

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	Craven Primary Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	James Phillips
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,497
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5978
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	£184,475

Part A: Pupil premium strategy plan

Statement of intent

At Craven Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

38% of the children within the academy are FSM Ever 6 compared to the national figure of 21%. The Drypool ward in which the academy is situated is one of the most deprived wards in the country. It is the top 10% of most deprived wards in the country for 8 of the 9 Key IDACI Deprivation indicators.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Curriculum Development
6	Parental engagement

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £ 118,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training - £3500	<ul style="list-style-type: none"> Children in the academy need to develop talk strategies around writing that will help them to develop their writing further and that will lead to improved writing outcomes for PP pupils. 	2
Voice 21 CPD - £2186	<ul style="list-style-type: none"> PP Children enter the academy lower in speaking and listening than the vast majority. The highest primary need for PP SEN children within the academy in Speaking and Listening. Giving the academy the oracy skills to question and debate issues will help PP children to engage with the curriculum in greater depth. 	3
Specialist Phonics HLTA appointed. -£17,443	<ul style="list-style-type: none"> PP children in phonics have not attained as well historically. Some current Year 1 and 2 PP children still require targeted specialist phonics support to accelerate their progress. Phonics HLTA will allow targeted intervention to ensure that PP are making equal rates of progress as NPP. 	2
HLTA appointed to release staff for leadership responsibilities and CPD opportunities.	<ul style="list-style-type: none"> Subject leaders are require release time to be able to support and develop teaching and learning. 	5

£30,442	<ul style="list-style-type: none"> By appointing a HLTA this will allow each subject leader to be able to be released throughout the half term to carry out coaching and pupil voice. 	
TA appointed to deliver Thrive Sessions - £8706	<ul style="list-style-type: none"> There are a proportion of children who, particularly after Covid, have disrupted emotional development. There are now 12 children on the Thrive register across the academy. 	1
Additional teacher employed to lead curriculum, mentor new teachers and deliver targeted intervention to UKS2 Pupils. £56,162	<ul style="list-style-type: none"> The Curriculum lead will develop the teaching and learning of the curriculum across the academy and support teachers in ensuring that they deliver a high-quality curriculum resulting in improved outcomes for PP children. 	5

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

Budgeted cost: £ 11,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group tutor to accelerate the progress UKS2 pupils who are currently attaining below ARE £9326	<ul style="list-style-type: none"> Some UKS2 need to make accelerated progress in order to leave the academy at the age relate standards in reading, writing and maths. The group tutor will address gaps and deliver personalised teaching of these individuals. 	2
<i>Reading Plus</i> £2500	<ul style="list-style-type: none"> PP children have historically attained lower than non-PP in reading. Regular planned Reading Plus sessions will help to develop the fluency and reading stamina of PP and will allow children to develop a further love of reading. 	2

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

Budgeted cost: £ 61,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO employed £28,498	<ul style="list-style-type: none"> The ongoing work of the EWO officer is helping to ensure that PP attendance is above national. It is also aiming to reduce the number of PP children who are persistently absent from school. The majority of the safeguarding cases within the academy are for PP families. The EWO works continuously to support these families and reduce the risk of harm to the PP children. 	1
Breakfast Club Members of staff and resources. £8000	<ul style="list-style-type: none"> Children who are hungry do not perform as well. A free breakfast club ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day. 	4,1
Subsidised visits £10,000 -	<ul style="list-style-type: none"> By subsidising trips and visits it will allow more children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically. 	5
Music Service – £2704	<ul style="list-style-type: none"> Every child should have the opportunity to learn to play an instrument/perform in front of an audience. The music service ensures that all children receive group tuition and learn to play an instrument each year. 	5

Total budgeted cost: £ 186,670

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.

Priority 1: Staff have the appropriate CPD to implement catch up plans and close gaps in reading at KS2 and KS1 through Quality First Teaching.

Priority 2: All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.

Priority 3: Small-group intervention in reading, and phonics.

Phonics

Year 1 Phonics	YEAR 1 Average Scores			
	Baseline	Autumn	Spring	Test Result
ALL	16	21	29.8	35.9
Boys (11)	14	17.6	29.5	35.5
Girls (16)	17.6	23.7	30.6	36.1
Disadvantaged	14	18.8	27.1	34.3
Non Disadvantaged	17	22.1	31.2	36.7
SEN	2.3	8	18.3	27.3
YEAR 2 Passing Test				
	Test Result			
ALL	90%			
Boys (11)	82%			
Girls (16)	94%			
Disadvantaged	80%			
Non Disadvantaged	95%			
SEN	25%			

Priority 4: 1:1 Intervention ensures children leave the academy in line with national non PP

Year 6 – End of Year Outcomes

Reading	BOY % at Y6 ARE	EOY % at Y6 ARE	BOY Averaged Scale Score	EOY Average Scaled Score
All	65%	92%	102.3	108.8
Boys	71%	100%	102.8	110.2
Girls	42%	83%	101.7	107
PP	44%	79%	102.3	110.5
NPP	76%	100%	102	107.8
Maths	BOY % at Y6 ARE	EOY % at Y6 ARE	BOY Averaged Scale Score	EOY Average Scaled Score
All	54%	92%	99.6	106.6
Boys	71%	93%	101	107.4
Girls	33%	92%	98	105.7
PP	45%	89%	98.6	105
NPP	59%	94%	100.1	107.6

Priority 6: All pupils attend regularly and on time:

- PP attendance above 96%

Priority 7 Children have access to range of activities within and beyond the curriculum experience to enhance their cultural capital.

- All children had the opportunity to take part in NAPA dance sessions.
- All children experienced playing musical instrument.
- After school clubs not able to go ahead due to Risk Assessment

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

	Provider
Thrive	Thrive
TT Rockstars	TT Rockstars
Talk for Writing	English Hub