

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	Cranwell Primary School
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	Dec 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Chris Wilson Head teacher
Pupil premium lead	Sue Clark Deputy Head teacher
Governor / Trustee lead	Pete Nelstrop Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£ 3, 480
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	£31,725

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that:

- All of our pupils make good progress and achieve high attainment irrespective of background and family circumstance. Pupil premium will be used to ensure that the gap is narrowed between disadvantaged and non-disadvantaged children ensuring that the former make at least expected progress by the end of year 6.
- Quality First Teach is pivotal to our approach and is shown to have the biggest impact in narrowing the disadvantage attainment gap. Therefore, we will use some PP funding to support the employment of TAs in every classroom.
- Assessment Data is used in the most effective way to provide targeted intervention if necessary. Identified gaps in learning will be targeted in the form of intervention from highly qualified TAs who will deliver a bespoke programme based on QLA from assessments. (SHINE – Autumn 2021).
- Disadvantaged children are given opportunities to access extra-curricular activities that their families could not otherwise afford such as music lessons with peripatetic teachers, access to sports activities, providing parents access to training courses which will ultimately benefit their children.

Challenges

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

Challenge number	Detail of challenge
1	Some PP children have behavioural and emotional needs which affect their engagement with learning and can lead to disruption in class.
2	Many of our PP children face other barriers such as SEND, Social worker involvement, families under TAC, or pupils who may be Young Carers, meaning that attainment may be lower than expected.
3	Some PP children have developed anxiety about attending school since the Covid lockdowns.
4	Assessment and observations indicate that Maths scores have dropped throughout the school and disadvantaged children have been impacted by

	school closure to a greater extent than non-disadvantaged pupils. Reading is also an area of concern for PP children.
5	Some of our PP children have experienced high mobility if they have had a parent in the Armed Services.

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
PP pupils' gaps are identified and targeted support given if necessary	Summative termly assessments show expected progress
New Assessment materials will identify gaps through QLA resulting in TAs delivering bespoke intervention programmes	Disadvantaged gaps are narrowed
Emotional and behavioural needs of PP pupils and Young Carers are met.	Children to have been offered additional emotional support through the TAC and BOSS process. The Pastoral Support Team has been expanded to cater for the increased need amongst our pupils.
Children are given the opportunities to experience extra- curricular activities that their families cannot otherwise afford.	Children attend music lessons and sport activities. Finance is available for any parenting courses should the need arise.

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: £ 6496.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to support QFT in class	EEF within class groups	1,2,4,5
Purchase of new assessment materials to identify gaps	EEF Standardised Tests	4
Expansion of the Pastoral Support Team	EEF Social and Emotional Learning	1,3

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

Budgeted cost: £20,901.30 +£3480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention programmes to fill the gaps	EEF 1:1 and small groups	1,2,4,5
Use of ELSA trained TAs	EEF Social and Emotional	1,2,3,5

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

Budgeted cost: £847.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new school uniform for PP children	Gov Guidelines	-

Contribution to CPOMS software costs to monitor behaviour concerns	EEF Behaviour Interventions	1,3
Review of the School's rewards system to promote positive behaviour	EEF Behaviour Interventions	1,2,3,4,

Total budgeted cost: £ 31,725

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

2021 Yr6 children were assessed using previous SATs papers.

87.5% of PP children achieved the expected standard or above in maths. 50% of PP children achieved Greater Depth in this subject.

75% of PP children achieved expected or above in Reading and Writing, with 12.5% achieving Greater Depth in Reading and no children obtaining Greater Depth for Writing.

Internal data shows that reading has been highlighted as an area of weakness for PP children. This is being addressed by class teachers and supported with intervention programmes.

Maths results for PP has dipped, but this dip has been throughout the school and PP children do not appear to be worse than non PP children.

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
SHINE	Rising Stars
E-BUGS	
NESSY/LUCID	
Mathletics	

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?	<p>We employ a non-teaching Sendco/Pastoral support teacher who is responsible for overseeing a Pastoral Team consisting of two Teaching Assistants. The Team provide pastoral support to ensure that all children and parents have access to information and advice for emotional health and well-being. The Team work closely with the local and regional SSAFA workers as well as the MOD community development officers. The School offers a Bluey Club for children who have deployed parents.</p> <p>All new pupils are assessed within the first two days so that any gaps in their knowledge are identified. Gaps in learning are addressed by targeted support.</p> <p>SEND support is offered immediately if large gaps are identified, this is to ensure the Service children are not disadvantaged in the SEND process because of frequent school moves within the UK or overseas.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children perform well in assessments, in both terms of attainment and progress. Children with gaps caused by high mobility or being taught an alternative curriculum are catered for through targeted support. The school is mindful that children who move frequently or who come from overseas postings are disadvantaged if they need formal assessing for SEND support with external agencies, and so funding is in place to support a non-teaching SEND co-ordinator to provide additional pastoral and emotional support.</p>

	<p>All applications for Service pupils' EHCPs have been supported by Lincolnshire CC (emotional / behavioural and academic).</p> <p>The Pastoral Team developed a pastoral support programme for all children after the lockdown. Teachers implemented it throughout 2020-21 and observed an improvement in well being.</p> <p>Provision is made on a daily basis to support children who find it difficult to enter school in the morning due to anxiety after the lockdown period.</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.