

CROWLEES J&I SCHOOL: 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	Crowlees J&I School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs K Woods
Pupil premium lead	Mrs K Woods
Governor / Trustee lead	Mrs L Sowden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54,695
Recovery premium funding allocation this academic year	£ 4,531
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	£59,226

Part A: Pupil premium strategy plan

Statement of intent

- We are ambitious for **all** our pupils and expect them to achieve academically and develop socially and emotionally throughout their time at Crowlees.
- Our pupils can expect to be supported and challenged, whatever their backgrounds and individual needs. Our curriculum is carefully planned to be broad – capturing the interests and enriching lives- whilst developing the core subjects. Each child’s starting points and previous learning is evaluated and when pupils need additional teaching time for reading, writing and maths, this is made a priority.
- A culture of safeguarding underpins all we do; all adults are trained and receive regular updates to ensure nothing is ignored and all behaviour noticed so that swift action can be taken to keep everyone safe.
- Based on the EEF Guide to Pupil premium research, we have a tiered approach to supporting our disadvantaged pupils and any other pupils who need additional support:
 1. **High quality teaching:** Every child has the right to first wave quality teaching, and we invest heavily in our teachers and support staff to ensure this is at the core of our school for all pupils. Every lesson is taught by a qualified teacher.
 2. **Targeted academic support:** we use our catch-up fund and recovery money to fund two additional highly trained teachers for targeted support in reading and maths in KS1 and KS2. To ensure the right children receive effective support, these groups are flexible and aim to achieve small incremental steps of progress towards filling known gaps in learning. The focus is on what has been learnt and remembered. These groups are closely aligned to classroom teaching and the curriculum
 3. **Wider strategies:** we have a very clear and understood behaviour policy underpinned by our agreed school values. An unhappy child is unable to learn and thrive so great care is taken and planning is in place to support pupils’ emotional needs by establishing an emotionally aware school community and providing bespoke wellbeing support for specific pupils and their families. Each child’s wellbeing is checked daily and all issues are followed up appropriately developing secure and trusted relationships with adults throughout school.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments indicate gaps in social and emotional development of some pupils, including some PP pupils, from EYFS to Yr6: language, cooperation, resilience, stamina for learning
2	Observations and assessments indicate gaps in phonic knowledge of current Year 1, 2 and some Y3 pupils. This negatively impacts on their ability to access the curriculum
3	Observations and assessments indicate gaps in basic maths knowledge of current Year 1, 2 and some Y3 pupils. This negatively impacts on their ability to access the curriculum

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
Above average outcomes in Year 1 and 2 phonics screening for Pupil Premium Children.	Above average number of Pupil Premium children (82%) pass the phonic screening test in Y1
Any identified gap in attainment between PP and non-PP pupils in reading is reduced by the end of the strategy plan Additional catch up/keep up teaching opportunities in place	Gap between attainment is reduced- there is no significant difference between PP and non-PP reading attainment. Opportunities are taken to develop oracy skills.
Any identified gap in attainment between PP and non-PP pupils in writing is reduced by the end of the strategy plan Additional catch up/keep up teaching opportunities in place	Gap between attainment is reduced- there is no significant difference between PP and non-PP writing attainment. Development in oracy and reading skills leads to further improvements in writing attainment.
Any identified gap in attainment between PP and non-PP pupils in maths is reduced by the end of the strategy plan Additional catch up/keep up teaching opportunities in place	Gap between attainment is reduced- there is no significant difference between PP and non-PP maths attainment Pupil Premium children progress is equal to or greater than their non-pupil Premium peers. External school improvement support verifies these findings in pupils' day to day learning.

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: £ 4,697.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training: <u>Metacognition</u> EEF/behaviour (teachers & TAs)</p> <p><u>Little Wandle</u> phonics training for all teachers & TAs: whole school CPD</p> <p><u>Safeguarding</u> updates on KCSIE, Sexual harassment and contextual safeguarding (teachers, TAs, Governors)</p> <p><u>SEND</u> Teaching assistants: SEN updates and teaching approaches in school</p> <p>Maths mastery development Y5 and Y2 leads (3 year development project)</p>	<p>Evidence to support approach (as identified in the School Development Plan)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	<p>1,2,3</p> <p>2</p> <p>1</p> <p>1,2,3</p> <p>3</p>

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

Budgeted cost: £ 52,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention teaching from experienced and qualified teachers for targeted groups every morning: phonics/reading and maths Year 2 and year 5 pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>2,3</p>
<p>Additional support for targeted pupils in EYFS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</p>	<p>1,2,3</p>
<p>Additional support for activity development in year 1 provision</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3</p>

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

Budgeted cost: £ 13,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of emotional support worker (ESW) 3 days a week in school to work with targeted pupils and families	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf see Crowlees Recovery policy	1
Additional resources in EYFS & Year 1 to develop social and communication skills and resilience for learning.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1
Deployment of sports coach at lunchtimes to extend opportunities for play and exercise	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1
Subsidise cost of residential/trips for PP pupils	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1

Total budgeted cost: £ 71,267.97

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 2020 to 2021 academic year.

Throughout 2020/21 we based our actions on our recovery plan (see Crowlees recovery policy) and on findings from the EEF research to best maximise pupil attainment and progress whilst sustaining their social and emotional development and recovery from the pandemic.

We were able to sustain high quality teaching by investing in our teachers and support staff with further training on reading, phonics, metacognition and safeguarding. Our offer of prioritising pupil wellbeing was continued with the deployment of a school counsellor in school. This continued to be a vital service for not only many of our pupil premium pupils in school, but many others. The school continued to support our Pupil Premium families during the lockdown and school closure period in a range of ways with 1:1 zoom calls, wellbeing check-ups and delivery of paper copies for all learning. The online learning platform 'Seesaw' was used to provide the children with a range of home learning activities. All families in need were offered a device to access the learning. Many pupils were offered small group intervention in break out rooms when needed. Participation in home learning was tracked by class teachers and SLT and telephone calls were made to families that did not engage.

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