



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

Pupil Premium Strategy



September 2021

Pupil premium strategy statement: 2021-22

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	Crigglestone St James CE Primary Academy
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Beverley Minor
Pupil premium lead	Lauren McCarthy
Governor / Trustee lead	Sarah Lodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£3,442.50
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	£38,412.50

Part A: Pupil premium strategy plan

Statement of intent

At St James CE Primary Academy we believe that teaching and learning should address the needs of all children, regardless of background. All children should have the same opportunities to access, engage with and make progress in their learning, disadvantage will never be used as an excuse for under-performance.

There is no “one size fits all” approach across school and, when making decisions about the best use of funding, it is aimed at providing effective classroom teaching supported by strong subject knowledge and pedagogy. Targeted support, so that our children can flourish both academically and socially, follows this.

Implicit within these decisions are still the joint needs of the children having: necessary support and guidance in all subjects; maximised wider curriculum opportunities and enrichment experiences and necessary support to enable social development. This will positively impact on their academic achievement and well-being.

We will reduce barriers to learning and raise the achievement of disadvantaged children through:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Providing an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- Effective professional development of all staff and well planned CPD with a focus on improving pedagogy. Giving staff the right skills and knowledge to improve outcomes for all pupils including those disadvantaged.
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention.
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children so that our most vulnerable pupils benefit from our most experienced staff.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children are not attaining in-line with non-pupil premium children nationally, in Reading. To reduce the gap so that PP children in school attain in line with non-pupil premium children nationally.
2	Our pupil premium children are not attaining in-line with non-pupil premium children nationally, in Writing. To reduce the gap so that PP children in school attain in line with non-pupil premium children nationally.
3	The vast majority of pupil premium children do not achieve greater depth in Reading, Writing or Maths in KS1 or KS2. The challenge is to ensure pupil premium children achieve in line with non-pupil premium children nationally.

4	Emotional and mental health well-being needs, as well as current gaps in writing resilience and stamina, reading fluency, place value and times tables impact on outcomes for pupils due to long-term school closures throughout the COVID-19 pandemic.
5	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have, meaning knowledge of the world and vocabulary acquisition is limited.

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>1. Staff training on QFT, to ensure lessons are pitched appropriately and provide challenge to all children, focussing on addressing gaps and misconceptions</p> <p>-Thorough tracking systems ensure in class support and interventions are used effectively to ensure children make progress</p>	<ul style="list-style-type: none"> • The gap in Reading between PP and non-PP children nationally is diminished. • PP children attain in-line with their non-PP peers. • PP children will develop a love of reading.
<p>2. Staff training on QFT, to ensure lessons are pitched appropriately and provide challenge to all children, focussing on addressing gaps and misconceptions</p> <p>-Thorough tracking systems ensure in class support and interventions are used effectively to ensure children make progress</p>	<ul style="list-style-type: none"> • The gap in Writing between pupil premium and non-pupil premium children nationally is diminished. • PP children attain in-line with their non-PP peers.
<p>3. Pupil progress meetings are used to track PP children, ensuring PP children are pushed to attain Greater Depth in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • At the end of the 3 years, PP children attain in line with non-PP children nationally. • Teachers provide effective challenge to PP children in all areas of the curriculum. • At the end of the 3 years, more PP children attain Greater Depth, removing the difference between their non-PP peers
<p>4. Supporting families and children with emotional needs and wellbeing throughout the year, to mitigate the impact on learning and ensuring children can access and engage with their curriculum.</p>	<ul style="list-style-type: none"> • School monitors parental engagement with support offered. • School refers to external agencies and implements advice to support those families who are 'hard to reach' and don't engage. • An identified member of staff builds relationships with 'hard to reach' families, to increase engagement with support. • Pupils and families make full use of the support services offered by the school. • Pupil premium children make progress in learning and can use the strategies shared to support their learning.

<p>5. Pupil premium children participate in broader extra-curricular activities in similar proportions to other pupils</p>	<ul style="list-style-type: none"> • Pupil premium children experience a well-rounded curriculum. • A wide range of extra-curricular activities will be offered, linking to children's interests, as well as offering new opportunities. • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • All enrichment opportunities (after school clubs, trips and visits, music lessons, residential etc) to be subsidised for pupil premium children, in-line with our charging and remissions policy • Children are able to learn/continue to learn a new skill.
--	--

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: **£13,722**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase RWI refresher training for staff delivering RWI sessions, ensuring RWI is taught consistently throughout KS1	The EEF Toolkit: 'Improving Literacy in KS1' states that: "Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling." By ensuring all staff teaching phonics are trained and consistently use and apply the RWI approach, children's phonic knowledge and ability to read fluently will improve.	1, 3
Embed Talk for Writing across school	The EEF Toolkits on improving Literacy in KS1 and KS2 note that developing children's speaking and listening skills can support writing. Talk for Writing incorporates this and allows children to orally rehearse sentences before writing. The toolkits also recommend to teach writing composition strategies through modelling and supported practice, both of which are embedded through Talk for Writing. Embedding	2, 3

	Talk for Writing, ensuring that the strategies are taught consistently, will support and have a positive impact on language acquisition, vocabulary and children's writing	
--	--	--

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

Budgeted cost: £10,571.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils (RWI and Talk for Writing) Writing and Reading are high priority on Academy development plan and CPD plan 	<ul style="list-style-type: none"> The EEF guide to pupil premium recommends the use of a tiered model, QFT is the top priority. The DfE reading Framework 2021 states: "before children can write independently, they need to be able to say... what they want to write." (p.18) It goes on to write that 'back and forth [talk] interactions with adults' should include adults modelling vocabulary and grammar – core principles of T4W. The Sutton Trust's report on 'What Makes Effective Teaching' has pedagogical knowledge as the first component and having the biggest impact on children's outcomes. Appropriate CPD for staff will lead to highly trained and effective teachers. 	1, 2, 3
<ul style="list-style-type: none"> 1:1 pupil progress meetings with teachers and the headteacher to track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. EEF: "Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs". 	1, 2, 3
<ul style="list-style-type: none"> Use existing teacher to deliver interventions to those identified as falling behind in KS2 	<ul style="list-style-type: none"> The EEF Toolkits on Improving Literacy in KS2 states that "There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils 	1, 2, 3

<p>Reading and Writing (Aut 2 and Spring)</p> <ul style="list-style-type: none"> Targeted interventions for pupils in KS2 throughout the year: including Direct Phonics to support spelling 	<p>who are struggling with their literacy.”</p> <ul style="list-style-type: none"> The targeted use of Direct Phonics to children in Y5 and Y6 will support spelling and therefore impact positively on writing. As the EEF note, if children do not need to focus on spelling, they can concentrate more on the body of writing. 	
<ul style="list-style-type: none"> Provide small group quality specialist teacher led interventions for children where language acquisition is not on track in YR and KS1 (NELI and WellComm) 	<ul style="list-style-type: none"> Early Language Development (2017) published by Public Health and the EEF identified the NELI programme as significantly enhancing pupils’ language acquisition skills. This programme is also being funded and advocated by the DfE 	1, 2, 3

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

Budgeted cost: **£14,228**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review the RSE and PSHE curriculum to ensure emotional well-being and readiness to learn.</p>	<p>Pupils may be reluctant to return to learning after such a prolonged break. They will need support to return to healthy routines and to manage anxieties. (DFE guidance)</p>	4
<ul style="list-style-type: none"> Work closely with TAS and Future in Mind to support families and pupils. Provide high quality wellbeing training for staff Implement Emotion Coaching Introduce and embed the roles of “Wellbeing Champions” 	<ul style="list-style-type: none"> EEF Toolkit on Social and emotional learning (SEL): “SEL... improve pupils; decision making skills, interaction with others and their self-management of emotions...” The Toolkit notes that targeted approaches have a greater impact – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. (DfE, September 2021: “Promoting and supporting mental health and wellbeing in schools and colleges”) 	4

<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum • Subsidise peripatetic instrumental lessons • Subsidise educational visits and residential providing PP children access to enrichment activities • Sports events promoted to PP and subsidised to encouraged PP children to attend 	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data. • EEF – sports participation increases educational engagement and attainment. 	<p>4, 5</p>
--	--	-------------

Total budgeted cost: £38,521.53

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.

Aims for 2020-21:

- 1. Raise progress of disadvantaged pupils in core areas through strong quality first teaching and by supporting language development with the use of WellComm and the NELI programme.**

WellComm and NELI were used to support language development. 100% of PP children in YR achieved the ELG in LAU, showing a positive impact. 100% of the YR cohort achieved the ELG in Speaking.

- 2. Personal barriers to achievement are decreased to enable greater academic and social progress.**

Combined KS2 ARE: 51%, KS1 ARE: 53%. Data shows many pupils, (including pupil premium children) have failed to reach end of year targets due to interruptions in their education as a result of COVID-19. In Autumn and Summer terms there were bubble closures across school, as well as bubble closures in lockdown (Spring 1 2021). Learning has taken place remotely, some PP children were educated in school, some were educated at home through remote learning and some had a blend of face to face and remote learning. Staff made weekly welfare check phone calls to children not in school, both to increase engagement with remote learning and for wellbeing checks. SLT also completed regular home visits to those children identified as vulnerable. Support was offered through: supporting with ICT equipment/devices (priority given to vulnerable and PP children), wellbeing support given (through Future In Mind, supporting parents to make CAMHS referrals) and also supporting parents through weekly phone calls (at times being a listening ear).

Despite staff best efforts this priority has not been met, but we have mitigated the potential for a greater loss of learning, social isolation and further decline in wellbeing.

- 3. Disadvantaged children have the same opportunities to engage with wider extra-curricular activities as others in school, expanding their knowledge and building their confidence and self-esteem.**

Covid-19, lockdown and the subsequent restrictions that were in place impacted on this. Bubble closures in the Autumn term, staff illnesses and staff shortages meant that extra-curricular activities were not offered until Summer 2. The sessions offered were limited to KS1 only. 33% of children who attended were PP.

The Y6 residential took place in June 2021 and all PP children attended, taking part in activities that were new to them, building their resilience and independence.

Wellbeing support was given to children during bubble closures, lockdown and remote learning through:

- weekly welfare phone calls home,
- additional welfare checks made to vulnerable families (2-3 times a week), including PP children and those deemed as vulnerable by school due to other factors (e.g. wellbeing support needed by the family, changes in family circumstances...)
- Spaces in school made available to those identified as vulnerable by the school,
- Support to come back into school by Mrs Lloyd
- 1:1 / small group interventions, led by Mrs Lloyd, on emotions and managing them effectively
- Support for CAMHS referrals given to parents by Mrs Lloyd
- Referring children/families to Future in Minds, with support given remotely during lockdown.

The use of the recovery curriculum supported all children to reintegrate back into school successfully in Autumn term. Me-Safety weeks and the targeted use of PSHE session to focus on feelings and social interaction (including friendships) gave children emotional resilience. The RSE curriculum, introduced in Summer term, focussed on feelings and emotions initially, to help children return back to school after the Spring lockdown. Children were given 1:1 support in school regarding emotional wellbeing, and children were able to use strategies to support themselves. Some children were removed from interventions, SLT support and call-outs reduced and the need for physical interventions to support children to self-regulate also reduced, as shown by the behaviour records.

Sports day was completed within bubbles. All PP children took part in the school sports day, and were also able to compete (virtually) against children in other 'houses' throughout school, experiencing the needs and benefits of working as a team.

Personal targets were introduced in the playground. Children could challenge themselves with particular sports/activities and work to beat their challenge. This was available to all children throughout Covid-19 and, through a personal competition, began to build resilience.

PP children were given the same opportunities as non-PP children. However, Covid-19 meant that the opportunities available were restricted and limited.

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
WellComm	GL Assessment
Direct Phonics	DP Publishing Ltd