

# 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	Cringleford CE VA Primary
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julia Humphrey, Headteacher
Pupil premium lead	Anita Clarke, Inclusion Lead
Governor / Trustee lead	Helen Morritt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215.00
Recovery premium funding allocation this academic year	£7685.00
Service Premium Grant	£310.00
LAC/Post LAC Grant	£9380.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2000.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82590.00

# Part A: Pupil premium strategy plan

## Statement of intent

As a Church of England school, Cringleford CE VA Primary School's strong Christian values – 'Respect, Believe, Achieve' - underpin all that we do as a school.

We are committed to creating an inclusive, caring, safe environment, where all children are able to learn and flourish. We will ensure that we provide equality of education and opportunity for all pupils. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support and opportunities, all pupils can achieve their full potential.

We value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We spend time getting to know our pupils and their families, and recognise that each one is unique and will have different needs, which may well vary throughout their time in the school.

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 peers.
- Ensure ALL pupils are able to access a broad, carefully planned curriculum.
- Develop a language rich culture across EYFS, KS1 and KS2 that develops pupils' vocabulary and access to knowledge across the curriculum. .
- Enable pupils to look after their social and emotional wellbeing and to develop healthy learning attitudes and behaviours.
- Give pupils equal access to a wide range of opportunities to develop their knowledge and understanding of the world.

## Challenges

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

Challenge number	Detail of challenge
1	For a number of years, the percentage of pupils eligible for PPG has been below national and regional averages. The demographic of the school is changing, so staff need to develop their understanding of effectively meeting the needs of disadvantaged pupils.

2	Some pupils eligible for PPG do not have sufficiently effective behaviours for learning to enable them to succeed as well as other pupils.
3	Some pupils in EYFS / KS1 who are eligible for PPG are making less progress than other pupils. This could prevent sustained high achievement in Key Stage 2.
4	Some pupils in EYFS/KS1 who are eligible for PPG have significant under-developed oral language skills and vocabulary gaps, in comparison with their peers.
5	Some pupils in KS2 who are eligible for PPG are not making sufficient progress to ensure that they will attain as well as other pupils.
6	Attendance rates for pupils eligible for PPG have been historically slightly below those of 'other' pupils in the school.
7	Pupils eligible for PPG do not have equal access to extra-curricula activities and life experiences, due to household financial pressures.

## 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
1. Improved staff knowledge of planning and developing a broad and balanced curriculum that is accessible and inclusive for all pupil groups.	The Curriculum Lead and Subject Leaders will have planned a Curriculum that recognises the needs of disadvantaged, SEN and EAL pupils. This is reflected in all curriculum plans, is evident in all lessons and leads to all pupil groups being able to access and achieve high outcomes.
2. Improve behaviours for learning so that all pupils, including those on PPG, have higher academic aspirations	Lesson observations by the end of the year and interviews with PPG children to show improved attitudes towards learning and engagement in classes.
3. Higher rates of progress across Reception and KS1 for pupils eligible for PPG.	Pupils eligible for PPG make as much progress as 'other' pupils across Key Stage 1 in maths, reading and writing. This will be measured by teacher assessments.
4. Pupils in EYFS/KS1 who are eligible for PPG will have an increased acquisition of vocabulary and will opportunities use this vocabulary effectively.	Pupils in EYFS/KS1 who are eligible for PPG will be able to use oral language and vocabulary for a wide range of uses and across the curriculum.
5. Higher rates of progress across KS2 for targeted groups of PPG children	Pupils eligible for PPG make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. This will be measured in Years 3 to 6 by teacher assessments.

6. Increased attendance rates for pupils eligible for PPG.	Overall PPG attendance improves so that it is in line with 'other' pupils.
7. All PPG children able to access the same provision and extra-curricular opportunities as others.	PPG children will attend after school clubs and will attend school trips.

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for foundation subject, Maths and English leaders to ensure that each subject leader has considered and planned the curriculum so that all pupils, including those eligible for PPG, can access all elements.	<p>Analysis of in-school data indicates that disadvantaged pupils are generally performing lower than their peers, particularly across Maths, Reading and Writing.</p> <p>The planning of an engaging and inspiring curriculum encourages children to learn and to want to attend school, improving attendance for pupils in receipt of PPG.</p>	1 2 3 4 5 6
Curriculum Leader to plan a curriculum that builds the knowledge and skills of all pupils, including those eligible for PPG, throughout EYFS, KS2 and KS2.	<p>Investing in an excellently planned and delivered curriculum will engage pupils in their learning and ensure that they have the skills necessary to move on to the next stage in their education.</p> <p>Evidence suggests that an emphasis on 'Quality First Teaching' and providing consistently high standards will support all pupils, including those eligible for PPG.</p>	1 2 3 4 5 6
Continuation and embedding of JONK (Joy Of Not Knowing) project.	<p>The JONK project has been successful in developing children's understanding of the skills they need to effectively learn.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest pupils understanding better how they learn is an effective way to improve attainment.</p>	2 3 5
The long-term development of a Language Rich Culture across the school.	Consistent evidence, from the 1990s study that identified the '30 million word gap' to EEF research into Early Acquisition of Language, shows that	2 3 4

	<p>pupils eligible for PPG are likely to have a much more limited vocabulary than their peers.</p> <p>The EEF's guidance documents 'Improving Literacy in Key Stage 1 and Key Stage 2' both set their first recommendation as 'developing pupils' language capabilities', highlighting the importance of language development for all pupils, including those eligible for PPG.</p>	5
<p>Teacher and TA knowledge of pupils to be shared, through 15 minute daily meeting. TAs to understand the intended outcomes for lessons, next steps in learning for pupils and appropriate feedback, with a particular focus on those eligible for PPG.</p>	<p>The EEF's 'Making Best Use of Teaching Assistants' recommends that all TAs are prepared for their work in the classroom, in order that they are confident in -</p> <ul style="list-style-type: none"> <li>• Concepts, facts, information being taught</li> <li>• Skills to be learned, applied, practised or extended</li> <li>• Intended learning outcomes</li> <li>• Expected/required feedback.</li> </ul>	1 2 3 4 5 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of NELI Early Language Intervention to a targeted group of pupils, including those eligible for PPG, in Reception to develop children's language and early literacy skills.</p>	<p>In May 2020 the EEF published its findings of trials run across 193 primary schools and found that children who were part of the NELI programme made +3 additional months' progress in oral language skills, compared to children who did not receive NELI. For those children who are eligible for PPG, this will significantly help to close the language gap.</p>	3 4
<p>The development of additional language intervention across KS2 for those children, including those eligible for PPG, identified</p>	<p>The EEF's guidance documents 'Improving Literacy in Key Stage 1 and Key Stage 2' both set their first recommendation as 'developing pupils' language capabilities', highlighting the importance of language development</p>	2 5

through in-school monitoring.	for all pupils, including those eligible for PPG.	
One-to-one life coach sessions for pupils eligible for PPG.	Life coaching sessions have proved very effective over the last few years for building up pupils' self-esteem and helping children to overcome barriers to learning and address social and emotional issues.	2 5 6
Quiet Club provision to support pupils in KS2, including those eligible for PPG, to build up self-esteem.	In school monitoring has shown that pupils who attend quiet club feel safer and more settled; they are involved in less conflict on the playground.	2 3 4 6
Quiet Club provision to support pupils in KS1, including those eligible for PPG, to build up self-esteem.	In school monitoring has shown that pupils who attend quiet club feel safer and more settled; they are involved in less conflict on the playground.	2 5 6
After-school clubs aimed at children who are eligible for PPG, plus funds available to support families who are not able to access after-school clubs or school trips due to financial constraints.	Evidence shows that pupils' from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this.	2 6 7

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

Budgeted cost: £7,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring by leadership team of behaviour patterns and rates of children eligible for PPG.	The following have led to high rates of attendance for some pupils eligible for PPG – <ul style="list-style-type: none"> <li>Regular meetings between senior leaders and administrative staff</li> </ul>	6

Face to face meetings between staff and parents if poor attendance patterns emerge.	<ul style="list-style-type: none"> <li>• Daily analysis of pupil attendance</li> <li>• Frequent contact between senior leadership and families with low attendance.</li> </ul>	
One-to-one support from 'Family Matters' team, linked to the YMCA. Offering support to families where pupils, including those eligible for PPG, experience high levels of anxiety, leading to poor school attendance.	Evidence from the previous academic year shows that pupils, and their families, who have received targeted support, have reduced levels of anxiety regarding school and have improved attendance rates.	2 3 5 6

**Total budgeted cost: £**

## 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.

Our in-school assessment and monitoring for the academic year 2021/2022 suggests that disadvantaged pupils have fallen further behind than their peers, as a direct result of the COVID-19 pandemic. The impact was seen most strikingly in reading and writing, with only 18% of pupils in receipt of Pupil Premium Funding working at, or above, the age related standard.

During the Lockdown, some of the impact was reduced by disadvantaged pupils receiving access to technology and regular one to one online sessions.

When the pupils returned to school, following the Spring 2021 National Lockdown, a number of strategies were put in place, including the implementation of the NELI programme, in-house tutoring and sessions delivered through the National Tutoring Scheme.

A number of pupils across the school experienced high levels of anxiety on returning to school after the pandemic, leading to school refusal, poor attendance and late arrival at school. The use of Life Coach sessions and support for pupils and their families, was effective in reducing the impact of anxiety.

### 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

## Further information

Cringleford CE VA Primary School is taking part in the VNET Disadvantage Project.

This project is led by Marc Rowland and will support schools to develop an evidence informed approach to planning, implementing and evaluating an effective Pupil Premium strategy for addressing short and long-term educational disadvantage and the impact of Covid 19 on learning. It will be rooted in research evidence and learning from successful schools but will also focus sharply on the local context.

The project runs throughout the 2021/2022 academic year and we will be using our participation in the project to develop a long-term Pupil Premium Strategy for 2022-2025.

This, current Pupil Premium Strategy is a starting point for us to develop throughout the year while working alongside Marc and the VNET team. We envisage that it will be reviewed and rewritten during the 2021/2022 academic year.