

Pupil Premium Strategy Statement Crabbs Cross Academy 2024 - 2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Crabbs Cross Academy
Number of pupils in school	218 December (2022-23) 210 December (2023-24) 202 December (2024-25)
Proportion (%) of pupil premium eligible pupils	68 children 31% (2022 – 2023) 53 children 25% (2023 – 2024) 53 children 26.8% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	December 2022 December 2023 December 2024
Date this statement was published	December 2022 Updated December 2023 Updated December 2024
Date on which it will be reviewed	Review 1 December 2022 Review 2 December 2023 Review 3 December 2024
Statement authorised by	Sallyanne Dunstan Headteacher
Pupil premium lead	Sallyanne Dunstan Headteacher
Governor / Trustee lead	Nicola Coleman-Hamilton Chair & Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024 – 2025 £64,320 2023 – 2024 £81,028 2022 – 2023 £85,405
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	2024 – 2025 £0 2023 – 2024 £7,975 2022 - 2023 £8,518
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	2024 – 2025 £64,320 2023 – 2024 £89,003 2022 – 2023 £93,923

Part A: Pupil premium strategy plan

Statement of intent

At Crabbs Cross Academy it is our intention that all children, irrespective of their background and challenges they face, engage positively in their learning, achieve well and take an active role in all aspects of school life. We have high aspirations and ambitions for our children believing that all learners should be inspired to be 'the most successful versions of themselves that they can be' through the development of the necessary skills and values required to achieve this.

We understand the challenges faced by all vulnerable pupils, such as those who have a social worker and those with protected characteristics and this statement is intended to support their needs regardless of whether they are disadvantaged or not.

We believe that with the correct support and carefully crafted provision all pupils can make good progress and achieve high standards of attainment across all subject areas.

High quality teaching lies at the heart of our approach, with an ongoing focus on professional development to improve teaching and learning skills, which will have a positive impact on all children in school.

The focus of our pupil premium strategy is to improve outcomes for all vulnerable pupils (disadvantaged and SEND) so that the proportion of children attaining age-related expectations (ARE) compares favourably to disadvantaged and non-disadvantaged pupils nationally. To ensure that our disadvantaged children achieve in line with their non-disadvantaged peers and make the expected progress, including those who are already high attainers, we intend for them to be given the most effective intervention and provision to secure same standards as for their non-disadvantaged peers.

Our implementation of this strategy is responsive to individual needs and informed by data, pupil progress meetings, monitoring of provision and discussions with pupils and parents. Supporting our aim for no child to be left behind.

Our key principles are:

- To ensure that all disadvantaged children achieve at least in line with national figures in phonics at KS1, Reading, Writing and Maths.
- To act early to intervene at the point that a need is identified.
- To ensure that pupil self-confidence, self-esteem and resilience are at the heart of each child's personal growth.
- To improve attendance for all disadvantaged pupils
- To provide opportunities and experiences for all pupils to participate in enrichment activities

Challenges

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

Challenge number	Detail of challenge
1	Assessment data and internal monitoring indicates that phonics and reading is an area impacting our disadvantaged children in Years 2 – 4, which is subsequently impacting upon their skills as writers. This has led to gaps in knowledge leading to children falling behind age related expectations. Therefore, we aim to reduce this gap and bring in line with national ARE.
2	Our attendance data indicates that attendance amongst disadvantaged has been lower than for non-disadvantaged pupils, which impacts negatively on outcomes and interventions put into place.
3	Pupils in EYFS have language and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency. This then impacts attainment in other areas of the curriculum in both EYFS, KS1 & KS2.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, including children with low-self esteem and a lack of resilience as learners, all of which impacts on the children's attainment.
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
<p>Improvement in attainment in phonics, reading, writing and maths for all year groups.</p> <p>Responsive Quality First Teaching has led to accelerated progress and improved outcomes in all year groups, demonstrating that the attainment gap between disadvantaged children and non-disadvantaged children has narrowed.</p>	<p>The gaps between disadvantaged and non-disadvantaged pupils to have narrowed in phonics, reading, writing and maths.</p> <p>EOY outcomes for R,W and M in KS2 for pupils show that the gaps have closed in reading, writing and maths between age related outcomes for PP & non PP children.</p>
To sustain and build upon the improved attendance from last academic year.	Reduction in PA for PP children to close and figures be in line with the national average.

Improved speech, language and communication, including improved vocabulary among disadvantaged children.	Use of Language Link and assessment reports from the SALT team indicate significant improvements in oral skills. Evidenced in lesson engagement, book scrutiny and ongoing formative assessment.
High quality adaptive teaching across the school leads to accelerated progress and high attainment for all pupils.	Teachers and teaching assistants access quality and research-based training, enabling them to plan for adaptations and deliver in the moment adaptations in response to learners' needs
Achieve and sustain improved social and emotional skills and well-being for pupils in school, particularly among our disadvantaged children.	Progress is evident. Pupil voice, teaching and learning reviews and incidents of behaviour evidence children engaging in their learning and showing greater resilience and perseverance.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Adaptive teaching methods. INSET and CPD sessions dedicated to quality training for teachers and teaching assistants.	The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates. 'Five a day' principle: Explicit instruction, cognitive and metacognitive strategies, Scaffolding, flexible grouping, using technology. The Early Career Framework Standard 5 details the flexible and responsive way that teachers should plan and deliver effective learning taking into account barriers and individual needs of the children.	1 & 3
Verbal and written feedback	The Education Endowment Fund (EEF) has undertaken extensive research into the impact	1

	the children can have on learning with verbal feedback improving attainment by 7 months.	
<p>Activating prior learning & success criteria</p> <p>Targeted use of Tom Sherrington and Oliver Caviglioli's Walk Thrus to support and share practice and deepen understanding.</p>	Lesson structures and sequences ensure new learning is built on prior knowledge underpinned by Rosenshines 10 principles of instruction.	1

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff to deliver oral language interventions:</p> <p>Language Link & Little Wandle keep up and catch-up sessions targeting disadvantaged pupils across the school who require further support.</p>	<p>Targeted regular daily phonics and speech and language interventions can have a positive impact overall of +5 months.</p> <p>As evidenced by the following research of the Education Endowment Foundation:</p> <p>EEF Phonics EEF Reading comprehension strategies EEF One to One tuition</p>	1 & 3
<p>Additional staff to support QFT in the classroom and be responsive to immediate needs of disadvantaged children who require further support.</p>	<p>Additional staff to support QFT in the classroom and be responsive to immediate needs.</p> <p>EEF Teaching Assistant Interventions EEF Behaviour interventions EEF Small group tuition</p>	1
<p>Targeted structured 1:1 and small group interventions</p>	<p>Tuition targeted at children with specific barriers towards their learning</p>	1 & 3

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

Budgeted cost: £ 9,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to provide practical and emotional support for families.	The EEF research recommended that schools provide practical strategies to support learning at home as well as more sustained and intensive support where needed as two of the 4 recommendations. Working with Parents to Support Children's Learning.	2
Relax Kids	A small group mental health and wellbeing programme to provide children with strategies and techniques to help them to calm their body and mind, build their confidence and self-esteem. Relax Kids forms part of our offer of targeted support as recommended in the document https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	4 & 5
Improve the quality of the children's social and emotional learning through the implementation of the Jigsaw PSHE programme	The need for a spiral curriculum that covers the three strands of PSHE with areas revisited each year to develop existing knowledge and skills. The programme prioritises mindfulness techniques as a core strand, supporting children's emotional wellbeing. EEF Social and Emotional Learning	4 & 5
Train a member of staff to a higher level as an Emotional Literacy Support Assistant to support the children and development of a our whole school mental health and wellbeing offer	EEF Social and Emotional Wellbeing	4 & 5

Total budgeted cost: £ 64, 320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils July 2024

EYFS: 5of children attaining GLD

Cohort	Non-PPG	PPG	National
75.5%	82.9%	50%	68.5%

Year 1 Phonics:

Cohort	Non-PPG	PPG	National
67.6%	77.8%	40%	80.9%

In most areas, children eligible for pupil premium have underperformed in comparison to their peers that are not eligible for pupil premium. However, in the area of speaking, there has been improvement outcomes and the gap has narrowed this academic year.

There is a similar profile in KS1 where in reading 33.3% of PP eligible children met the standard compared to 67.6% and where in writing 11.1% of PP eligible children met the standard compared to 64.7% of non-eligible pupils. In Maths 33% of PP eligible pupils met the standard compared to 85.3% of non-eligible pupils.

In KS2 the gap is closing in reading 52.9% of PP eligible children met the standard compared to 73.9% and where in writing 35.3% of PP eligible children met the standard compared to 56.5%. In maths 64.7%of PP met the standard compared to 69.6% of non-eligible pupils.

Attendance for PPG cohort in 2023/4 was 89.2% compared to a national figure of 92%, which has increased slightly on the previous academic year. Whole school attendance for the academic year was 93.55 with a national figure of 94.5%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle LTD
Purple Mash	2 Simple
NFER Reading Assessment	NFER
White Rose Maths Assessments	White Rose Education
Lightning Squad	FFT
Language Link	
Relax Kids	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Emotional support for pupils such as relax kids and additional transition work during the summer term.
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.