

Pupil premium strategy statement 2022-2025

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	Crawshawbooth Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024 - 2025
Date this statement was published	October 22
Date on which it will be reviewed	July 23
Statement authorised by	Chris Willan
Pupil premium lead	Chris Willan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090
Recovery premium funding allocation this academic year	£4,785
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	£51,875

Part A: Pupil premium strategy plan

Statement of intent

Crawshawbooth Primary School has 41 pupils in receipt of Pupil Premium Funding (PP). The pupils have a wide range of needs, not of which all are academic.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in every subject. All children will be equipped with the knowledge and experience to become respectful, resilient and curious citizens, who play a full part in school life.

We will use our knowledge of our communities and families alongside the research conducted by the EEF. Common barriers to learning for disadvantaged pupils 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.

We will ensure that teaching and learning is of high quality and that our teaching and learning approach and opportunities meets the needs of all of the pupils. Teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

School led tutoring and the National Tutoring programme will play a key role in providing targeted support for those pupils whose education has been worst affected, including non-disadvantaged pupils.

We will make sure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.

Pupil Premium funding will be allocated following a robust and rigorous needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of pupil premium interventions at one time.

Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within school data.

To raise expectations and aspirations of disadvantaged and non-disadvantaged pupils.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills for PPG across all key stages
2	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. Access to technology has been issue for some children. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in writing.
3	We have identified social and emotional issues for many pupils, notably due to low self-esteem, poor communication and a lack of enrichment opportunities during school closure. There is also a significant need to raise aspirations. These challenges particularly affect disadvantaged pupils and families. Teacher referrals for support have increased during the pandemic. 8 pupils currently require additional support with social and emotional needs.
4	The attendance of pupils in receipt of PPG funding is below that of other pupils and in some cases these children have persistent absences that need to be addressed. Punctuality is also an issue for some children.
5	Some pupils who are disadvantaged have specific SEND needs and many require SALT intervention.

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
Improved oral language skills and vocabulary	<p>Assessments indicate improved oral language skills for disadvantaged pupils.</p> <p>Other sources of evidence include lesson engagement, book scrutiny and formative assessments</p>
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those peers in school across the curriculum.</p> <p>High quality teaching in place for all pupils and to ensure all those in receipt of PPG, including those with SEND, make expected progress from their starting points.</p>	<p>KS2 outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>In 2024/25 there is an increase in the number of disadvantaged pupils achieving the higher standard in Maths and Reading.</p>
To achieve improved wellbeing for all pupils in our school, with our disadvantaged pupils are ready to learn.	<p>High levels of wellbeing in pupils in 2024/25</p> <p>Evidence from</p> <ul style="list-style-type: none"> Pupil Voice Reduction in Behaviour incidents Improvement in interactions at playtimes and lunchtimes Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers, reducing the proportion of children classes as persistent absentees	<p>2024/25</p> <p>Overall absence rate for all pupils no more than 3% with the gap between Non PPG and PPG no greater than 2%</p>
To achieve and sustain improved outcomes for pupils with SEND, some of whom are disadvantaged.	<p>Children's SEND needs are swiftly identified and addressed.</p> <ul style="list-style-type: none"> ECHP Pathway established External agency support Pupils with IEPs are supported effectively with group interventions and one to one teaching.

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: £19,535.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEN PPG TA Role ins supporting disadvantaged pupils: their attendance and punctuality, social and emotional needs and attainment and progress</i>	<p>Children’s attendance and punctuality is improving. Children seeking support and self esteem is raised.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Family Support Worker – 2x PM sessions Learning Mentor / Nurture TA Level 3</p>	2 3 4 5
<i>Embed strategies to develop vocabulary such as pre- teaching. Purchase resources and fund teacher training CPD and release time</i>	<p>Oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>WellComm GL Assessment Mable Therapy</p>	1

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

Budgeted cost: £ 36,142.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employing additional part time teachers to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted most by the pandemic. Lower class sizes.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one;</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/small-group-tuition</p> <p>Mrs North - School led Tutoring + Year 5 Teacher Miss Wheatcroft – Maths in KS1 LJKS1 Third Space - Learning National Led Tutoring</p>	<p>1, 5, 3 and 2</p>
<p><i>Online Learning platforms subscriptions to continued to support and encourage learning at home and provide targeted programmes of support aimed at gaps in learning</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>SATS Companion SATs Text Books</p> <p>Learning By Questions</p> <p>SeeSaw (Free subscription)</p>	<p>2, 3 and 4</p>
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support delivered by a Teacher</i></p>	<p>Phonics approaches / interventions have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions such as Bounce back Phonics and Fast Track Phonics</p> <p>Phonics Interventions Phonic Tracker</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £ 3,876.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and implement a new Behaviour Policy – For those children with additional needs	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Positive Relationships Policy TA behaviour Training Teacher – Behaviour learning and Strategies	1,2,3,4 and 5
<i>Support children to access wider opportunities to develop their cultural capital – learning a musical instrument</i> <i>Attending and accessing Art Clubs, other clubs, trips and visits</i> <i>Residential costs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Ukuleles £898.50 Ukulele Tuition – Small Group PPG Children Feel Good Friday Fishing sessions Board games club Cookery Clubs Art Club Residential Trip subsidy Uniform and Meals Enhancements – BFC V Blackburn Memory Garden resources	1, 2, 3, 4 and 5
Further staff training on SEND, Behaviour,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	2,5

<i>Nurture and Trauma</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
<i>SEND Improved outcomes for pupils with SEND some of whom are disadvantaged Swift identification Online Resources Nessy</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Nessy WellComm GL Mable Therapy Power of 2	2,5

Total budgeted cost: £ 59,555.21

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
Talk4Writing	Lancs Literacy
Tagtiv8 – Move and Learn Phonics, English and Maths	Tagtiv8
X Tables Rockstars	TT Rockstars
NELI / WellComm	Nuffield
Maths Tuition	Third Space Learning

