First Teaching.</p> <p>All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.</p> <p>All staff have the appropriate resources and CPD to improve the teaching and the pupils' progress in science.</p> <p>Staff are well-researched and have the skills and knowledge to improve T&L and the teaching of the curriculum throughout the academy.</p>	<p>Phonics outcomes Y1 90% (78% of disadvantaged 7/9)</p> <p>Phonics outcomes Y2 90% (89% of disadvantaged)</p> <p>Y2 Teacher assessments R 73%, W 70% and M 77%</p> <p>Y2 TA Disadvantaged: R 75%, W 88% and M 88%.</p> <p>Y6 Teacher Assessments R 89%, W 86% and M 86%.</p> <p>Y6 TA Disadvantaged: R 88%, W 88% and M 88%.</p> <p>Support and CPD from EP, DoLs and SLT in reading, phonics, writing, maths and the wider curriculum. Both at Trust and Academy level.</p> <p>Work in books is of a high quality, continuity in working policies, better planned lessons focussing on historic and future learning. Lessons are more progressive and tailored to the children's needs. All classes using the TFW approach following training. CPD in all areas given to all staff during staff meeting times. Fluency sessions are used to improve reading further and teaching staff have had a 1:1 meeting with Reading Plus trainer.</p>

<p>Small-group intervention in reading, writing, maths and phonics.</p> <p>1:1 intervention</p>	<p>Throughout this year, interventions have continued either remotely or at school. Staff have continued to work alongside other agencies to support pupils and the use of Launchpad has upskilled staff to be able support better in class. Impact in EYFS of 89% of Pupil Premium pupils on track as they enter KS1 in Communication and Language.</p>
<p>All pupils come to school ready to learn.</p>	<p>The academy is part of the Magic Breakfast programme and provides all children with breakfast. Breakfast club and home deliveries have continued throughout lockdown and the holidays.</p>
<p>All pupils attend regularly and on time.</p>	<p>Regular EWO support was purchased, and the importance of good attendance was shared widely with pupils and parents.</p> <p>Parents were supported to attend school following the lockdown.</p>
<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	<p>Through a hybrid offer of in person and virtual sessions the pupils continued to access a range of activities within and beyond the curriculum to enhance their cultural capital. This included ukulele sessions, choir sessions, virtual visits to museums and parliament and various online workshops.</p>
<p>All children behave well and demonstrate high levels of engagement and enthusiasm for learning.</p>	<p>With the introduction of Thrive and Mental Health training for staff at all levels, pupils have been supported to deal with the impact of the pandemic.</p>
<p>Improve pupils' confidence in being able to speak clearly and coherently.</p>	<p>A speech and language programme using Launchpad for Literacy was introduced to support the appropriate pupils. Impact in EYFS of 87% of all pupils (89% of Pupil Premium Pupils) on track as they enter F2 in Communication and Language. The sequences of learning for the different curriculum areas include the opportunity to develop oracy across the wider curriculum.</p> <p>Weekly debating sessions linked to current affairs and planned debates provided all pupils with the opportunity to speak to a range of audiences.</p>
<p>Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.</p>	<p>Pastoral support was provided through Learning Mentor.</p> <p>Several families were identified, and support was successfully provided.</p>

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
Thrive	Fronting the Challenges Projects LTD
TT Rockstars	Maths Circle
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd