

Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding (and recovery premium) 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	Crowle Primary Academy
Number of pupils in school	Reception – Y6 = 207 Including nursery = 222
Proportion (%) of pupil premium eligible pupils	22% (based on October 2023 census predictions)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governors
Pupil premium lead	Rhonda Blakemore
Governor / Trustee lead	Donna Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,040.50
Recovery premium funding allocation this academic year	£7,541
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80581.50

Part A: Pupil premium strategy plan

Statement of intent

At Crowle Primary Academy we ensure that the needs of all children are met, helping each individual to meet their learning potential through provision of high quality first teaching, pastoral support and opportunities for wider personal development. In our academy quality first teaching is underpinned by evidence-based research, and is at the heart of the strategy.

The pupil premium funding supports the work of the academy and helps us to support the children that receive the funding. Through timely and accurate assessment of needs we prioritise provision according to need ranging from quality first teaching, targeted interventions and support for the social and emotional needs.

The ultimate aims for our Pupil Premium pupils are that they achieve in line or above with their peers, meeting at least age-related expectations, whilst having the best opportunities provided for them.

We continue our focus on self-efficacy and resilience to ensure we are building lifelong learners and successful citizens of the future.

Our strategy is integral and aligned to our other wider school plans, such as the Academy's Developing Excellence Plan and the School Self Evaluation.

'The foundation of an effective approach to addressing disadvantage is that a school's strategy should focus on the impact of socioeconomic disadvantage on *learning*.' Marc Rowland

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that some of our disadvantaged pupils have been impacted academically and emotionally by the school closures during the height of the pandemic. Although the academy has continued to support these pupils and in some cases gaps are closing, gaps are not closing as rapidly as they were pre-pandemic.
2	Due to gaps in knowledge some children do not make expected progress through the phonics programme and require extra interventions to catch up and keep up.
3	Vocabulary and oracy has been identified through assessments and observations as a challenge for many of our disadvantaged pupils.

4	Pupils need to develop independence in their learning, therefore require metacognitive approaches in order to move their own learning forward knowledgeably (especially prevalent since the pandemic)
5	In some cases, a lack of regular routines including home reading, homework and spellings is having a detrimental impact on progress.
6	There is a much higher percentage of children requiring SEMH support since COVID lockdowns
7	Families' SEMH have been affected by the pandemic, having a detrimental effect on pupils' SEMH
8	Attendance is a key priority nationally; attendance of disadvantaged children is not yet in line with all children.
9	Wider opportunities need to be provided to our pupils due to the three lockdowns to provide cultural capital. This was a priority area before the pandemic started therefore is even more important now (COVID permitting.)

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
More children are achieving combined ARE in all areas of the academy	Achievement above national average for combined measures in all year groups. Disadvantaged gaps closing/ closed in all year groups
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged and vulnerable pupils	Children able to access learning successfully. In school tracking/ screening shows improvements in children's mental health and wellbeing
All children (with a particular focus on disadvantaged) are working at expected level within the phonics system. Those who are not catch up quickly.	Assessments show that children are working at age appropriate stages through the phonics scheme
Metacognition enhances independent thought processes linked to aiding learning and moving it on.	Metacognitive strategies are evident when tackling problems in lessons across the wider curriculum.
Improved attendance of disadvantaged pupils.	Disadvantaged attendance is consistently above national average and persistent absence rates are reduced in line with new guidance.
Wider opportunities are made available to children to enhance their cultural capital.	PP children are taking part/accessing wider activities, such as sporting events, Hill House events, guitar lessons etc

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children have access to quality first teaching meeting the needs of all.</p> <p>Continued CPD focuses on cognitive science and subject knowledge to ensure high quality teaching and learning.</p>	<p>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>RWI approach to teaching of phonics embedded and sufficiently resourced.</p> <p>All staff trained by Ruth Miskin company.</p> <p>Robust monitoring of teaching ensuring fidelity to scheme.</p>	<p>'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.'RWI research and evidence</p> <p>Improving literacy in KS1 - guidance report</p> <p>The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>
<p>Embed Let's Think in English lessons to further enhance metacognitive strategies</p>	<p>Let's Think in English draws on research by Piaget and Vygotsky that young people learn best when exploring ideas together. The lessons are based on structured challenge and include the development of understanding through discussion (social construction), problem-solving (cognitive challenge) and structured reflection</p>	<p>1,3,4</p>

	<p>(metacognition) which makes pupils more aware of their thinking processes and how they think most effectively. Let's think in English</p> <p>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.' Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>LTE also impacts on reading comprehension, low cost, high impact Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective professional Development - EEF</p>	
Use of launchpad for literacy resources to support oracy/ phonic development in EYFS and KS1	<p>Launchpad for literacy</p> <p>Improving Literacy in KS1 - guidance report</p> <p>Recommendations include; 'Language provides the foundation of thinking and learning and should be prioritised. High quality adult- child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.'</p>	1,3
Provide training for support staff to deliver evidence based interventions.	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) shows oral language interventions are low cost, high impact.</p>	1,2,3

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
<p>Quality Assurance of all curriculum – coaching and mentoring of subject leadership.</p> <p>Subject leader support through subject pioneer programme.</p>	<p>'distributed leadership that facilitates subject leadership and expertise can promote curriculum development.' Chartered college reasearch</p> <p>Ofsted curriculum and subject leadership webinars and research documents.</p>	1
<p>Embedding and purchasing diagnostic tools to identify gaps in learning – STAR Assessments</p>	<p>EEF- Impact of School Closures on the attainment gap – June 2020. 'School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up.</p> <p>If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly. (Ausubel, 1968, p. vi)</p> <p>EEF blog - assessing learning</p>	1,2,3
<p>Focus on positive adult interactions and development of the EYFS curriculum, particularly on oracy development (see EYFS DEP)</p>	<p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>EEF Early years toolkit</p>	1,3
	<p>Other reading research used</p> <p>Great Teaching Evidence Review – June 2020</p> <p>Rosenshine’s Principles in Action 2019</p> <p>Teaching Walkthru’s- Five steps to instructional coaching.</p>	

	<p>DFE Reading Framework, Teaching the Foundations of Literacy July 2021</p> <p>EEF moving forward, making a difference</p> <p>EEF - Evidence on the impact of Covid 19</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,889.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD on effective support for pupils (TA training schedule)	Effective professional Development - EEF	1
One to one and small group tuition/ intervention programmes ensure children 'Catch up' any learning that they have missed at a faster pace and are ready to access a broad and balanced curriculum. Use of TA and HLTA time to target specific children/ year groups for additional intervention.	<p>Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk</p> <p>'For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.'Moving forward, making a difference</p>	1
Use of diagnostics to analyse gaps and plan next steps inc. YARC, BVPS and Dyslexia screening tests.	<p>Moving forward, making a difference</p> <p>EEF blog - assessing learning</p>	1
Investing in programmes such as Reading Plus, Timetable Rockstars, SATS companion supplement and enhance provision of QFT in school as well as developing connections between school and home.	Reading practice and focus on age appropriate ability matched texts to improve fluency Special Research Report: COVID-19 Pilots Results 2020 - Reading Plus	1

Specific training for Teaching assistants linked to school priorities and appraisal targets (to support progress and attainment)	Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk Effective professional Development - EEF	1
Phonics 1:1 intervention delivered by trained support staff for children who are below the expected standard in reading.	Improving literacy in KS1 - guidance report The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Development of provision mapping to target children, ensure the right interventions are used at the right times and impact is regularly evaluated.	Gaps identified in formative assessment allow for precisely targeted teaching to address these. Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk 'For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.' Moving forward, making a difference	1,2,3

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

Budgeted cost: £18,865.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and wellbeing remain high on the academy agenda and meets the needs of all children. Inclusion Mentor targeted intervention	Scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary	6

<p>for mental health and wellbeing</p>	<p>care-givers. A key development during this period is the establishment of the body's stress-response system. It remains possible to intervene at a later stage to fill the gaps if this is under developed Coronavirus; Mental Health In The Pandemic.</p>	
<p>Engage with WMIM to support emotional resilience through a range of activities/ interventions/ workshops</p> <p>Further develop the role of wellbeing ambassadors within the academy.</p>	<p>'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'EEF social and emotional learning</p> <p>EEF - Metacognition and Self-regulated Learning</p>	<p>6</p>
<p>Continue individual support provided for social and emotional needs as identified Boxall and emotional wellbeing screening</p>	<p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes <i>and</i> their health and wellbeing outcomes.</p>	<p>6</p>
<p>Continue to ensure PSHE/Mental health and wellbeing lessons a priority.</p> <p>Continue to embed Thrive approaches (through use of class Thrive screening and action plans)</p>	<p>The link between pupil health and wellbeing and attainment - PHE/NAHT</p> <p>KCSIE 2023 – safeguarding mental health NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).'</p>	<p>6</p>
<p>Provide additional support for child/whole family when needs arise.</p> <p>Continue to ensure early help/ assessment processes are timely and robust. Continue to engage in work with external agencies to support children/ families in need.</p>	<p>Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life</p>	<p>7</p>

	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Continue to embed and refine attendance procedures, robustly monitor, work with networks and external agencies to improve attendance and close gaps.</p> <p>Ensure a child and family centred approach to improving attendance.</p>	<p>EEF- Impact of School Closures on the attainment gap – June 2020 'There is a risk that high levels of absence after schools formally reopen poses a particular task for disadvantaged pupils.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>EEF guidance, 'Working with Parents to Support Children's Learning states; There is an established link between the home learning environment at all ages and children's performance at school.</p>	1,8
<p>Continue to refine homework procedures, supporting children and families to access resources to support home learning.</p>	<p>EEF guidance, 'Working with Parents to Support Children's Learning states; There is an established link between the home learning environment at all ages and children's performance at school. Working effectively</p>	1,5
<p>Wider opportunities- trips and visits, after school clubs, residential subsidised to ensure opportunities are accessible for all.</p> <p>School wider opportunities offer is broadened and take up monitored.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF arts-participation</p> <p>EEF physical-activity</p> <p>Nuffield foundation - The value of after school clubs for disadvantaged children</p>	9

Total budgeted cost: £ 82,279.88

School recognises that many of its socially disadvantaged pupils may not be eligible for FSM and therefore subsidises the overspend from the whole school budget in order to meet the needs of all of our pupils.

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 2023 academic year.

Children continued to be swiftly identified (using diagnostic assessments by staff) for additional support (academic and pastoral). Work with other academies and local authority schools has highlighted that the range of diagnostic tools could be reviewed and widened. This has therefore been added to the 2023-26 strategy.

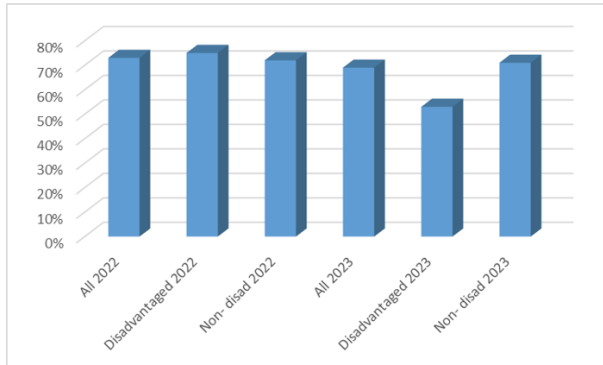
CPD was targeted and met the changing needs of the school community. This ensured that teaching was good or better in the vast majority of the academy. Weaknesses were swiftly identified and support put in place, this resulted in improvements in teaching. The Ofsted inspection in October 2021 noted 'The whole staff team is united in their high ambition for pupils.'

A focus on embedding the RWI phonics programme resulted in some significant improvements in children's attainment (shown through internal in year tracking). Many children returned from the period of home learning with significant phonic gaps due to lack of engagement or an over reliance on parental support. In 2022, 67% of disadvantaged children achieved the expected standard, this was a significant improvement from the baseline assessment and increased as a result of robust monitoring and targeted teaching. This was a dip from 2019 but remains above disadvantaged children in North Lincolnshire (57% of whom achieved ARE). In 2023 75% of disadvantaged children achieved expected standard (above national – 66%)

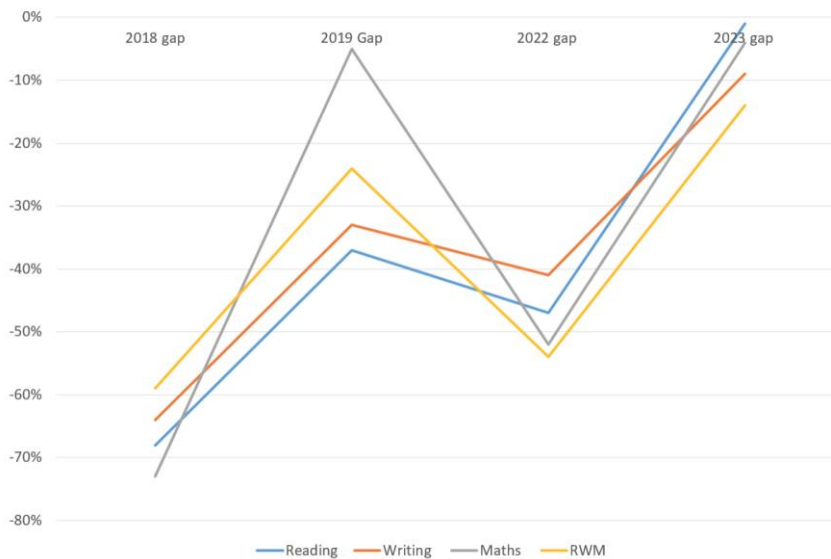
The laptops purchased continue to be used effectively, they have been allocated to individuals in years 5 and 6. Year 4 pupils also have access to individual laptops. This has resulted in continuing improvements to the access of online resources and pupil's confidence when using programmes to enhance learning. Access to online resources is supporting children to work towards achieving the multiplication tables check in year 4.

The charts below show the end of EYFS (GLD) data for disadvantaged children. 15% of the cohort were disadvantaged children in 2023. Disadvantaged pupils in EYFS continue to be a focus due to a dip in attainment.

All 2022	73%
Disadvantaged 2022	75%
Non- <u>disad</u> 2022	72%
All 2023	69%
Disadvantaged 2023	53%
Non- <u>disad</u> 2023	71%

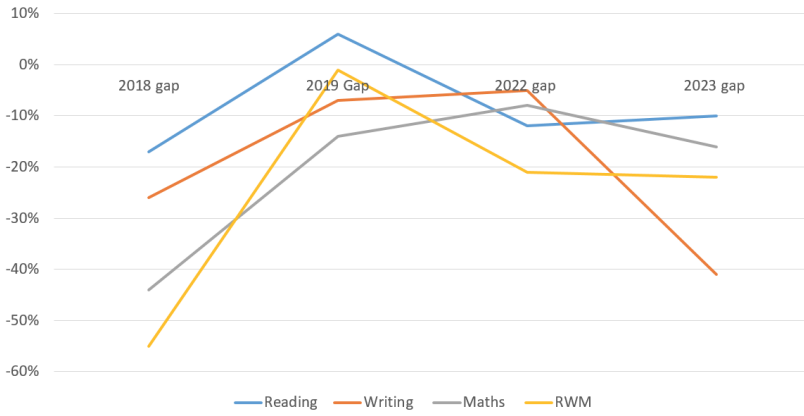


The charts below show the disadvantaged gaps at the end of KS1 data for disadvantaged children. In 2022, there were 6 disadvantaged children in the cohort (17% of cohort), in 2023 this was 36%.



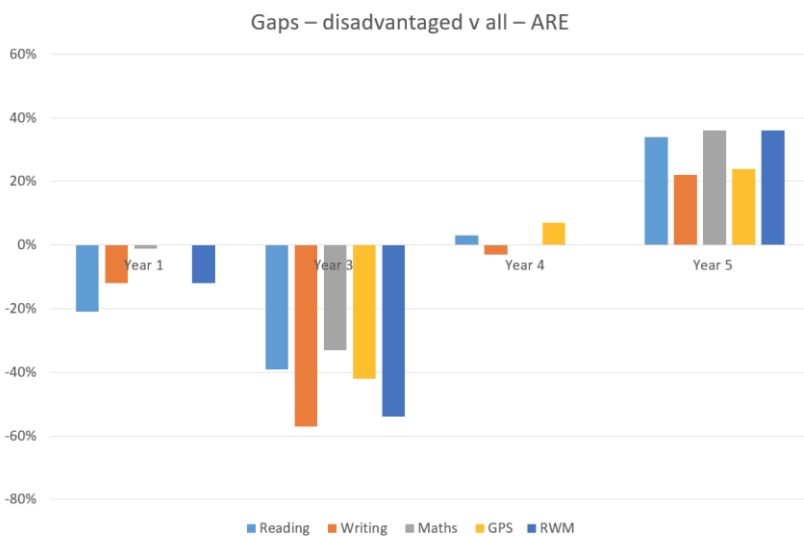
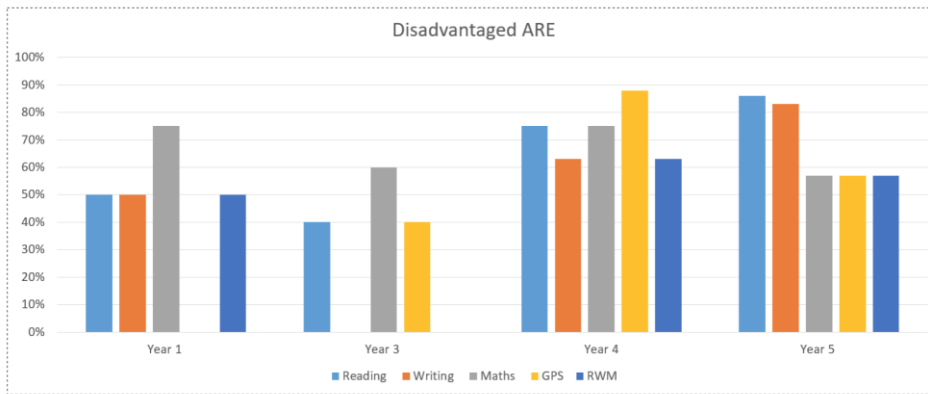
As gaps have decreased from the 2018 data (trends over time data), they are not yet closed. The academy will therefore continue to use strategies that have supported this improvement whilst using new and emerging research to continue to support KS1 pupils.

The charts below show the end of KS2 data for disadvantaged children. In 2022, there were 7 disadvantaged children in the cohort (29% of cohort), this increased to 48% in 2023. This cohort also had significant SEMH needs.



Gaps have widened in writing, maths and combined from 2022 and whilst evidence shows that this is a cohort driven issue focus remains on continually closing the gaps and improving attainment for disadvantaged pupils.

The charts below show the internal data for disadvantaged children achieving age related in July 2023 and the gaps when attainment is compared with the attainment of all children.



Key year groups continue to be monitored and interventions evaluated.

Workshops and nurture groups have continued to support children and families. Screening shows identified children have improved in confidence and relationships with others due to the support given. Informal feedback from families shows the positive impact nurture provision has had on their children.

There continues to be an increased need for support for families through the Early Help process. Senior leadership and the inclusion mentor continue to work effectively with families and external agencies to support where needed. This has had a positive impact on children's ability to successfully engage with their education. In its report in October 2021 Ofsted noted 'There is an effective curriculum for pupils' personal development.' 'Behaviour hardly ever disrupts learning.'

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
RWI	Ruth Miskin
Reading Plus	Hybrid learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How our service pupil premium allocation was spent last academic year	
All service pupil premium allocation is used in the same areas as the pupil premium funding	
The impact of that spending on service pupil premium eligible pupils	
See impact statement above	

Further information (optional)