



# Pupil premium strategy statement

## Cranford Park CE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	FGB
Pupil premium lead	Tina Nowell, Headteacher
Governor / Trustee lead	Liz Brown, Chair of Gov.s

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,540
Recovery premium funding allocation this academic year	£3,625
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48,165

# Part A: Pupil premium strategy plan

## Statement of intent

At Cranford Park C of E Primary School, we have high aspirations for all our children. We recognise that Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gaps. This finance is therefore targeted to ensure that all our children, but especially those who are disadvantaged, are supported to achieve the highest outcomes they can by making good progress across all subject areas from their starting points. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High-quality teaching and enabling environments are at the heart of our approach and we therefore invest in high quality training to enable our staff to deliver structured lessons which challenge all pupils. In order to provide every pupil a fair and equal chance of succeeding and to value pupils as individuals, we consider any barriers to their learning and try to address these with appropriate support. Through high quality teaching, interventions and bespoke additional support for children and families, pupils are supported to succeed. Support offered is based on robust assessment and subject to regular review.

We also recognise, at this time, that we have a responsibility to 'catch up' any pupils who have fallen behind as a result of the coronavirus lockdowns and other absences. Our strategy is also therefore integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

In addition, we want all pupils to benefit from experiencing a range of extra-curricular activities and will therefore support families to access these, including activities outside of school and residential visits, where financial restraints would otherwise prevent participation. It has also been noted nationally that Pupil Premium children have a higher rate of Adverse Childhood Experiences (ACEs), which in turn can affect their rate of academic progress. Pupil Premium families may also need support with other needs such as:

- Improving rates of attendance, including lateness
- Essential equipment to support learning at school, including uniform and PE kit
- Lack of resources to access extra-curricular experiences such as educational Visits and clubs both inside and outside of school
- Additional resources to promote learning (e.g. revision resources)
- Access to technology or Wi-Fi connection
- Access to enrichment activities and experiences outside of the local community

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of phonics raised concerns about the standard of phonics teaching throughout the lower school. Pupils were not making progress quickly enough and there was no consistent approach in the school, resulting in poor standards. There is a significant gap between the attainment of disadvantaged pupils and their peers. This negatively impacts their development as readers.
2	Reading standards in the school are low, with a significant number of children in all year groups not meeting the expected standards or higher. Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In Summer 2023, only 68% of children met the expected standards (34% disadvantaged), with 24% below the expected and 8% being significantly below where they should be (The figures for disadvantaged pupils below 49% significantly below is 23%). Reading is not taught effectively, with little consistency or structure in place.
3	Writing standards in the school are low. Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Only 60% of children in the school are meeting the expected standards or higher (only 29% of disadvantaged pupils.) 30% are below and 11% of children are now significantly below (46% of disadvantaged children are below and 26% significantly below). Observations and work scrutiny have revealed poor teaching and inconsistent practice, leading to low expectations and low standards.
4	Maths standards in the school are low. Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Only 55% of children in the school are meeting the expected standards or higher (only 34% of disadvantaged pupils.) Those below are 29% (disadvantaged 46%) and significantly below are 8% (disadvantaged 20%).
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by previous school closures, absence and behaviour to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to a greater number of pupils falling further behind age-related expectations in all subjects.</p>
6	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

7	<p>Our observations and discussions with staff, outside agencies, pupils and families have identified social and emotional issues for many pupils, notably due to social deprivation (lack of opportunity for social experiences and a limited access to society's resources), diminished cultural capital and lower aspirations in their community. Families of disadvantaged pupils experience a range of challenges including with housing, finance, family literacy, domestic violence, children's mental health and anxiety, parental anxieties and skills as well as mobility.</p> <p>As a result, Pupil Premium children often have significant social, emotional and mental health needs and fewer strategies for maintaining self-regulation, positive mental and physical health. This manifests itself in school as social and behaviour issues, including anti-social behaviour and a higher number of exclusions and SEN referrals due to behaviour. Parental engagement and support for Pupil Premium children is lower than for that of non-Pupil Premium children.</p>
8	<p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Attendance for 2022-23 was 94,6% but for disadvantaged pupils it was 93.7%. (Non-disadvantaged 95.5%)</p> <p>Persistent absence was also higher for disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
A greater number of children meet the expected standard for phonics in Year One.	Phonics standards are at least in line with those Nationally and there is no significant gap between the attainment of disadvantaged pupils and their peers.
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes show an upward trend and the achievement of disadvantaged pupils is at least in line with their peers Nationally.
Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes show an upward trend and the achievement of disadvantaged pupils is at least in line with their peers Nationally.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS1 and KS2 maths outcomes show an upward trend and the achievement of disadvantaged pupils is at least in line with their peers Nationally.</p>
<p>Greater participation in extra-curricular activities by disadvantaged pupils.</p>	<p>Monitoring shows a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, with all disadvantaged pupils participating regularly in extra-curricular activity either in or out of school.</p>
<p>Decrease in exclusions and behaviour incidents involving disadvantaged pupils</p>	<p>Monitoring shows a decrease in behaviour incidents involving disadvantaged pupils and no suspensions. Reported incidents and pupil voice demonstrate that behaviour is improved and that disadvantaged pupils have used social skills to manage situations.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by the overall absence rate for all pupils being in line with or lower than National and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished.</p>

## 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: £ 18,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Subscription, books and Resources</p> <p>£8976</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,5</p>
<p>Read Write Inc. CPD to introduce structured implementation of a phonics programme throughout Reception and Key Stage One and as an intervention in Key Stage 2 to support the rapid progress of children in their phonics and reading.</p> <p>£3,480</p>	<p>Research shows that the implementation of Ruth Miskin's RWI programme accelerates the progress of children in phonics and reading. Research also shows that schools using RWI have a higher number of children passing their end of year phonics screening check.</p> <p><a href="#">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,5</p>
<p>Introduction of Destination Reader programme into Key Stage 2, beginning with the training of English Leader and two key members of staff.</p> <p>£2,665</p>	<p>Research shows that by developing a deeper understanding of what is being read, destination reader actively engenders a love of reading which will endure and improves effectiveness in the teaching of reading through the use of proven techniques including language stems and other strategies.</p> <p><a href="#">Destination Reader   Hackney Services for Schools</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,5</p>

<p>Subscription to First News and Football Magazine</p> <p>£110</p>	<p>Subscription to allow all classes to access the newspaper and to encourage reading through interests.</p>	<p>2,3</p>
<p>Implementation of new approach to teaching Writing across all year groups, including training for all staff including bought in support (consultants) for planning and teaching of writing. Could involve an element of Talk for Writing.</p> <p>£2000</p>	<p>Research shows that T4W helps to develop oral skills and informs us that children who have greater levels of oracy and understanding of language achieve higher attainment in reading and writing.</p> <p>Owing to some issues with this, we have set it into a wider context to ensure robust assessment driven teaching.</p> <p><a href="http://educationendowmentfoundation.org.uk">Talk for Writing   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,5</p>
<p>Training for Learning Support Practitioners to deliver tutoring, to include:</p> <ul style="list-style-type: none"> <li>• How children learn</li> <li>• How to plan tutoring sessions</li> <li>• How to work effectively with class teachers 17</li> <li>• Child safeguarding and protection</li> <li>• Adapting learning experiences for SEND pupils</li> <li>• Behaviour; Motivation</li> <li>• Literacy across the curriculum</li> <li>• Mastery learning</li> <li>• Delivering tutoring online</li> <li>• Speech and language therapy</li> </ul> <p>£548</p>	<p>Research shows that on average, one to one tuition is very effective at improving pupil outcomes. It might also be an effective strategy for providing targeted support for pupils who are identified as having low prior attainment, or who are struggling in particular areas.</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4,5,6,7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time for our Maths leaders to embed</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><a href="http://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>4,5</p>



key elements of guidance in school and to access HIAS, Maths Hub resources and CPD (including Teaching for Mastery training).  £400 for additional visits	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 23,009

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support, including additional sessions outside of the school day, within the school day via RWI videos and resource support for families.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,5
Engaging with the National Tutoring Pro-programme to provide school-led tutoring 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.  £11,152	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Estimated cost: £21,500	2,3,4,5



<p>Release for trained member of staff to deliver catch up programme to improve early literacy and communication skills</p> <p>£4834</p>	<p><b>Rapid Reading</b></p> <p>Rapid Reading is a reading programme aimed at SEN and struggling readers in KS2, and is disseminated by Pearson. It contains books for one-to-one reading, speech recognition software for independent practice, benchmark assessment books and teaching guides.</p> <p><a href="https://www.evidence4impact.org.uk/interventions/968?page=13">https://www.evidence4impact.org.uk/interventions/968?page=13</a></p>	<p>5,6</p>
<p>Release for trained member of staff to deliver catch up programme to improve Maths skills</p> <p>£7023</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5b97bc1240f0b67866ffbd1c/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf">https://assets.publishing.service.gov.uk/media/5b97bc1240f0b67866ffbd1c/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</a></p>	

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

Budgeted cost: £ 9924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Staff attending Team Teach training. Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.</p> <p>£1640</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	7
<p>Appointment of an attendance officer and Senior Leadership support in embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p> <p>This will involve training and release time to develop and implement new procedures.</p> <p>£250</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	8
<p>Funding of extra-curricular activities for disadvantaged children, both in and outside of school in order to offer experiences children would not otherwise be able to access.</p> <p>Estimated cost: £2500</p>	<p>Extra-curricular opportunities have positive impact on wellbeing and academic performance.</p> <p><a href="https://www.researchgate.net/publication/355485658_HOW_CAN_EXTRACURRICULAR_ACTIVITIES_HAVE_A_POSITIVE_IMPACT_ON_THE_ACADEMIC_PERFORMANCE_OF_BOTH_THE_PRIMARY_AND_THE_SECONDARY_SCHOOL#:~:text=Students%20who%20participate%20in%20extra-curricular,be%20successful%20in%20the%20future.&amp;text=Those%20who%20participate%20in%20extracurricular,less%20absenteeism%2C%20and%20better%20connectivity">https://www.researchgate.net/publication/355485658_HOW_CAN_EXTRACURRICULAR_ACTIVITIES_HAVE_A_POSITIVE_IMPACT_ON_THE_ACADEMIC_PERFORMANCE_OF_BOTH_THE_PRIMARY_AND_THE_SECONDARY_SCHOOL#:~:text=Students%20who%20participate%20in%20extra-curricular,be%20successful%20in%20the%20future.&amp;text=Those%20who%20participate%20in%20extracurricular,less%20absenteeism%2C%20and%20better%20connectivity</a>.</p> <p><a href="file:///N:/An Unequal Playing Field report %20(1).pdf">file:///N:/An Unequal Playing Field report %20(1).pdf</a></p>	7
<p>ELSA working to support children with SEMH needs.</p>	<p>Benefits of ELSA have been shown to include:</p> <ul style="list-style-type: none"> <li>• Develop coping strategies and talk about difficulties.</li> </ul>	

<p>Includes resources and supervision.</p> <p>£4,734</p>	<ul style="list-style-type: none"> <li>• Interact more successfully with others.</li> <li>• Develop greater self-awareness manage school better and feel better about themselves.</li> <li>• Pupils with an ELSA feel they have been listened to and supported.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Funding set aside to respond to requests for specific family issues regarding disadvantaged children including uniform and shoes, wraparound care, school equipment, glasses, milk, furniture, etc.</p> <p>Estimated cost: £800</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 51,112**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Standardised testing was used throughout the academic year to track the progress of disadvantaged pupils throughout the school.

Our internal assessments suggested that the performance of all pupils was lower than the pre-covid statutory assessments and that disadvantaged pupils in particular had been significantly affected by the pandemic and had fallen behind. This is particularly noticeable in the core subjects, which has led to us seeking to improve standards in all of these. The school has seen some closing of the attainment gap, but this needs to continue going forward.

Our assessments and observations indicate that pupil behaviour, their wellbeing and mental health were all significantly impacted and this was particularly heightened in our disadvantaged children. They found it difficult to re-engage, use strategies to manage their behaviour and had to 're-learn' how to socialise and be in large groups of people. This impact on the children's social and emotional well-being is still evident and so is part of our focus for our pupil premium spending this academic year.

Overall attendance in 2022-23 (94.4%) was up on preceding year (92.8%) and closer to the national average of 95%. However, disadvantaged pupils' attendance was 94% as opposed to non-disadvantaged attendance of 95.5%, so there is still a gap to be closed. Our traveller children have lower attendance and often fall into both groups.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still showing the impact of COVID-19-related issues last year and many pupils were struggling to be in school. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Last year the service pupil premium was used to support our service children in a variety of ways, including funding for trips and residential experiences, one to one tutoring support and resources.

### **The impact of that spending on service pupil premium eligible pupils**

This spending meant that the service pupils were able to fully engage in school and extra-curricular activities. The tutoring supported the pupils to diminish the difference between their attainment and that of their peers. This support will continue going forward.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- The school is working towards becoming an Attachment and Trauma Aware School (ATAS). A team of staff will be released to attend training sessions and work with other staff in the school.
- Training a Level 3 Forest School Leader to lead weekly forest school activities for all children in the school.
- Offering a wide range of high-quality extracurricular activities, including residential experiences, 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.

### **Planning, implementation, and evaluation**

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 also undertook a pupil premium review with the Local Authority to get an external perspective.

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 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.