

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	225
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Laura Hartmann
Governor / Trustee lead	Peter Barley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,497
Recovery premium funding allocation this academic year	£0
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	£179,497

Part A: Pupil premium strategy plan

Statement of intent

At Craven Primary, we target the use of the 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:

37% of the children within the academy are pupil premium compared to the national figure of 21%. The Drypool ward, in which the academy is situated, sits in the top 10% of deprived wards for 8 of the 9 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 and 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	The majority of children in Year 1 pass the Phonics Screening Check
Attendance	Ensure that the 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: £82,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD	<p>Pupil premium children enter the academy lower than their counterparts in other areas of the country.</p> <p>The highest primary needs for pupil premium SEN children within the academy is speaking and listening</p> <p>Giving the academy the oracy skills to question and debate issues that will help pupil premium children to engage with the curriculum in greater depth.</p>	3
Specialist phonics HLTA	<p>Pupil premium children in phonics have historically not attained as well as their counterparts.</p> <p>Some current year 1 and 2 pupil premium children still require targeted specialist phonics support to accelerate their progress.</p> <p>Phonics HLTA will facilitate targeted intervention to ensure pupil premium children are making equal rates of progress to their counterparts.</p>	2
Thrive practitioner employed to support children in their mental and emotional wellbeing	<p>There are a proportion of children who, particularly after covid, have disrupted emotional development. These children require additional support with learning how to regulate their emotions, through Thrive sessions, both one to one and small group.</p>	1

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

Budgeted cost: £52,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	<p>Pupil premium children have historically attained lower than their non pupil premium counterparts in reading.</p> <p>Regular themed Reading Plus sessions will help to develop the fluency and reading stamina and will allow children to develop further love of reading.</p>	2
Fluency Reading Interventions	Targeted fluency reading interventions aimed at lowest 20% in all year groups will address gaps in learning.	2
ELS Phonics additional interventions	<p>Pupil premium children have historically attained lower than their non pupil premium counterparts in reading.</p> <p>Children have been baseline tested at the end of EYFS and there are 9% of children who have significant gaps in their phonics knowledge.</p>	2
Launchpad for Literacy Interventions	Targeted launchpad for literacy interventions aimed at lowest 20% in all year groups to address gaps in learning.	2

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

Budgeted cost: £44,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and welfare officer employed	The ongoing work of the attendance and welfare officer is helping to ensure that pupil premium children's attendance is above the national benchmark. It is also aiming to reduce the number of pupil premium	4 and 6

	<p>children who are persistently absent from school.</p> <p>The majority of the safeguarding cases within the academy are for pupil premium families. The EWO works continuously to support these families and reduce the risk of harm to these children.</p>	
Breakfast Club Members of staff and resources	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 and 1
Subsidised visits	By subsidising trips and visits it will enable more children from disadvantaged backgrounds to be able to attend these and gain valuable experiences.	5
Wider opportunities	Every child should have the opportunity to attend a variety of after school clubs to develop their skills and form relationships with peers.	5

Total budgeted cost: £189,497

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 2022 to 2023 academic year.

1. Social, emotional and mental health

The Thrive approach has continued to be developed over the course of the academic year. The Thrive room has been further enhanced, which is available for children to take time to regulate and to carry out activities with the Thrive practitioner.

2. Gaps in reading, writing, maths and phonics

	All	PP
Reading EXS	84%	78%
Reading GDS	24%	23%
Maths EXS	84%	67%
Maths GDS	24%	11%
Writing EXS	80%	56%
Writing GDS	20%	22%
Combined EXS	68%	44%
Combined GDS	8%	11%

Phonics	Year 1
All	83%
PP	79%

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
TT Rockstars	Maths Circle
Reading Plus	Reading Plus Ltd

Thrive	Fronting the Challenges Projects LTD
Oracy	Voice 21
Language Angels	Nubridge Publishing Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A