

## 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	Cranford Park Primary
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Georgina Edwards /Rebecca Portch
Governor / Trustee lead	Faith Bailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years	£ 9,145
<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	£46,145

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding we have considered the context of the school and the subsequent challenges faced. We have used research and analysis of the needs of our pupils to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include the following, however this isn't an exclusive list:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Pupil Premium Champion' who will provide individual and small group work focussed on overcoming gaps in learning, as well as building parent engagement
- 1-1 support
- Additional teaching and learning opportunities provided through training LSAs in "catch-up numeracy" and "catch-up literacy".
- All our work through the pupil premium will be aimed at accelerating progress, moving children towards age-related expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Building self-esteem and resilience to overcome barriers to learning
4	Attendance and Punctuality issues.
5	Emotional well-being and capacity to access learning

## 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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing

Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is above 96%
Other	ELSA and counselling reports and evaluations show positive impact, and children no longer require this support

## 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: £3600 +course costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from HIAS advisors to develop leaders of Maths, English and SEND (£2000)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	2
English and maths lead to access CPD on mentoring and coaching others (costs of courses to be confirmed – release time £400)	EEF guide to pupil premium – tiered approach- teaching is the top priority, including CPD Maths lead is new to role, and English role has grown significantly.	2
Maths lead and English lead released to plan units of work with all teachers (£1200)	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	2

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

Budgeted cost: £ 11,404.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ supply teacher to release English lead to teach small groups from year 5 and 6 (school led funding will fund 70% - £768 from PPG)	EEF(+4) Small group tuition is defined as 1 teacher or professional educator working with 2-5 pupils in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition on small groups is often provided to support lower attaining learners or those who are falling behind but it can also be used as a more general strategy to ensure effective progress or to teach challenging topics or skills.	2
9 children from years 5 and 6 complete a programme of online tutoring with Pearson (£255 x 9 = £2295) 70% funded by NTP £688.50 from PPG)	We have identified that Year 5 and 6 cohort have significant gaps in arithmetic skills, which is impacting ability in all domains.	2
Trained LSAs delivering catch up numeracy and literacy (4 LSAs – 3 afternoons per week £9,948)	EEF (+4) Children from years 1-6 identified for 1:1 interventions to address significant gaps in their learning	2

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

Budgeted cost: £ 18,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil premium champion appointed to work with vulnerable families and improve parental engagement (community events, home learning, family projects etc.)</i>	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:	1, 4

<p>TA £9,987  <i>Admin Officer to monitor and analyse attendance and flag issues to Pupil Premium Champion. PP champion worker to contact families and support them to raise attendance / punctuality.</i>          (£2,750 per annum)</p>	<ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	
<p><i>School counsellor employed to support children struggling emotionally and behaviourally</i>          £2,049</p> <p><i>ELSA works 4 afternoons per week to support children struggling emotionally and behaviourally</i>          £3,760</p>	<p>EEF (+4)          Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>3, 5</p>
<p><i>Funding trips and extra-curricular activities for disadvantaged pupils</i>          (£1500)</p>	<p>EEF (+3)          Children have the opportunity to access art, music and sporting activities to widen their experiences, build collaborative experiences and raise self-esteem.          Children supported to join with day trips and residential trips, building self-esteem, relationships with peers, and aspirations</p>	<p>3,4,5</p>

**Total budgeted cost: £ 35,050.50**