

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	Cradley CE Primary
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 30 th 2021
Date on which it will be reviewed	September 30 th 2022
Statement authorised by	D Jones
Pupil premium lead	D Jones
Governor / Trustee lead	Eryl Copp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,175.00
Recovery premium funding allocation this academic year	£9000
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	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

The Cradley focus for recovery is based on a three-year strategy of pupil engagement and improvement. Each individual phase, over the years, will have key performance indicators and priorities.

Targeted additional support strategies will result in students being able to have full access to our curriculum and all extra – curricular experiences. All students in the target groups who are currently underperforming because of the impact of their disadvantaged background as well as the additional impact of the pandemic, will make improved progress leading to the narrowing of any attainment gaps.

The current plan is broken down into three phases that address the barriers to learning created by; social and emotional needs, cultural and environmental issues, the impact of Covid 19 as well as the gaps in learning and understanding created by poor attendance over time.

2021-22 - the key aspect is reaffirming the school culture and ethos post pandemic. It is important to recognise that before any additional funding is allocated to pupil premium children, we must ensure that all pupils, regardless of social context, are reengaged with high quality teaching, social and emotional support and importantly encouraged to attend school every day in order to address the gaps in learning; where possible, supporting families to rebuild their trust, confidence and reducing the barriers presented by the pandemic.

2022-23 – Using quality assessment data from summer '22 to identify key subject areas and key groups of children that will need intervention in order to ensure they can appropriately 'catch up' in attainment and progress. Identify what the data tells us about specific groups and areas of learning.

2023-24 – Drilling down into the data to identify and work with key children, families and cohorts in order to achieve maximum, wider impact.

The key principles of the three-year strategy plan are based on evidence and data to ensure that we are meeting the needs of all pupils, addressing concerns efficiently and effectively to ensure that pupils can make rapid and sustained progress. In order to do this our plan is comprised of six clear objectives of school improvement listed below:

- To close the disadvantage gap by addressing inequalities and raising the attainment of pupils in low-income families.
- To address gaps in learning and knowledge further impacted by Covid 19.
- To reduce fixed term exclusions and demonstrate improved relationships between pupils
- To provide enhanced emotional support for pupils and families
- To improve reading and phonics results for the disadvantaged
- To reduce persistent absence

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observations of pupils indicate underdeveloped acquisition of language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Our attendance data over the last 3 years indicates that there is a legacy of persistent absenteeism among disadvantaged pupils. Persistent absence has increased due to Covid data shows that amongst disadvantaged pupils, persistent absence has steadily increased:</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in reading, writing and math. 8 of the 14 pupils with an identified SEN need are persistently absent.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, especially in year 1. This negatively impacts their development as readers and impacts their learning in subsequent years.</p>
4	<p>Our assessments including parent surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low income, a lack of routine and support and a lack of enrichment opportunities during school closure caused by Covid 19. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher SEN and safeguarding referrals for support have markedly increased during the pandemic. 24pupils (14 of whom are disadvantaged) currently require additional support with SEN and social and emotional needs.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by lack of remote learning engagement and national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and the application of language and vocabulary.</p>

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 among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils is in line or above national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • the percentage of all pupils who are persistently absent being below pre – covid national figures and the figure among disadvantaged pupils being no more than 9%
Improved reading and phonics attainment among disadvantaged pupils.	<p>In year 1 and 2, phonics to be between + or – 2% of the national phonics data and above local authority averages.</p> <p>KS2 reading outcomes in 2024/25 show that outcomes of disadvantaged pupils have greatly improved over time, allowing them to be representative of the national average.</p>
To achieve and sustain improved wellbeing for all pupils and families in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • High levels of support for parents from family support and the wider pastoral team.

	<ul style="list-style-type: none"> • Celebrating the diversity of all families ensuring greater degree of engagement through the curriculum
<p>Improved writing and language attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes in 2024/25 show that:</p> <ul style="list-style-type: none"> • Writing outcomes are in line with national figures as reflected in the last KS2 statutory data return • Sustained and secure Progress of writing across all attainment groups across the school is evident <p>In year assessment, end of KS assessment, book scrutinies, observations and pupil voice.</p>

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: £ 10,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in T4W.	T4W to be used across school to give a structure to writing and to support and model for lower attaining children	1, 3 and 5
To purchase a range of resources to enhance the teaching of writing and reading across the school for children to develop their language, vocabulary and compositional skills by ensuring high quality teaching and learning is in place throughout the school.	A wide range of evidence suggest that ensuring clear links between reading, oracy and written composition supports rapid improvement in all pupil's vocabulary Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,3 and 5
Training Required for the delivery of RWI phonics for all staff new to school or new to KS1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	3
We will purchase resources and fund ongoing teacher training and release time.	There is a compelling 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £5.240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deploy a rigorous and effective timetable of structured interventions across both Key Stages focussing on the gaps in reading, writing and math; supported by a rigorous CPD offer for all support staff.</p>	<p>Well-planned and delivered, strategic interventions can allow for rapid progress and have a significant impact on pupil's attainment.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £4760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In addition to our Thrive approach employ an addition member of staff to carry out additional sessions to provide enhanced emotional support for a greater number of children and families. We will improve the quality of Thrive which will be embedded into routine educational practices and supported by professional development and training for staff.</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>	4
<p>Create a positive and supportive environment which allows ongoing holistic assessment of pupils and their needs; ensuring all pupils have access to high quality teaching and learning.</p>	<p>Evidence and research informs us that a range of teaching strategies should be considered when working with pupils with SEN</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve additional training to support key members of the team</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2

Total budgeted cost: £ 20175

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 2021 academic year.

Over the course of the year 20/21 the school focussed on five key priorities. Despite the disruption on two national lockdowns, the school continued to work these priorities and the pupil plan. Although there were key successes, there were also obvious areas that continued to be of high priority.

A year 2 'covid catch up' group was established in order to support the gaps in learning prevalent especially in a specific group of disadvantaged pupils within that cohort. This was a full-time group supporting the attainment in phonics, reading, writing and maths. As a result 85% of the cohort passed the year 2 phonics test. However, the outcomes in writing and reading continued to be impacted with 28% of disadvantaged pupils meeting age related expectation in writing and 43% of disadvantaged pupils meeting age related expectation in reading. The gap in reading between pupil premium children and non was 33% and in writing was 44%

Reading results show that we have significant gaps in progress and attainment in lower KS2 and more specifically amongst disadvantaged pupils. Further work is needed to identify those children who need greater support in this area of the curriculum therefore the spend allocated will further enhance the reading offer across the school and support the clear assessment and identification of pupils need additional support in reading. Not only is effective assess a key objective for this year but raising the profile and importance of reading at home is just as crucial to our three-year strategy.

Year 1 results in phonics show that there is still a gap between pupil premium and non-pupil premium and this will be a key focus of the plan, being addressed over time.

Although there was continued progress in Early years language acquisition and development, there is still some poor communication and interaction skills upon entry to the nursery which has been further compounded by two lockdowns, therefore it is imperative to allocate of proportion of our funding to ensure that this particular cohort of children are able to engage with the national curriculum and be given every opportunity to make progress.

The development of the curriculum had a huge impact on all children across the school; enhancing children's knowledge of diversity, promoting the importance of education and improving their self-esteem and well-being. Not only did this have an academic impact on our pupils, but it also further reduced the recorded incidents of

negative behaviour and improved rates of attendance. To develop these areas further, we wish to ensure that the clear aims and objectives of our curriculum are now to reach beyond the school gates; encouraging and supporting the mental well-being and aspirations of our families. This years funding will continue to support the work of Thrive allowing us to ensure that our most vulnerable children are supported is during the academic year.

In addition to the challenge of supporting our families, noted in our three-year strategy, this will also support our key aim of re-engagement of a small number of persistently absent pupils by enabling and empowering parents to support their children and themselves.

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
NELI	Nuffield Early Language Intervention