

# Pupil premium strategy statement

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, and how we intend to spend the funding in the academic year of 2023/2024. The impact of this spending will be reviewed in Part B in Autumn 2024.

## School overview

Detail	Data
School name	Croyland Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	1/1/24
Date on which it will be reviewed	1/12/24
Statement authorised by	Lucy Deakin
Pupil premium lead	Sarah Wright
Governor / Trustee lead	Tracy Elliot

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,170
Recovery premium funding allocation this academic year	£24,037
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent:

This year, despite significant changes to our reading curriculum, our Year 6 data saw a deterioration in pupil outcomes when compared to previous data and the national average. Detailed analysis of those who did not achieve the expected standard identified a core group of children. These children, who cannot solely be identified as disadvantaged, did not have the desired or required reading behaviours. We tracked this back to our Covid analysis. This group had very little engagement in the home learning reading activities during this period. When they returned to school, we taught focused reading lessons, but the numbers requiring intervention-increased term on term.

We focussed our in class reading on teaching pupils to read at the expense of creating readers. We did not pay enough attention to understanding the reading motivations of this core group of learners. They attended their reading lessons, engaged in tutoring, but they lacked the internal drive to read.

On publication of the DFE Reading framework in July 2023, we reviewed our reading provision in line with the seven key areas, which it identified.

This academic year our Pupil Premium strategy intent is, as noted in the summary paragraph below:

*All children are able to read to the best of their abilities and if this is below the standard required for their age, they receive the appropriate intervention to make sure that they are reading to the best of their abilities, and continue to make progress but, underpinning all of this, is our relentless commitment to creating a reading for pleasure culture within the classrooms and corridors.*

A significant proportion of the Pupil Premium budget will be allocated to teaching reading, leading reading, and creating a reading for pleasure ethos throughout Croyland.

We have introduced a whole school reading timetable across KS1 and KS2. The children, who have not completed the RWI phonics scheme as they move into KS2, continue to be taught phonics as quality first teaching rather than as an intervention.

In KS2, pupils who need further phonics support in Years 5 and 6, children attend Fresh Start teaching groups, dependent upon their reading need. We have moved away from Book Talk as the only whole class reading approach; Shine is now embedded within our whole class reading teaching. Previously Shine was used as a reading comprehension intervention.

This hybrid approach to the teaching of reading is our strategy to not only create readers, but also create children who are lovers of books. This approach will allow us to tightly

**target those who need intervention. The Pupil Premium budget will allow us to ensure there are fully trained staff who can teach the fundamental strategies/pedagogy of the programmes chosen in school. In addition to this, there has been investment in the school library, which provides the visual motivation to be a reader. There has been further investment in reading materials corresponding to our chosen phonics scheme.**

**Although our primary focus this year is upon the high quality teaching of reading, alongside the professional development of teachers, our Pupil Premium strategy continues to focus upon targeted academic support and various wider strategies identified by the EEF. These are embedded, and simply part of the ‘Croyland Way’, rather than having a significant cost implication. They benefit all children, not simply those who can be identified as financially disadvantaged.**

**Targeted academic support:**

- **pupil achievement discussion cycle with targets and evaluations**
- **specialised teaching by subject experts to enable feedback**
- **maths intervention teaching by a maths specialist teacher**
- **a cycle of standardised assessment with diagnostic analysis which identifies where academic support is required.**

**Wider strategies:**

- **the use of Edulink to support learning conversations with parents**
- **sharing of vocabulary alongside a weekly review of learning to promote learning conversations at home**
- **a range of cognitive, creative, and active after school clubs with an equal uptake for all**
- **parental support**
- **wellbeing support at playtime and lunchtime**
- **access to home learning support, and motivated by ‘School Cash’ awards for their classes**

**In summary – our pupil premium strategy:**

**It is our hope that if your child attends CPS, family financial disadvantage (external circumstances) will not negatively affect your child’s educational development while in school.**

- **All children are able to read to the best of their abilities. If this is below the standard required for their age, they receive the appropriate intervention to make sure that they are reading to best of their abilities, and continue to make progress.**
- **Our Library collections, and the ethos that surrounds it, creates a motivation to read and creates readers – not just children who can read.**
- **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 Subjects has ensured the school day is enveloped in the ethos of engagement and personalised responses, in order to demonstrate depth of learning.
- 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.
- **School is deemed a happy and safe place so pupils come every day and attend the various enrichment opportunities which are available. We know this because our pupils tell us!**
- When required, school staff support parents through the tiers of Maslow. (Maslow placed 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 a 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 due to limitations in experiences.
3	Pupil and parent engagement/financial capacity with learning opportunities/enrichment within the family to enhance curiosity. ( Pupil Voice) 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.
4	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

NFDP: Non Financially Disadvantaged Pupils

Challenge	Intended outcome	Success criteria:
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		<b>MEASURES TO REPORT</b>
<ul style="list-style-type: none"> <li>All children are able to read to the best of their abilities and if this is below the standard required for their age, they receive the appropriate intervention to make sure that they are reading to best of their abilities, and continue to make progress.</li> </ul>		
1	Improved reading attainment among FDP at end of KS outcomes.	<p><b>National Outcomes</b></p> <ul style="list-style-type: none"> <li>End of EYFS/KS1/KS2 reading outcomes in 2023/24 demonstrate a minimal/ non-existent 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.</li> <li>More FD pupils are assessed as reading at greater depth than in previous years at the end of EYFS/KS1/KS2.</li> <li>In EYFS, the percentage of FD pupils achieving the ELG in the specific areas of Literacy is in line or better than the NFD cohort.</li> <li>All teachers providing intervention are judged effective in their role.</li> </ul>
2	FDP achieve good Attendance.	<p>FD/NFD pupils</p> <ul style="list-style-type: none"> <li>Attendance compared is 95% in all year groups.</li> <li>FDPA Decreases term on term.</li> <li>LA systems are applied rigorously to target absence of all pupils.</li> </ul>
3	Qualitative responses confirm that our FDP value reading, and want to be the best readers that they can be.	<ul style="list-style-type: none"> <li>PP lead will undertake Pupil Voice activities across year groups. Analysis of this will be completed, appropriate measures puts into place, and feedback provided.</li> </ul>
4	Qualitative responses that FDP are positive about coming to school; they enjoy, and achieve with the opportunities that are on offer.	<ul style="list-style-type: none"> <li>PP lead will liaise with the pastoral team to monitor the attendance of the FDP children.</li> <li>PP lead will read with children across year groups to encourage attendance and engagement.</li> </ul>
5	There is a minimal/non-existent attainment gap when SS are compared between the cohort of FD/NFD pupils.	<ul style="list-style-type: none"> <li>In years 1 – 6, standardised outcomes in reading show an improvement in the number of FD pupils attaining ARE from Summer 23 - Summer 24.</li> <li>In Upper KS2, Year 5/6 data analysis identifies that where ARE has not been achieved, the PP coordinator alongside the reading lead has supported and ensured qualitative outcomes for those pupils.</li> </ul>

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

## 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"> <li>KS2 Reading interventions informed by PiRA outcomes</li> </ul>	<ul style="list-style-type: none"> <li><i>Individualised Instruction = 4 months</i></li> <li><i>Small group Tuition + 4 months</i></li> <li><i>Phonics + 5 months</i></li> <li><i>Mastery Learning +5 months</i></li> </ul>	1, 5

<ul style="list-style-type: none"> <li>• Diagnostic tools – A4L</li> <li>• EYFS/KS1 RWI interventions</li> <li>• KS1 Shine intervention</li> <li>• EB Fresh Start CPD / SM RWI CPD</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Feedback + 6 months</i></li> <li>• <i>Reading Comprehension Strategies + 6 months</i></li> </ul>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>	2, 4

## 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 2023 to 2024 academic year.

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### 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