

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Crosby on Eden CE Primary School
Number of pupils in school	83 plus nursery
Proportion (%) of pupil premium eligible pupils	6% this academic year
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24-24/25
Date this statement was published	Dec '23
Date on which it will be reviewed	Dec '24
Statement authorised by	J Dalglish
Pupil premium lead	J Dalglish
Governor / Trustee lead	R Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,410
Recovery premium funding allocation this academic year	£500
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	£13,910

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Our strategy is also integral to wider school plans for education, notably in its targeted support through providing first quality teaching and intervention packages delivered by trained members of staff.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, both formative and summative. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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 indicate underdeveloped oral language skills and vocabulary gaps. These are evident from EYFS through to KS2.

2	Assessments, observations, and discussions suggest some pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Audits identified a gap in practice with regard to Metacognition and self-regulated learning which need to be filled to enable pupils to meet their potential in their learning.
4	Our assessments and observations indicate that the education and well-being has been impacted by partial school closures. These findings are supported by national studies. Referrals for support have increased since the pandemic.

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 across all key stages.	Assessments and observations indicate significantly improved oral language. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment and engagement among pupils.	Assessments and observations indicate significantly improved phonic knowledge and application. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved practices with regard to metacognition and learning behaviours	Audits and observations indicate significantly improved practices with regard to metacognition and learning behaviours. This is evident when triangulated with other sources of evidence, including engagement in lessons and pupil voice monitoring.
To achieve and sustain improved wellbeing for all pupils in our school.	Sustained high levels of wellbeing from 2024/25 demonstrated by: data from pupil voice, student and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,500

£1000 to release staff and complete AR training, TA support hours £6,000, The Decider Life Skills training and cascading to all classroom staff, £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Delivery of P4C sessions in all classes.</p> <p>Support from parents to hear children read aloud, and for children to have a reading buddy.</p> <p>Use of knowledge organisers and knowledge notes in KS1 and 2 to explicitly extend pupils' spoken vocabulary through reviews of learning with subject leaders/class teachers/support staff – CUSP CPD</p> <p>Delivery of phased lessons in order to allow children to know more and remember more</p> <p>Training for TAs to use AR, as a tool to support reading</p> <p>Support in classroom</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence base that suggests that consideration for metacognition and self regulation, and working memory, are successful way to support children to know more and remember more</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3,4</p>
<p>Delivery of a DfE validated Systematic Synthetic Phonics programme to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>2, 3, 4</p>

<p>stronger phonics teaching for all pupils.</p> <p>Create an extra phonics group in KS1 to provide further targeted support.</p> <p>Additional support from TA within KS1 and 2 within English lessons</p>	<p>necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Attendance at training in metacognition and learning behaviours, led by the Teaching School followed by actions on action plan</p>	<p>There is extensive evidence associating metacognition and self-regulation strategies with improved outcomes at school and in the future. “With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</p> <p>EEF</p> <p>https://EEF/metacognition-and-self-regulation</p>	<p>2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Use of SCARF resources and The Decider Life Skills across the whole school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

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

Budgeted cost: £2,250

£1500 daily sessions of NELI, £750 additional phonic sessions for ks1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with NELI programme. Trained member of staff to assess children and deliver programme to improve early language.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>

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

Budgeted cost: £3,350

£1000 actions from SMHL training, £600 supported ASC, £3,000 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Completion of SMHL (funded) and associated actions</p> <p>School wide approach to support mental health and wellbeing by engaging with the Decider Life Skills</p>	<p>“Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	<p>1,2,3,4</p>
<p>Support for attendance at ASC</p>	<p>Increased participation at ASC clubs</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 14,100

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 2022-23 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results, multiplication check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the small numbers in our cohorts). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic, but shrunk since schools fully reopened. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

These results, and the changes in our cohorts, mean that we are not at present fully on course to achieve all the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.