

## 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	Cradley CE Primary
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D Jones
Pupil premium lead	D Jones
Governor / Trustee lead	Katherine Parsons

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,105
Recovery premium funding allocation this academic year	£4495
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	£49,600

# 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.

**2022-23** The key aspect is reaffirming the school culture and ethos post. 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 re-engaged 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 lasting effects pandemic.

**2022-24** - 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.

**2024-25** - 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 writing, 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	Poor language acquisition and vocabulary particularly with early years but also prevalent throughout the school.
2	Children have made good progress in phonics but the gap between disadvantaged and non-disadvantaged is still greater. We want to close the gap.  33% of PP children and 89% of non-PP children passed phonics check in Year One.
3	Improving outcomes in English for all children in receipt of pupil premium In reading 50% of PP children at standard 86% non-PP children Writing 39% of PP children 79% of Non-PP Children
4	Our Thrive assessments, observations and discussions with pupils and families have identified social, emotional issues and anxiety 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.
5	Persistent absence continues to be an issue for our disadvantaged children. This was due to Covid and parents' anxiety around illness. This impacts on children's progress and leaves gaps in knowledge and learning.
6	Cultural Capital - we aim to provide all our children with opportunities and experiences that will enrich their lives and enhance learning across the curriculum. Disadvantaged children are not always provided with these opportunities at home.

## 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.	Develop Oracy across the school. 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.
Improve attendance for disadvantaged children and reduce anxiety around Covid and other infectious illnesses	<p>70% of children with persistent absence are pupil premium children in 2021/22.</p> <p>Children's attendance will improve over 22/23.</p> <p>Parents will feel less anxious.</p> <p>Covid will cause less absence.</p> <p>Children with low attendance will be supported on return from periods of absence to catch up on lost learning.</p> <p>Parents will have a better understanding of the importance of being in school.</p>
Improved reading and phonics attainment among disadvantaged pupils.	<p>In Years 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> <p>Reading for Pleasure - Research evidence suggests that children who read for pleasure and at length perform better across all areas of the curriculum. Children who are not encouraged to read at home do not perform as well. Many of our disadvantaged children do not read at home or read for pleasure.</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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• High levels of support for parents from family support and the wider pastoral team.</li> <li>• Celebrating the diversity of all families ensuring greater degree of engagement through the curriculum</li> </ul>
Improved writing and language attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2024/25 show that:</p> <ul style="list-style-type: none"> <li>• Writing outcomes are in line with national figures as reflected in the last KS2 statutory data return</li> </ul>

	<ul style="list-style-type: none"> <li>• Sustained and secure progress of writing across all attainment groups across the school is evident</li> </ul> <p>In year assessment, end of KS assessment, book scrutinises, observations and pupil voice.</p>
<p>Capital culture</p> <p>Children's awareness and experience of cultural activities will ensure all children's lives are enriched while at Cradley School.</p>	<p>All children including the most disadvantaged will have opportunities to experience the world and culture around them. Particularly from their own culture.</p> <p>Theatre trips, visits to coast, city, residential, music lessons etc</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: £11238 + £1900 + £195 + £500 + £8022

Total: £21855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Pathways to write across the school	Children have an entitlement to high quality teaching and learning. The development of a robust, highly recommended scheme will ensure that this happens for all children across all year groups	1 and 2
<p>To purchase a range of resources to enhance the teaching of and reading across the school</p> <p>To introduce the use of key texts, 'branching out' to encourage children to read different books.</p> <p>To develop a whole school approach to teaching reading.</p>	<p>A wide range of evidence suggest that ensuring clear links between reading, oracy and written composition supports rapid improvement in all pupil's vocabulary</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that children who read at home and read for pleasure will make more progress and achieve better in all subjects across the curriculum.</p>	1, 2 and 3
Ensure RWI training is kept up to date to make sure there is consistency in phonics teaching/	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
<p>Oracy</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	There is a compelling evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1

	<p>inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
--	--	--

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

Budgeted cost: £12525 + £350 + £195 + £500

£12570

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deploy rigorous and effective interventions across both Key Stages focussing on the gaps in reading, writing and maths; supported by a rigorous CPD offer for all support staff.	<p>Well-planned and delivered, strategic interventions can allow for rapid progress and have a significant impact on pupil's attainment.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £11218 + £2025 + £3000

£15243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In addition to our Thrive approach employ an additional 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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk/Special_Educational_Needs_in_Mainstream_Schools">Special Educational Needs in Mainstream Schools   EEF</a> (educationendowmentfoundation.org.uk)</p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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
<p>Cultural Capital</p>	<p>Provide opportunities for children on low income families who might not otherwise have the opportunity.</p>	6



**Total budgeted cost: £45,676**

## 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 2021 to 2022 academic year.

*Over the course of the year 22/23 the school focussed on five key priorities. The school continued to work through these priorities and the pupil plan. Although there were key successes, there were also obvious areas that continued to be of high priority.*

#### Impact

1	Oracy rolled out across school. Learning walks focussing on oracy have shown children have a greater understanding of oracy					
2	Phonics	21-22	33% PP 66.7%	89% Non PP	Difference	56%
		22-23	PP	80%		13.30%
3	English	KS 1/2				
	Reading	21-22	50% PP	86% Non PP		36%
		22-23	57%PP	62%		5%
	Writing	21-22	61%	81%		20%
		22-23	61%	80%		19%
4	Thrive		21-22 86%	22-23 97.00%		
	Persistent					
5	Absence		18.90%	9.80%		
6	Cultural Capital		Spread sheet for each child			

*Catch up interventions were put in place to support children who had gaps in knowledge and skills across Maths and English. English was a specific area. There was good progress across the year groups but there is still a significant gap between pupil premium and non-pupil premium children.*

*Reading results show that we have made progress however attainment is lower in KS1 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 needing additional support in reading. Not only is effective assessment 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 a 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 year's funding will continue to support the work of*

*Thrive allowing us to ensure that our most vulnerable children are supported 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 improving attendance of a small number of persistently absent pupils and pupils arriving late, by raising the profile of good attendance and the importance of being at school on time.*

## **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*

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield Early Language Intervention
Colourful semantics	SALT