



Pupil Premium Strategy Statement - Crabbs Cross Academy



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Crabbs Cross Academy
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	28%
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	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sallyanne Dunstan
Pupil premium lead	Lynn Briers
Governor / Trustee lead	Nicola Coleman-Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81 715
Recovery premium funding allocation this academic year	£ 10 295
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	£ 92010

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support and carefully crafted provision all pupils can achieve their full potential. Our ultimate goal is that no child is left behind.

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, emotional and mental wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

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, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and other monitoring activities so that children make good progress. 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, including external agencies.

Challenges

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

Challenge number	Detail of challenge
1	31% of the persistent absentee monitoring group are pupil premium eligible pupils. Poor attendance impacts on progress and attainment and on pupils' social and emotional wellbeing in both the short term and long term
2	Low attainment; gaps in learning due to Covid; improve GLD and phonics outcomes
3	Pupils entering the EYFS have language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency. It affects attainment in other areas of the curriculum (in both EYFS, KS1 and KS2)
4	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
5	Challenging behaviour of a minority of pupils which demands intensive resources.

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	July 2022
Pupil premium children will have full access to the curriculum and make expected or greater progress	<p>Pupil premium children will be known to teachers and support staff to enable targeted support during lessons.</p> <p>Pupil premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress. Pupils will reach the expected standard in phonics check at the end of year.</p> <p>Pre-teaching and same day intervention to accelerate progress and close gaps for pupil premium children in phonics, writing and maths.</p>	<p>Pupil premium are known to staff and where appropriate, identified for interventions.</p> <p>Phonics attainment was lower than hoped, with 51.1% of PP pupils meeting the standard, compared to 61.1% of non PP elipupils.</p>
Pupil premium families' children will have good attendance and punctuality and families will understand its importance	<p>Head and Deputy will work with families where attendance is a concern.</p> <p>EWO will offer support and advice to school and will liaise with targeted families.</p> <p>Strong relationships between school and pupil premium families result in pupils attending more regularly.</p>	<p>Persistent absentee rate is 29% . Of the children who fall into this category, 64% Pupil Premium. The processes in place will be reviewed in the next academic year.</p>
Pupils' mental health and emotional needs will be supported so they are able to access the curriculum and engage in learning	<p>TISUK programme will be used to support children's emotional needs</p> <p>PSHE curriculum will incorporate. learning strategies for regulating and managing emotions, and will promote a focus on wellbeing.</p>	<p>Children who were working out of class 1-1, were integrated into a nurture group. They were able to develop social skills and complete learning with other children in the room.</p>
Pupils engage in enrichment activities on offer	<p>A wide range of extra-curricular activities including clubs, peripatetic lessons and sports clubs will be offered and subsidised for pupil premium children.</p> <p>Discounts and subsidies will be made for pupil premium families for trips, visits, residentials and school equipment/resources such as uniform.</p>	<p>Eligible children could have clubs funded.</p> <p>Trips were also paid for out of the PPG.</p> <p>Music lessons for targeted cohort</p>
Pupil premium children that fit into other vulnerable	<p>Pupil premium children will be identified on the school MIS which can be accessed by all teaching staff</p>	<p>Office staff able to add children eligible for Pupil premium to Arbor so that all staff are</p>

groups will have access to the curriculum and their needs will be supported	Pupil premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress.	able to see which children in their class are PP.
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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD for all staff to support the whole school phonics, reading and writing and maths strategies. This will include further Little Wandle phonics training and Lighening squad	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
Support staff will have regular training. Inclusion lead to identify training needs	Effective training will support the team to continue to be successful in their role and support the needs of children.	2, 3, 4, 5

and provide CPD opportunities		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£ 16,830 for a Grade 2 Teaching Assistant to focus on supporting the work of Pupil Premium interventions and NELI

£12000 Speech and Language Therapist to be in school for one day per week.

£750 Little Wandle subscription

£24,900 Teaching assistants to support in class and deliver interventions (TA2 afternoons)

£3918 Lightening Squad programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA2 with focus on PP	<p>An intervention TA will be able to support teachers to meet the emotional, physical and academic needs of pupils identified.</p> <p><i>An intervention TA will be able to support teachers to meet the emotional, physical and academic needs of pupils identified.</i></p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5
NELI (Nuffield Early Language Intervention)	NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.	2, 3, 4

	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up</p>	
<p>One to one and small group tuition for reading, writing and maths Pre-teaching Same-day maths catch up. This includes the purchase of the tutoring programme, Lightening Squad, which has been shown to bring about learning gains of between 3 to 5 months in reading attainment</p>	<p>EEF evidence: High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://fft.org.uk/tutoring/</p>	2
<p>Pupil progress meetings held termly to ensure progress of pupil premium</p>	<p>Regular review of progress will ensure children are identified for extra support/intervention if progress isn't being maintained</p>	2

children is monitored and is good		
Additional release time for subject leaders to support the development of the curriculum and pedagogical approaches employed across the school	EEF evidence: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2, 3, 4
Speech and Language therapist on site for one day a week	Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4

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

Budgeted cost: EWO - £1,080

Staff CPD – Positive Behaviour £2,000, Beacon support £1500

Milk, uniform, trips, clubs, music lessons, swimming, equipment = £10,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Visits/Visitors	Enrichment opportunities accessible to all children. Exposure to the wider world exposes children to a rich vocabulary, which is linked to better outcomes. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2

Attendance monitoring and parental engagement	<p>Good attendance improves outcomes for children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1
Social and Emotional Intervention, including Relax Kids and implementation of whole school approach to positive mental wellbeing using the My Happy Mind programme	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://myhappymind.org/programmes/school-programme/</p>	5
Training for all staff on de-escalation strategies and physical intervention	<p>EEF research - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5
Education visits to be planned	Children will gain first-hand experiences and increase their knowledge of topics learnt at school	1, 2
Extra-curricular activities -career clubs -football	Children's engagement will increase, and social and emotional needs will be supported through enjoyable activities	1, 2, 5

coaching -peripatetic lessons	The overall impact of sports participation on academic achievement tends to be positive. There is likely to be some wider impact on health and well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budget

ed cost: £ 109,778

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.

Attainment of pupils was lower than expected and lower than is typical for pupils attending the school. It is known that the impact of covid has been most detrimental to disadvantaged pupils and CCA have close to a third of the school eligible. In most areas, children eligible for pupil premium have underperformed in comparison to their peers that are not eligible for pupil premium. In EYFS, only 37.5% of pupils eligible for pupil premium achieved the GLD in comparison to 63.9% of non pupil premium children. In the area of speaking, 62.5% of PP children met the standard, compared to 80.6% for non-eligible pupils; in reading 50% of PP children achieved the standard compared to 66.7%, in writing it was 37.5% for pupil premium children, compared to 63.9% and in maths it was 62.5% of pupil premium children that met the standard compared to 72.8% of non eligible pupils.

There is a similar profile in KS1 where in reading 17.6% of PP eligible children met the standard compared to 57.1% and where in writing 29.4% of PP eligible children met the standard compared to 50% of non eligible pupils, with the exception being Maths where 58.8% of PP eligible pupils met the standard compared to 57.1 of non eligible pupils.

The low phonics attainment supported the decision to move to a validated systematic phonics scheme. Leaders researched schemes on offer and decided that Little Wandle would be the most suitable. The PPG grant was used to purchase the materials and pay for staff to attend the training in the summer term, ready to launch in the new academic year. The full impact of this expenditure will not be seen until summer 2023.

During the academic year, 6 children were excluded, with 4 of these being eligible for pupil premium. Staff funded through the PPG supported these pupils throughout the spring and summer terms, and the number of exclusions for these children decreased. The children were supported to access their learning and work alongside a small group of peers. Support will continue into this academic year, with a focus on developing a new behaviour system and the implementation of the My Happy Minds programme, which is supported by the NHS due to the impact of the programme and the significant impact in CAMHS referrals.

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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
TT Rockstars	TT Rockstars
Purple Mash	2 Simple
GL Progress Tests and NGRT	GL Assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Emotional support for pupils such as relax kids and additional transition work during the summer term.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were ready for the transition and enjoyed the transition days in the summer term.

Further information (optional)