

## PUPIL PREMIUM STRATEGY REVIEW FOR THE CRAYLANDS SCHOOL 2019-20

The Pupil Premium is an amount of money the government allocates to each school to support children, who may be vulnerable to under achievement, to reach their full potential. It is particularly aimed at pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

1. Context and overview					
<b>School</b>			The Craylands School		
<b>Academic Year</b>	2019-2020	<b>Total for PP grant current financial year</b>	£66,980	<b>Date of most recent internal PP strategy review</b>	July 2019
<b>Total number of pupils on roll</b>	330	<b>Number of pupils eligible for PP</b>	75	<b>Date for next internal review of this strategy</b>	July 2020

### 2. Mission Statement and vision for disadvantaged pupils within the school:

Our school vision statement is ‘happy together, safe together, learning together.....where all members of the Craylearning community feel happy and safe to take risks in their learning, learn from their mistakes and develop the skills to prepare them for their future, as lifelong learners. The targeted and strategic use of the Pupil Premium will support us in achieving this vision; for all pupils to reach their full potential, both academically and socially irrespective of family income.

At Craylands School, we are committed to meeting the pastoral, social and academic needs of all children. We believe passionately that no child should be denied the opportunity to succeed due to their financial starting point in life. Pupils’ differences are recognised and celebrated; all children are valued as full members of the school community and supported to develop into confident and independent learners and citizens.

While quality first teaching lies at the heart of provision for disadvantaged pupils, as a school we are determined that Pupil Premium funding has maximum impact and enables each and every pupil to develop the necessary life skills, resilience and well-being to prepare them for the future.

**3. Barriers to future attainment. Whilst the needs of all PP children will be established in order to provide the highest quality teaching and learning, some common barriers have been identified:**

<b>A.</b>	The number of PP children on track to achieve ARE in reading is extremely low Year 2 (56%).
<b>B.</b>	The number disadvantaged children on track to achieve ARE in writing is extremely low in certain cohorts with high numbers of pupils eligible for the PP, Y2 (44%), Y3 (50%) and Y5 (38%).
<b>C.</b>	High ability children eligible for PP are not provided with sufficient challenge to enable them to make accelerated progress and work at GDS.
<b>D.</b>	The attendance of children eligible for the PPG is low. 22% of PP children are persistently absent.
<b>E.</b>	Lack of parental involvement due to their own negative experiences, which has given them a poor perception of education.
<b>F.</b>	Limited life and cultural experiences for some of our PP children restricts their understanding in some curriculum areas.
<b>G.</b>	Lack of resilience, low self-esteem and emotional well-being for some of our disadvantaged children.

**4. Desired outcomes**

<b>A.</b>	The number of PP children in Year 2 making at least expected progress in reading increases in order to close the attainment gap between them and their peers.
<b>B.</b>	The number of PP children making expected progress in writing increases in order to close the attainment gap between them and their peers.
<b>C.</b>	Pupils eligible for PP identified as high ability at least progress equivalent to 'other' pupils identified as high ability in reading, writing and maths. There will be a positive impact on the number of children eligible for PP attaining GDS in reading, writing and mathematics.
<b>D.</b>	The number of PP children persistently absent is reduced.
<b>E.</b>	Parents have a positive view of the school, trusting relationships with staff and are engaged in their child's education.
<b>F.</b>	Children have access to a wide range of life and cultural experiences and they will be able to draw on these experiences to enhance their learning in all areas of the curriculum.
<b>G.</b>	Children are supported to manage their mental health and emotional well-being.

## **5. Provision**

**We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. The range of provision includes but is not restricted to:**

- **High quality teaching and learning which addresses the needs of all children with effective differentiation to challenge all pupils.**
- **1 to 1 and small group support by experienced teaching and support staff, focused on closing gaps in learning for children working towards achieving age related expectations as well as those aiming to exceed this.**
- **High quality feedback to pupils to address misconceptions, reshape learning and establish clear next steps.**
- **A focus on the development of personal and social skills.**
- **Support for the families of PP children.**
- **Supporting extra-curricular activities and non-classed based learning.**

**The school aims to use the Pupil Premium imaginatively and effectively to ensure that economic disadvantage is not a barrier to success. We recognise that not all pupils who receive free school meals will be socially disadvantaged. Similarly, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we will allocate the Pupil Premium to support any pupils the school have identified as being disadvantaged. In order to determine spending priorities, the school analyses internal and external data and examines historical attainment and trends. We will aim to use the Pupil Premium to fund those activities and interventions which we consider to be the most effective in raising the achievement of our disadvantaged pupils. Research on the impact of the different strategies including work undertaken by the Sutton Trust and Ofsted is used to shape the schools provision.**

## 6. Specific Interventions and activities including planned expenditure

A.	<p>The number of PP children on track to achieve ARE in reading is extremely low Y2.</p> <ul style="list-style-type: none"><li>• Regular 1:1 and small group reading sessions. <b>Included in staff salary costs.</b></li><li>• Focused phonics sessions for identified children. <b>Included in staff salary costs.</b></li><li>• ‘Better reading’, ‘5 minute literacy box’, ‘toe by toe’ as intervention strategies. <b>Included in staff salary costs.</b></li><li>• Contribution towards the new reading scheme for the whole school.</li><li>• Purchase of resources to teach guided reading in Year 2 from Hubbard Consultancy. <b>£52.50</b></li></ul> <p><b>Data will show an increased number of PP children have made at least expected progress in reading.</b> <b>Due to Covid-19 it is difficult to determine the effectiveness of these interventions. Many of these children did not return to school when it partially re-opened on June 1<sup>st</sup>. However, at the end of Term 4, the data showed 69% of PP children in Year 2 had made expected progress and 31% had made more than expected progress (this was in line with non-pp children where 32% made more than expected progress). Support for the disadvantaged children in this cohort will need to continue next academic year; a HLTA has join the team for this purpose.</b></p>
B.	<p>The number disadvantaged children on track to achieve ARE in writing is extremely low in certain cohorts with high numbers of pupils eligible for the PP, Y2 (44%), Y3 (50%) and Y5 (38%).</p> <ul style="list-style-type: none"><li>• Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.</li><li>• Targeted support from the pupil premium team during Literacy lessons. <b>Included in staff salary costs.</b></li><li>• Purchase of staff resources to aid planning to support the CPD carried out by the Literacy Lead.</li></ul> <p><b>Data will show an increased number of PP children have made at least expected progress in writing.</b> <b>Due to Covid-19 it is difficult to determine the effectiveness of these interventions. Many of these children did not return to school when it partially re-opened on June 1<sup>st</sup>. However, at the end of Term 4, the data showed 68% of PP children in Year 2 had made expected progress and 44% had made more than expected progress, this is 12% higher than their peers. In Year 3, 61% of PP children made expected progress and 17% made more than expected progress. This is broadly in line with their peers (59% expected progress and 21% more than expected). In Year 5, 50% of the children made expected progress. All three of these year groups will need to continue to be a focus next year.</b></p>

## 6. Specific Interventions and activities including planned expenditure continued...

C. High ability children eligible for PP are not provided with sufficient challenge to enable them to make accelerated progress and work at GDS.

- A programme of CPD for all staff on using independent learning strategies, open ended questioning and developing higher order thinking skills and a mastery approach to enhance quality first teaching. Provision maps outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential. **Included in salary costs.**
- High quality targeted in-class support to provide 'stretch'. **Included in salary costs.**
- EEF toolkit suggests high quality feedback is an effective way to improve attainment and so this will be an approach that will be embedded across the school.
- Further opportunities for reasoning in all year groups in maths (gaps will need to be 'plugged' in arithmetic first so that children access reasoning).

The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. School data will show a positive impact on the number of children eligible for PP attaining GDS in reading, writing and mathematics.

Due to Covid-19 it is difficult to determine the effectiveness of these interventions. Many of these children did not return to school when it partially re-opened on June 1<sup>st</sup>. However, at the end of Term 4, the data showed the number of disadvantaged children working at GDS was:

Year 1 = Reading 0% (4%), Writing 0% (2%), Maths 0% (4%).

Year 2 = Reading 25% (29%), Writing 13% (17%), Maths 21% (20%).

Year 3 = Reading 17% (15%), Writing 11% (10%), Maths 11% (11%).

Year 4 = Reading 0% (21%), Writing 0% (4%), Maths 0% (17%).

Year 5 = Reading 11% (19%), Writing 11% (19%), Maths 11% (48%).

Year 6 = Reading 13% (35%), Writing 0% (17%), Maths 13% (30%).

**N.B. The figures in brackets are for non-pupil premium children.**

## 6. Specific Interventions and activities including planned expenditure continued...

<b>D.</b>	<p><b>The attendance of children eligible for the PPG is low. 22% of PP children are persistently absent.</b></p> <ul style="list-style-type: none"><li>• PPST to take a lead on attendance, monitoring pupils and following up quickly on absences. First day response provision. PPST to signpost and refer to outside agencies where additional support is required. <b>Included in staff salary costs.</b></li><li>• Whole school initiative – H.E.R.O. Bear – to encourage good attendance and punctuality, including a weekly attendance letter for parents/carers.</li><li>• H.E.R.O. Breakfast and Lunchtime clubs to give children an incentive to attend school. <b>£280.41 spent on resources plus staff salary costs.</b></li><li>• Provide children with the opportunity to attend a variety of clubs and enrichment activities to give them an incentive to attend school <b>£2470</b></li></ul> <p><b>School tracking will show a decrease in the number of PP children who are persistently absent from school. Attendance for disadvantaged children at the end of last academic year was 92.42%. An improvement in attendance across the school has been achieved this year despite Covid and lockdown. Pre-lockdown, attendance for children eligible for the PPG was 95.21%. Large numbers of disadvantaged children were not invited back when the school partially reopened on June 1<sup>st</sup>, so attendance figures for the end of the year stand at 92.06%. N.B. Many of our disadvantaged families were invited to attend forest schools twice a week in July to enable them to be in school prior to the full reopening in September.</b></p>
<b>E.</b>	<p><b>Lack of parental involvement due to their own negative experiences, which has given them a poor perception of education.</b></p> <ul style="list-style-type: none"><li>• Pupil and Parent Support Team will continue to build relationships with pupils and their families, to provide and locate support and liaise with relevant services. <b>Included in staff salary costs.</b></li><li>• The PPST actively seek out our hard to reach parents and build positive relationships. <b>Included in staff salary costs.</b></li></ul> <p><b>Parents have a positive view of the school, trusting relationships with staff and are engaged in their child's education.</b></p> <p><b>The PPST has continued to thrive this year and provide valuable support to our children and their families. This continued during lockdown with regular phone calls to our vulnerable families, offering support, signposting to outside agencies and making referrals to other organisations as necessary. Many of our families are struggling financially because of Covid-19. Further support may need to be given to these families in terms of providing school, uniform, PE kits and perhaps basic food items - The Pupil Premium Leader to investigate.</b></p>

6. Specific Interventions and activities including planned expenditure continued...	
F.	<p><b>Limited life and cultural experiences for some of our PP children restricts their understanding in some curriculum areas.</b></p> <ul style="list-style-type: none"> <li>• Ensure PP children are given the opportunity to participate in a range of enrichment activities; widening opportunities, broadening skills and raising their self-esteem. <b>Ongoing.</b></li> <li>• Mental Health week activities including Bhangra dancing, Dohl drumming and steel pans. <b>£540</b></li> </ul> <p><b>Monitoring of school clubs/enrichment activities will show that disadvantage children have accessed a wide range of extra-curricular activities.</b></p> <p><b>Due to Covid-19, we have been unable to offer a full programme of curriculum enrichment and our residential have been postponed. However, despite lockdown, £2470 was spent on after school clubs and £672.13 on curriculum enrichment in addition to the money spent on mental health week. This is support that needs to continue next year.</b></p>
G.	<p><b>Lack of resilience, low self-esteem and emotional well-being for some of our disadvantaged children.</b></p> <ul style="list-style-type: none"> <li>• Weekly counselling sessions. <b>£1774</b></li> <li>• Interventions carried out by the PPST. <b>Included in staff salary costs.</b></li> <li>• To provide children with access to milk as part of a healthy diet. <b>Ongoing.</b></li> <li>• Pupil and Parent Support Team will continue to build relationships with pupils and their families, to provide and locate support and liaise with relevant services. <b>Included in staff salary costs.</b></li> </ul> <p><b>Staff observations of pupils eligible for the PP will show that they demonstrate a growth mindset and be more able to manage their emotions. Parents/carers will report an improvement in their child's well-being at home. Pupils themselves will appear</b></p> <p><b>We continue to have a large waiting list for our school counsellor. Covid-19 has exacerbated mental health issues and there has been a rapid increase in cases of domestic abuse within our school community. As a result, counselling will be extended to two days a week during next academic year. The work of the PPST has been vital in supporting victims of domestic abuse and provide support for children withi</b></p>

N.B. Funding is allocated for each financial year but the strategy refers to the academic year.

#### **7. Implications for PP strategy for next academic year**

- Additional support for Years 3 and 4 in reading, writing and maths to enable them to make accelerated progress and achieve ARE.
- Continue to increase attendance rates for PP children and reduce persistent absenteeism.
- Provide financial support to families in terms of school uniform, PE kits and basic food items.
- Additional counselling to respond to increasing mental health needs.