



## Pupil premium strategy statement 2021-24

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 effect that last year's spending of pupil premium had within our school.

### School overview (December 2023)

Detail	Data
School name	Crayke Church of England Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 <b>2023-24</b>
Date this statement was published (21/22)	December 2021
Date on which it will be reviewed (22/23)	November 2022
Date on which it will be reviewed (23/24)	December 2023
Statement authorised by	Hugh Porter (CofG)
Pupil premium lead	Judi Jackson (HT)
Governor lead	Hugh Porter (CofG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£16800
Recovery premium funding allocation this academic year (23/24)	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Crayke Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. In addition, our intention is that all pupils are able to access similar opportunities for personal development and that they have good social, emotional and mental health and wellbeing.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our goals, including progress for those who are already high attainers. Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are PP pupils or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will also benefit the non-PP pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure PP pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for PP pupils' outcomes and raise expectations of what they can achieve.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of school closures during Covid-19 There has been an impact on standards particularly in writing. Currently all of our PP children are working below the expected level for writing.
2	SEMH of pupils The social, emotional and mental health and wellbeing of our PP children has been impacted by school closures.
3	Maths attainment Internal assessments indicate that basic maths skills are impacted upon for some pupils and that some are working below their peers.
4	Enrichment activities Limited access to wider cultural experiences and extra-curricular activities.

## 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
<b>Impact of school closures during Covid-19 on attainment and progress of core subjects and science</b> PP pupils recover lost learning from periods of lockdown in all areas of the curriculum and reduce the gap	Despite lockdown periods, disadvantaged children perform in line with national in end of KS assessments.
<b>Emotional wellbeing and behaviour support of pupils post Covid-19</b> PP pupils are well-supported with their SEMH	Formative assessments and observations from teaching and support staff indicate a significant improvement in the SEMH of identified vulnerable pupils. This will be evident when triangulated with other sources of evidence including work scrutiny and engagement in lessons.
<b>Maths</b> At the end of Key Stages to continue to reduce the gap between disadvantaged and others in maths	PP pupils to achieve accelerating progress, moving them to at least age-related expectations. If a Provision Map is in place (SEND) progress from starting point will be evident in line with expectations for the individual.
<b>PP children access a broad range of enrichment activities</b>	PP pupils access the same life chances as their academic peers which will raise their self-esteem, confidence and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.

## 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.

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Experienced teaching staff supported by highly skilled TAs – higher than average adult:pupil ratios HQIT training accessed by staff and cascaded to others	1, 2, 3
Targeted booster sessions – KS2		1, 2, 3
Purchase of NFER materials for whole school assessment	EEF diagnostic assessment evidence insights	1, 3
1:1/group daily phonics	Government reading guidance 2021	1, 3
Mindful nurture-based sessions to support SEMH	Recruitment of Learning Mentor to support individuals, groups, classes and families	2,4
Learning Mentor support for core subjects		1,2,3

### Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £8800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised access to residential visits	Following a national lockdown and restrictions to staying within the home, it is essential for social and emotional wellbeing that pupils experience different settings	1, 2, 4
Increased lunchtime supervision to promote sports and additional activities		1, 2, 4

Provision of breakfast and after school wraparound care for targeted pupils to support welfare and/or attendance	See attendance data impact	1, 2, 4
Access to high quality music sessions	See Sing Education/RSMF research and impact statements	2,4

**Total budgeted cost: £18,800**

## 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 2022/2023 academic year.

Academic year (2022/2023)

**PP pupils leaving EYFS achieved as follows:**

n/a

**PP pupils leaving KS1 achieved as follows:**

Pupil F: Reading EXS, Writing EXS, Maths EXS

Pupil G: Reading WTS, Writing WTS, Maths WTS

**PP pupils leaving KS2 achieved as follows:**

Pupil D: Reading WTS; Writing WTS; Maths WTS; GPS WTS

Pupil E: Reading EXS; Writing EXS; Maths WTS; GPS EXS

Support for small intervention groups across KS2 has been used effectively to plug gaps in all core subjects.

Continued use of whole school NFER assessments to inform baseline judgements, gaps in knowledge and support teaching groups has been invaluable

Continued use of tracking system (Insight) to effectively track groups has enabled discussions with teaching staff to be more forensic.

Pupils eligible for PP are able to access the same life chances as their academic peers which will raise for their self-esteem, confidence and academic progress. Subsidy enabled pupils in UKS2 to take part in visits resulting in them demonstrating increased resilience and independence.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. PP pupils will be encouraged and supported to participate.

As the needs of our PP children are potentially vast and unique, we conduct termly meetings with each class teacher to discuss their progress (amongst others) on a case by case basis.