

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 | The Craylands School |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | 105 |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Kris Hiscock |
| Pupil premium lead | Kylie Cox |
| Governor / Trustee lead | Linda Cowey |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £104,407.00 |
| Recovery premium funding allocation this academic year | £16,786.88 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |
| 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 | £ |

Part A: Pupil premium strategy plan

Statement of intent

At Craylands School, our aim is that the Pupil Premium Grant is spent ensuring that disadvantaged pupils receive the highest quality of education. Research has identified that disadvantaged children have been worst affected by the Covid-19 pandemic. We are fully aware of the barriers which children and their families face. We work in collaboration with all stakeholders to give children a voice and to fully understand their specific needs.

Our school vision statement is 'happy together, safe together, learning together; we are committed to meeting the social, emotional, and academic needs of all our children and passionately believe that social and economic deprivation should not impinge on their success and progress. To achieve our objectives, Craylands is adopting the tiered approach recommended by the EEF, which places high quality teaching at the heart of everything, supported by academic interventions and wider non-teaching strategies. Underpinning all of this is the development of high-quality CPD. These approaches complement each other to help pupils excel. To ensure they are effective, we will: -

- Ensure all pupils have access to quality first teaching and that all children are engaged, supported and challenged so that they make excellent progress.
- Facilitate a broad and balanced curriculum which also enhances pupils' cultural capital, providing experiences which would not be possible at home.
- Foster independent learning skills and resilience required in future experiences, particularly a solid foundation within reading and the skills needed, resulting in all pupils being able to read fluently and access the curriculum.
- Ensure our school promotes the personal development of our pupils and support individuals with specific needs including mental health.
- Support our families to thrive.
- Ensure that the attainment gap between disadvantaged pupils and other learner groups is narrowed, moving in-line with national figures.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

These objectives will be achieved by:

- Utilising pupil voice and reflecting on in-house data to ensure that barriers to learning are identified.
- Using CPD to enhance teachers' pedagogical knowledge and subject leadership skills, resulting in a broad and balanced curriculum for our pupils with maximised learning.
- Timetabling experiences and trips into the curriculum to ensure that cultural capital is enhanced.
- Targeting pupils' specific needs through 1:1 tuition and small group work, reviewing regularly to ensure optimum progress.
- Using the PPST, school counsellor and other professionals to provide a bespoke programme of support to promote the social and emotional wellbeing of pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Weak language and communication skills. Children's use of Tier 2 and 3 vocabulary is lacking in all year groups. |
| 2 | Low attainment in reading across the school but particularly at the end of KS1; this inhibits their ability to access and make progress in other curriculum areas. |
| 3 | Assessments indicate that, on average, there is lower attainment and slower progress in maths for our disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain and recall prior knowledge. |
| 4 | Children from disadvantaged backgrounds have lower attendance levels than their non-disadvantaged peers. This absenteeism is negatively impacting on their progress and development. |
| 5 | Children from disadvantaged backgrounds appear to have lower levels of emotional wellbeing than their peers. |
| 6 | Lack of parental engagement due to their own negative experiences, which has given them a poor perception of education. In some cases, this results in the children's lack of readiness for school, low aspirations and also means that parents are unable to support their children's home learning. |
| 7 | Negative behaviour and attitudes to learning are inhibiting the progress of some of our disadvantaged children. |

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 |
|---|--|
| <p>The language deficit for children in receipt of pupil premium funding is diminished.</p> | <ul style="list-style-type: none"> • All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. • Targeted pupils receive additional speech and language therapy and intervention. • 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. • Parents are engaged in the development of their child's speech and language. |
| <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. Improved reading attainment at the end of KS1.</p> | <ul style="list-style-type: none"> • Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading. |
| <p>Improved attainment and progress in maths across the school.</p> | <ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above in all year groups. |

| Intended outcome | Success criteria |
|---|---|
| Children attend school regularly and on time, in line with national averages for all children. | <ul style="list-style-type: none"> • The attendance of pupil premium children, increases against figures from 2020-2021, excluding periods of isolation. • Effective strategies are in place to support pupils with poor attendance/punctuality and actions are undertaken in-line with school policies. |
| There is a notable difference in the emotional wellbeing, self-esteem and confidence of pupil premium children, which translates into the classroom. | <ul style="list-style-type: none"> • Pupil wellbeing surveys, SDQ's and Boxalls show a rise in pupil wellbeing. • Staff report higher levels of pupil wellbeing and engagement. • Pupils are able to explain, with confidence, how they can improve their wellbeing and how their wellbeing is supported by school. |
| Improved engagement from parents/carers of disadvantaged children. | <ul style="list-style-type: none"> • Pupil, and parent, voice activities demonstrate positive relationships between home and school. • Parents attend events organised by the school. • Parents feel better equipped to support their child's home learning. • Families identified as having complex family situations are supported through a multi-agency approach. |
| Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships. | <ul style="list-style-type: none"> • Staff, pupil and parent voice activities demonstrate that expectations are clear, behaviour is managed consistently across the school and that strong relationships, rooted in positivity, exist between children and staff. • Behaviour logs show a reduction in poor behaviour choices. |

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Whole staff CPD on 'Vocabulary Ninja' and purchase of accompanying resources to support the teaching and learning of vocabulary across the curriculum. GDS/KS2 Lead to follow up training with mentoring and coaching as necessary.</p> <p>GDS/KS2 Lead to develop with staff, explicit strategies for teaching vocabulary across the curriculum.</p> <p>Use of screener tool in Early Years to direct additional targeted teaching (by the class teacher) to enable readiness for national curriculum.</p> | <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> | 1 |
| <p>KS1/Literacy Lead to ensure robust organisation, training and monitoring of phonics teaching. Use of the PPG to fund release time for the</p> | <p>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:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> | 2 |

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| <p>KS1/Literacy Lead to support staff with teaching and planning.</p> <p>Whole school CPD to ensure staff understand the process of learning to read and how to explicitly teach strategies to children so that they read with greater understanding, enjoyment and purpose. Literacy Lead to ensure a systematic and consistent approach is adopted throughout the school. Use of the PPG to fund release time for the Literacy Lead to support with team teaching and/or planning where necessary.</p> | <p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p> | |
| <p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance:</i></p> <p><i>Teachers plan sufficient time for pupils to revise and embed their knowledge, understanding and skills. Teaching sequences are adapted to ensure pupils' misconceptions/gaps are addressed.</i></p> <p><i>Teachers will ensure that work is sufficiently</i></p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Early years and Key Stage 1 mathematics teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |

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| <p><i>challenging; when work is completed quickly teachers have planned extension activities which demonstrate a depth of understanding.</i></p> <p><i>Feedback is specific, accurate and clear; designed so that children are active participants and use the feedback to improve outcomes and take pride in their work; their efforts are valued by teachers.</i></p> <p><i>Teachers routinely ask probing questions and use low stakes testing to assess children's acquisition of skills and knowledge.</i></p> <p><i>Use of PPG to fund release time for Maths lead to support staff with teaching and planning.</i></p> | | |
| <p>Explicit teaching of SEL skills both in dedicated time and everyday teaching; reinforced through whole school ethos and activities. This will be supported by professional development and ongoing training to ensure all staff have the necessary skills to protect, relate, regulate and reflect for all pupils experiencing SEMH difficulties.</p> <p>PPST support SEMH needs of children, the PPG will be used to part fund this team.</p> | <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>A study by Sarah Blackwell looked at the effects of long term forests school programmes on the resilience, confidence and wellbeing of children and “established that long term Forest Schools programmes had positive impacts on children’s resilience, confidence and wellbeing”, showing improvement in key indicators on “self efficacy, persistence, and problem solving skills”, “marked propensity to take risks, heightened levels of</p> | 5 |

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| <p>Implementation of Forest School across the whole school, including a dedicated forest school teacher (accredited).</p> | <p>self belief, positive attitude, independence and increased tendency of taking initiative” and “positive impacts on children’s physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience.”</p> <p>Impacts of Long Term Forest School Programmes on Children’s Resilience, Confidence and Wellbeing Nature Play QLD</p> | |
| <p>Whole staff training on zones of regulation to enable teachers to deliver weekly lessons.</p> | <p>Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.</p> <p>Improving behaviour in schools (teachertoolkit.co.uk)</p> | <p>5 & 7</p> |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Delivery of SAL booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills in EYFS.</p> | <p>The Nuffield Early Language Intervention (NELI) has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in 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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |

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| <p>HLTA wage subsidised to allow additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>HLTA/ PP TA wage subsidised to provide extra opportunities for PP children working below ARE to read regularly with to increase their fluency and develop their comprehension skills.</p> <p>Purchase of comprehension dojo resources to support PP children working below ARE. HLTA/PP wage subsidised to facilitate this intervention.</p> <p>Engaging with the National Tutoring Programme to provide a blend of 1:1 and small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>Reading comprehension strategies which focus on the learners understanding of the written text are rated as high impact in the EEF toolkit.</p> <p>Reading comprehension can be improved by teaching pupils' specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. These include prediction, questioning, clarifying. Summarising and activating prior knowledge. Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>2</p> |
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| <p>HLTA wage subsidised to allow small group teaching of maths for PP children in Y5 working at below age-related expectations.</p> <p>Additional teacher employed for Year 4 to reduce class sizes for maths.</p> <p>AHT and HLTA wage subsidised to allow teaching time to address misconceptions/gaps as they appear (daily) in Year 2 and Year 6.</p> <p>Engaging with the National Tutoring Programme to provide a blend of 1:1 and small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>3</p> |
|--|--|----------|

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| AHT/PPST identify pupils below the expected | 79% of our persistent absentees last year were eligible for the PPG. This has impacted negatively on their attainment and progress. | 4 |

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| <p>attendance % and work with vulnerable families to reduce external barriers, reduce persistent absences and increase parental involvement in their child's schooling.</p> <p>Promote the benefits of HERO club to increase attendance and improve punctuality, targeting individual pupils.</p> | | |
| <p>PPST make referrals to outside agencies e.g. counselling, and support children and their families through this process.</p> | <p>Post Lockdown, changes in pupils' social and emotional wellbeing were evident. An increase in demand for school counselling referrals and requests for support via the 'front door' would support this statement.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (Social and Emotional Literacy, EEF)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>A growing body of research suggests school uniform has a positive impact on pupils' wellbeing as it promotes a sense of belonging and bridges the socio-economic gap between children. The EEF recommends that if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</i></p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> | <p>5</p> |

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| <p>PPST to run school uniform bank.</p> <p>The school to provide a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> | | |
| <p>PPST continue to build strong and trusting relationships with parents and carers.</p> <p>PPST offer sustained intensive support where needed, making referrals to</p> | <p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading” EEF 2021</p> <p>EEF Parental Engagement Summary of recommendations.pdf (educationendowmentfoundation.org.uk)</p> | <p>6</p> |

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| <p>outside agencies, including the front door, as appropriate.</p> <p>Staff share curriculum content with parents empower them with the skills and confidence to support their child's learning through the delivery of curriculum workshops.</p> <p>Staff provide opportunities for parents to share experiences with their children in school.</p> <p>In line with our new school behaviour policy (see below), tailor school communications to provide positive dialogue about learning with parents.</p> | | |
| <p>Whole staff training on behaviour management, following the approach suggested by Paul Dix, to ensure consistency across the school. AHT will monitor implementation of new</p> | <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove children from school for periods of time.</p> <p>Research suggests that teachers knowing their pupils well can have a positive impact on classroom behaviour as they are able to identify which factors might affect their behaviour. If pupils feel valued and supported, they are less likely to misbehave.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>7</p> |

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.

The outcomes we aimed to achieve in our previous strategy were not fully realised due to the Covid-19 pandemic, which disrupted all areas of school life to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum and our commitment to online learning during periods of school closure.

Covid-19 has obviously impacted negatively on attendance nationally. At our school, in times when all pupils were expected to attend school, absence among disadvantaged children was higher than their peers. Whole school attendance last year was 96.38%. Pupil Premium attendance was 93.86% compared with 97.19% for their peers. 34 children were persistently absent from school last academic year, 79% of those were pupil premium children.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to Covid related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing and financial support (food and school uniform bank) and targeted interventions. We are building on that approach with the activities detailed in this plan.

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

Additional activity

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Studies about the impact of the pandemic on disadvantaged pupils were also looked at. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. Our strategy will be continually evaluated and adjusted as necessary to ensure the best outcomes for our children.