

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	Croyland Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	140
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	1/1/23
Date on which it will be reviewed	1/12/23
Statement authorised by	Lucy Deakin
Pupil premium lead	Ashleigh Duncan
Governor / Trustee lead	Tracy Elliot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total Pupil Premium budget to date? Pupil Premium £195,478 Pupil Premium Service £900 Pupil Premium LAC £16,961 Total budget to date £213,339
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent: September 22 updates typed in italics

It is our intent, irrespective of their social economic background, that all our pupils are given the support and opportunities to ensure their holistic development and academic growth in all areas of the curriculum. Simply, to thrive - with their individual vulnerabilities and needs, talents and gifts identified and supported.

It is our hope, for every child, that the impact of social economic disadvantage on their learning, mind set and aspiration does not hinder their enjoyment of school or belief in themselves. We nurture all our learners to hold a 'can do, can be' attitude to their future.

Our strategy is inclusive for all our pupils as many of our families, while not meeting the eligibility criteria for pupil premium; do not have vast amounts of disposal income. Our provision is also not **solely** focussed on academic success of achieving age related expectations year for the eligible cohort as many already do; instead it is about supporting the child on all levels of need specific to their individuality.

At Croyland, this significant financial investment is focused upon ensuring the whole Croyland school experience creates a happy child, whose needs, whatever they may be, are met. Our children are supported to become experts in the many different areas of the curriculum with their learning and time with us enriched with experience and opportunity.

Our strategy will continue to be guided by the research and professional development of Marc Rowland: *ADDRESSING EDUCATIONAL DISADVANTAGE IN SCHOOLS AND COLLEGES THE ESSEX WAY* and the EEF. Our focus is on understanding how socioeconomic disadvantage impacts on our pupils learning and their ability to thrive in our setting. Our strategy is not based upon assumption but due to a deep understanding of our pupils, their families and the community in which they live.

Our provision at Croyland is driven by the research of Maslow within an ethos of compassion and an understanding of how being financially poor can impact on the capacity and opportunities a family can provide for their children. This has ensured, and continues to do so, that all our pupils have the necessary support to learn well: that the basic needs of physiology, safety, belonging, esteem and special education needs are met as the first priority. Rowland notes in his final reflections that successful strategies to address disadvantage are built in strong pastoral care.

Marc Rowland goes on then to identify the most effective strategies for addressing disadvantage is what happens in the classroom to improve pupils as learners; if we diminish the importance of teaching and learning, we diminish the opportunity. Therefore, learning is personalised through the analysis of diagnostic assessments. This approach embeds further our curriculum driver is keep up, not catch up.

It is also well documented that having good spoken language is central to children's academic attainment, as well as their longer-term life outcomes. Research consistently demonstrates that children in areas of social disadvantage are at greater risk of having poorer language skills and it is essential to teach children the mechanics of talk. The specific teaching of language development in

the early years remains crucial, however research shows that the language gap widens as children move through school. We have therefore begun to implement the teaching of oracy at a whole school level to ensure that spoken language skills are afforded purposeful and intentional teaching which is embedded across the curriculum.

Previously, we have invested a significant part of PP budget in targeted pupil support through intervention. The structure of how this worked within the school however, challenged us ethnically. Access to a broad and balanced curriculum was reduced as children disappeared into small group interventions throughout the afternoons. Our focus in 21/22 shifted to the child in the classroom taught by their class teacher; a highly effective teacher whose relationship with the child is strong and where the child feels safe to try. Intervention that follows summative assessment is now highly focused; short and tightly measured to ensure access to the whole curriculum and learning with their peers is not prevented

The focus for the core subject leadership team remains unchanged as we move into the academic year 22/23. Effective Teaching by the class teacher, for all pupils in their care

*In addition to this focus by core subject leaders, teachers are being supported by the humanities leadership team on how to apply the research of Blooms, within their task design The focus is on the planning of tasks that not only enable the child to demonstrate their depth of understanding in the taught concept, but also to practise, **with purpose**, core subject skills. (SDIP 3&4 – Learn to read/write: read and write to learn.)*

Our commitment to all our pupils whatever their financial status, is their academic growth in all areas of the curriculum The use of Blooms research within the teaching and learning of the Foundation Subjects is now ensuring all curriculum subjects are enveloped in the ethos of pupil choice, engagement and learning rather than one size fits all/activity led. This response is not child centred; it does not take into account the child's interests or their particular talents and skill sets. Such tasks are scheme or teacher selected with the teaching instructing the child how to do it. As a teaching strategy, this response does not ensure self-actualisation..

In summary:

It is our hope, that if your child attends CPS, family financial disadvantage will not impact on your child's educational development.

- The school ethos of Maslow continues to ensure that their non-academic needs are supported
- *All children are taught through the most effective pedagogy which develops their oracy skills and deepens their vocabulary. The use of Blooms research within the teaching and learning of the Foundation Subject has ensured the school day is enveloped in the ethos of engagement and learning rather than activity led.*
- All children receive a broad and balanced curriculum offer which is enriched to deepen learning through concrete experiences.

- Assessments serve a purpose, providing rich diagnostic analysis to enable class teachers to plan a personalised response to learning needs.
- Pupils attend the enrichment opportunities that are available.
- *When required, school staff supports parents through the tiers of Maslow. (Maslow placed live needs into five distinct tiers, namely: **physiological needs, safety and security needs, love and belonging needs, esteem needs, and self-actualization needs**)*

Challenges

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

Challenge number	Detail of challenge (known – not assumption!)
1	Low appreciation to reading as hobby by parents and children – it is a school subject – not to be prioritised over gaming or undertaken at home. (Pupil Voice) Teachers teach reading at school – it is a schools job to do reading!
2	Lower level of oral language across the curriculum. Many of our pupils are word poor which is a limiting factor on enabling them to articulate and share their subject/concept understanding.
3	Spelling is a weakness in pupil writing. Being able to spell well enables successful application of challenge 2. Jane Considine
4	Pupil and parent engagement/financial capacity with learning opportunities/enrichment within the family to enhance curiosity. (Pupil Voice) <i>Many of our parents will admit that their own schooling was poor and they themselves lack the skills and confidence to support their child's learning as they grow older.</i>
5	Our attendance data prior to lock down and on return indicates that attendance for those eligible for PP, as a cohort is lower than that on those who are not. Persistent absence is also very evident in this cohort.

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.

FDP: Financially Disadvantage Pupils

NFDA: None Financially Disadvantaged Pupils

Challenge	Intended outcome	Success criteria: MEASURES TO REPORT
1	Improved reading attainment among financially disadvantaged pupils :	<ul style="list-style-type: none"> • UK2 – targeted pupil data confirms, as a cohort, a positive improvement in the number of pupils reading at home and, how often they are reading.

		<ul style="list-style-type: none"> End of EYFS/KS1/KS2 reading outcomes in 2022/23 demonstrate a minimal/ nonexistence gap when attainment is compared between the cohorts of FD/NFD pupils. The cohort figures will be adjusted to remove those pupils with significant learning impairments.
2	Improved oral language skills and vocabulary among FD pupils	<p>VOICE 21</p> <p>Monitoring indicate significantly improved oral language among FDP.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
3	FDP make good progress in spelling due to the implementation of the RWI spelling scheme.	Spelling assessments show term on term improved spelling scores amongst FDP.
4	Enrichment opportunities (that requirement payment) are experienced by those pupils who wish to take part.	FDP are supported to attend/access all school enrichment opportunities and experiences.
5	FDP achieve good Attendance.	<p>FD/NFD pupils</p> <p>Attendance compared is 95% in all year groups.</p>
6	FD pupils are well prepared for the next phase of their education.	<ul style="list-style-type: none"> Year 6 cohort leave us, at or better than the expected standard for the end of KS2, in the core subjects. In EYFS, the percentage of FD pupils achieving the ELG in the specific areas of Literacy and Number is inline or better than the NFD cohort

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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IRIS Connect: Video Enabled Professional Development for Teachers	<i>Mastery Learning +5</i>	1, 2, 3
<i>Teacher to pupil feedback opportunities through access to a broad and balanced Curriculum/specialist subject teaching.</i> <i>Teacher feedback provided when pupils are engaged in the subject specific teaching of PHSE/Music</i>	<i>Arts Participation +3 months</i> <i>Individualised Instruction +4 months</i> <i>Small Group Tuition + 4 months</i> <i>Feedback +6 months</i>	2, 3, 4
<i>Voice 21 – Oracy Project</i>	<i>Mark Rowland</i> <i>Oral Language Interventions + 6 months</i>	2
<i>Investment in schools hub to ensure RWI is implemented with Fidelity</i> <i>School's Portal Subscription– all training for staff coaching with support materials that can be viewed by parents.</i>	<i>Mastery Learning +5</i> <i>Phonics +5</i> <i>Teaching Assistant Interventions +4</i> <i>Reading Comprehension strategies +6</i>	1, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • KS2 Pira/ Shine interventions • Diagnostic tools – A4L • KS1 RWI interventions • SM Fresh Start CPD 	<ul style="list-style-type: none"> • <i>Individualised Instruction = 4 months</i> • <i>Small group Tuition + 4 months</i> • <i>Phonics + 5 months</i> • <i>Mastery Learning +5 months</i> • <i>Feedback + 6 months</i> • <i>Reading Comprehension Strategies + 6 months</i> 	1, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maslow Team</i>	<i>Self-Regulation +7 months</i> <i>Homework +5 months</i> <i>Behaviour Interventions +4 months</i> <i>Social and Emotional Learning +4 months</i> <i>Parental Engagement +4 months</i> <i>Attendance</i>	5

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
<ul style="list-style-type: none"> • EYFS and KS1 RWI 	RWI
<ul style="list-style-type: none"> • Pira and Puma Standardised Tests 	Rising Stars
<ul style="list-style-type: none"> • Timetables Rockstars/Bee Bots 	Maths Circle Ltd
<ul style="list-style-type: none"> • Spelling Shed 	Education Shed Ltd
<ul style="list-style-type: none"> • Comparative Marking 	No More Marking

Part B: Review of outcomes in the previous academic year: read from Page 9.

Focus 23/24 PP Strategy

- Reading progress/Attainment.
- SDIP3: Every child a reader: every child a learner.

a) Improved reading attainment among financially disadvantaged pupils

a) UK2 – targeted pupil data confirms, as a cohort, a positive improvement in the number of pupils reading at home and, how often they are reading.

a) End of KS reading outcomes in 2022/23 demonstrate a minimal/nonexistence gap when attainment is compared between the cohorts of FD/NFD pupils. The cohort figures will be adjusted to remove those pupils with significant learning impairments.

- a) On the whole, PP reading engagement was poor across Year 5 and 6. Very few PP children completed their three 10 minute reads per week and there was minimal reading journal engagement - often it not even being in school for teachers to record in within school. To address this, PP lead led finishing club twice a week as an opportunity for children to read. This allowed the children to earn their reading awards and ensured that they completed their weekly reading. It also promoted a discussion about their books.
- b) This ensured that all children had an opportunity to read in a quiet space with the support of an adult. The approach meant that all children in Y5/6 read x3 weekly in addition to class reading and no one was disadvantaged.

	Reading FD	Reading NFD
EYFS: ELG	81/76	87/87
KS1	Sig below national and 5 th Percentile	
KS2	63	
Average score	99	104

Reading will remain a priority foci for PP learners in 23/24

b) Improved oral language skills and vocabulary among FD pupils **VOICE 21**

Oracy Teaching embedded into the CPS curriculum.

Triangulation activities indicate significantly improved oral language and use of subject specific vocabulary among FD learners

Oracy teaching is now embedded across the curriculum as a pedagogical strategy in which to drive learning and support pupil development of learning to talk and from talk. Pupil voice demonstrates the positive impact and enjoyment of oracy based learning; stating that it helps them to recall learning with more ease, they have become better at negotiating agreements and they can resolve things on the playground better. Children stated that they are able to disagree with things without upsetting people and they can describe things more clearly. Children stated that they are better at reading cues from people's body language.

Monitoring in KS2 has demonstrated that children are independently drawing upon the talk stems provided, children are using increasingly ambitious vocabulary, children are more confident at building on others ideas at an appropriate level and they are more aware of speech clarity and using social cues in conversation. However, negotiation and shared agreements remain a challenge for many.

	<p>In KS1, children are confident speakers. They speak at volume, use the talk stems and the given vocabulary but their listening skills remain poor. They struggle to wait their turns, summarise others ideas, to build on what others have said and to listen to the teacher. Listening skills therefore need to be a priority for next year.</p> <p>On initial implementation of oracy, the progression map had to be adjusted in line with our pupil's capabilities. However, the monitoring demonstrates that in some areas pupils are now able to access a more advanced level in line with other schools. The progression map will therefore be amended accordingly to continue to develop and extend our oracy teaching and learning further.</p> <p>Staff and pupil feedback demonstrates that the introduction of direct oracy teaching through the C factor assembly has had a positive impact on both staff subject knowledge and pupil understanding of oracy objectives and focuses. This makes it easier to embed the teaching strategies into the curriculum.</p> <p>Observations demonstrate that providing the challenge vocabulary with definitions and talk stems really help scaffold quality talk from the pupils at all ages.</p> <p>Voice 21: Oracy strategy is embedded for all learners;</p> <p>Focus for 2324</p> <p>Oracy strategies embedded across the curriculum in all year groups.</p> <p>SL embedded triangulation activities into their monitoring activities. How do children talk about their learning.</p>
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c) FDP make good progress in spelling due to the implementation of the RWI spelling scheme.

<p>Spelling assessments show term on term improved spelling scores amongst FDP.</p>	<p>PP/NPP Writing Moderation Summer Trends 2022:</p> <p><u>Y4 PP focus:</u></p> <ul style="list-style-type: none"> - Handwriting and spelling still significantly weaker the NPP comparable <p><u>Y5 PP focus:</u></p>
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	<p>- Spelling and handwriting – still significantly weaker the NPP comparable.</p> <p><u>Y6 PP focus:</u></p> <p>- Spelling a significant weakness within PP learners. Need to secure spelling of HF words as well as spelling rules.</p>
<p>d) Enrichment opportunities (that requirement payment) are experienced by those pupils who wish to</p>	
<p>FDP are supported to attend/access all school enrichment opportunities and experiences.</p>	<p>All after school clubs are provided free of charge.</p> <p>Out of 156 pupil premium children, 71 have attended an after club offer (45%). Looking closely at the attendance registers, for all clubs, the initial allocation is half. When attendance falls, places are reallocated.</p> <p><i>Pupil Voice</i></p> <p>✓ Music Makers – “I like spending time with my friends and learning new songs.”</p> <p>✓ Multi Skills – “It was good, we got to play new games and even football if we were good.”</p> <p>✓ Netball – “I like having the opportunity to play with my friends but also new people and we got the chance to compete in a tournament with other schools</p> <p>✓ Friendship Club – “We get to talk about our feelings and we can play games and make new friends.”</p> <p>✓ Sewing Club – “It makes me really calm and the more practise I do I get better at sewing.”</p> <p>✓ Football – “We get to play games and have fun. I also like the fact that we learn new skills that I can use on the weekends when I play with my team.”</p> <p>✓ Portrait Club – “We get to paint using the acrylics. We also analyse drawings which helps us learn new skills and techniques for our own portraits.”</p>
<p>e) FDP achieve good attendance.</p>	
<p>Attendance compared is 95% in all year groups.</p> <p>LA System are applied rigorously to target absence of all</p>	<p>2022/2023 whole school attendance = 92.02%. FD Attendance was below this.</p>

f) FD pupil at CPS, leave CPD academically well prepared for their transition into KS1 and KS3

a) Year 6 PP cohort leave us, at or better than the national expected standard for the end of KS2, in the core subjects.

b) In EYFS, the percentage of FD pupils achieving the ELG in the specific areas of Literacy and Number is inline or better than then NA/ NFD cohort

Year 6

	Reading 73%	Writing 71%	Maths 73%
%	63 %	68%	53%
RS	12/19	13/19	10/19
In the three core subjects NFD continue to attain better than their FD			

With this cohort, on return from Covid, we focussed on the teaching of reading. On reflection, we did not give enough time to understanding the barriers to pupils' motivation to read. Many of our Year 6 boys had disengaged with reading as they crossed from KS1/2 during home learning.

Children achieving the ELG 2022 – 2023

Non pupil premium children out perform pupil premium children in most areas however, our provision is ensuring, with the exception of writing, that are children are well prepared for the next phase of their educational journey and

Areas of Learning		Nat 22	PP (21)		Non-PP	
L	Comprehension	80.3%	17	81%	33	87%
	Word Reading	74.7%	16	76%	33	87%
	Writing	69.5%	12	57%	29	76%
M	Number	77.8%	16	76%	31	82%
	Numerical Pattern	77.2%	18	86%	32	84%

