

# Cranmore Infant School Pupil Premium Strategy statement 2021-2024

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	Cranmore Infant School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 – July 2024
Date this statement was published	18 December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Ward, Head teacher
Pupil premium lead	Laura Freeman, Inclusion Leader
Governor lead	Natalie Steele

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,970
Recovery premium funding allocation this academic year	£3772
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£42,742</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Cranmore, we believe that all pupils, irrespective of their background or barriers to their learning, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils and those vulnerable pupils, to achieve this goal, including progress for those who are already high attainers.

High-quality first teaching is at the heart of all we do at Cranmore, with a focus on our disadvantaged pupils' barriers and the areas in which they require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and also at the same time benefitting the non-disadvantaged pupils in our school. Our intended outcomes detailed below are to sustain and improve our non- disadvantaged pupils' attainment alongside the rapid progress of their disadvantaged peers.

Our approach will be responsive to individual needs, using clear and accurate on-going assessments. The approaches we use will complement each other to help pupils excel. The approaches we have adopted complement each other to help pupils excel. To ensure effectiveness we will:

- Adopt a whole school approach in which all staff will take ownership for their disadvantaged pupils' outcomes and raise expectations of their achievement.
- Ensure our 'Learning without Limits' approach to learning is effectively challenging our disadvantaged children in the work they are set.
- Use 'Building Learning Power' skills to promote a growth mind-set attitude.
- Act early and intervene at the point need is identified.
- Engage and involve parents of disadvantaged pupils and support effectively.

We believe in maximising the use of the Pupil premium by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements. This year, our Recovery Premium will also be incorporated into the strategy.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed and the interventions required.

Our strategy is also integral to wider school plans for education recovery, notably targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Writing and Maths</b></p> <p>Our assessments and whole school data indicate that the education of many of our disadvantaged pupils have been impacted by the partial school closures of Summer 2020 and Spring 2021 to a greater extent than for other pupils.</p>
2	<p><b>Phonics and Reading</b></p> <p>Our assessments and subject leader monitoring has identified that disadvantaged pupils have greater difficulties with their phonic development than their peers. This in turn will affect the outcomes for reading at the end of the key stage.</p>
3	<p><b>Communication and Language</b></p> <p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident especially in our Early Years setting.</p>
4	<p><b>Mental health &amp; Well-being &amp; Self-Regulation</b></p> <p>Our assessments, alongside our physical activity survey, identifies that disadvantaged pupils and their families have a lack of access to enrichment activities. This impacts on the mental health and well-being of our disadvantaged pupils, and we have seen an increase in the number of children who have social and emotional needs.</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
<b>To ensure all our disadvantaged children, who do not have SEND, achieve expected outcomes in writing and maths at the end of KS1.</b>	All our disadvantaged children, who do not have SEND, will achieve expected outcomes in writing and maths at the end of KS1.
<b>To ensure all our disadvantaged children, who do not have SEND, achieve expected outcomes in reading and phonics at the end of KS1.</b>	All our disadvantaged children, who do not have SEND, will achieve expected outcomes in reading and phonics at the end of KS1.
<b>To ensure all our disadvantaged children have improved communication and language Skills</b>	Children will have improved communication and language skills; this will be reflected in end of year outcomes.

<p><b>To improve and sustain the social and emotional well-being of all children in our school, particularly our disadvantaged pupils.</b></p>	<p>Children will have good social skills and positive emotional well-being.</p> <p>Assessments and physical activity survey will show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p><b>To ensure any additional SEND needs of our disadvantaged pupils are recognised and responded to effectively.</b></p>	<p>Disadvantaged pupils with additional SEND needs will be identified and their needs responded to effectively.</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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b> Purchase of a DfE Validated Systematic Phonics Programme (Bug Club) to secure stronger phonics teaching for all pupils. 4/1/22</p>	<p>Systematic phonics approaches have a strong evidence base in effectively supporting young children to master the basics of reading.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p><b>Phonics</b> CPD sessions on teaching of Synthetic Phonics (review &amp; refresh) to ensure all staff are knowledgeable, confident and competent in the teaching phonics across school.</p>	<p>Consistent, high quality teaching of phonics across school will ensure all children have knowledge and skills to build upon as they move through the school and master the basics of reading.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our curriculum planning and teaching. We will release teachers to work on their individual subject areas to help improve the knowledge and skills built upon through school. (including the new EYFS framework)</p>	<p>Children build on key knowledge and skills taught progressive across school. Children will retain more useable sticky knowledge with this clearly embedded through the curriculum.</p>	1
<p><b>Communication and Language</b> Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

We will purchase resources and fund ongoing teacher training and release time.		
Whole school staff CPD through purchase, and use of, targeted 'Provision Mapper' software to help address academic gaps and achievement in underachieving disadvantaged pupils.	There is extensive government research to suggest that staff knowledge and understanding of how to address knowledge and how to fill attainment gaps is beneficial for pupils.	1,2, 3
<p><b>Mental Health and Well-being</b></p> <p>Improve the quality of social and emotional (SEL) learning in partnership with disadvantaged pupils' parents.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, including training to deliver the 'Understanding your Child's Behaviour' course.</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://www.eef.org.uk/eef-projects/2016-2017/2016-2017-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p><b>Monitoring Impact</b></p> <p>Allocated leadership time for Literacy, Maths and EYFS Leaders to monitor the impact of teaching and learning of Pupil Premium pupils.</p>	<p>Rigorous analysis of data and assessment information enables staff to correctly identify gaps in learning, in turn this ensures interventions are highly focused on the needs of the learner.</p> <p><a href="#">EEF Implementation Guidance</a></p>	1, 2

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

Budgeted cost: £22,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at pupils identified post pandemic who require further phonics support.</p>	<p>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.</p>	<p>2</p>
<p>Teachers and Teaching Assistants to work in partnership to provide high quality structured 1:1 and small group interventions with the priority being on:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Phonics</li> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Emotional mental health and well being</li> <li>• Using Building Learning Power to support learning</li> </ul>	<p>Using high quality structured interventions effectively supports children who are experiencing difficulties.</p> <p>Research on TAs delivering targeted high-quality structured interventions in one-to-one or small group settings show a consistent impact on attainment of approximately three to four additional months' progress.</p> <p><a href="#">EEF – KS1 Literacy Guidance Report</a>  <a href="#">EEF – Making Best Use of Teaching Assistants</a>  <a href="#">EEF – Improving Mathematics in the Early Years and KS1</a></p>	<p>1, 2, 3, 4</p>
<p>In-class support for children who struggle the most.</p>	<p>EEF research recommends the use of TAs to add value to what teachers do, the expectation should be that the needs of all pupils are addressed, first and foremost through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</p> <p>Evidence suggests that assigning TAs to particular children – usually those with difficulties connected to learning, behaviour or attention – can help them develop confidence and motivation, good working habits and the willingness to finish a task.</p> <p>Other research has identified the benefits of TAs in terms of the range of learning experiences provided and the effects on pupil motivations, confidence and self-esteem.</p>	<p>1, 2, 3, 4</p>

	<a href="#">EEF - Making best use of Teaching Assistants</a>	
<p>Purchase of annual Language Link licence to screen, identify and improve listening, narrative and vocabulary skills.</p> <p>Training staff to deliver a highly effective Language skills programme (Language Link) targeting pupils for additional intervention.</p>	<p>Targeted oral language interventions are proven to have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="#">EEF – Oral Language Interventions</a></p>	3
SEND Support through external agencies	<p>Children with additional needs related to the following broad areas of need, may need additional support in line with a graduated response.</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, Emotion and Mental Health Difficulties</li> <li>• Sensory and/or physical needs</li> </ul>	1, 2, 3, 4
Regular pre-tutoring sessions to promote oral language and vocabulary development	Oral language interventions can have a positive impact on pupils' language and understanding skills.	3
Provide further support for nurturing and the Social Emotional Aspects of Learning, including through targeted group interventions and one-to-one support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising enrichment activities; swimming, residential and trips,	The impact of enrichment, a healthy lifestyle and physical exercise is well	4

and providing school uniform.	documented. Evidence shows improved outcomes at school and later life.	
Promoting a love of reading and love of books at home, through a 'reading challenge'. Purchasing books as rewards for successful completion of reading at home and school.	There is extensive research into the impact that reading regularly has on improved outcomes both at school and in later life.	2
Further promote parental engagement in home learning- Through targeting parent for maths workshop and providing Numicon resources for home use.  Funding a TA to engage in work with targeted families, through completing training and delivering the 'Understanding your child's behaviour course'.	Research shows that good parental involvement impacts on higher levels of attainment in pupils	1,2, 3, 4
Extended childcare opportunities for disadvantaged pupils and their families. e.g Before and after school club provision	Support for families at times of need. Promoting the families well-being as a whole, thus having a positive impact on them all.	4
Contingency fund for acute issues.	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.	1, 2, 3, 4

**Total budgeted cost: £42,742**

## 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 internal assessments during 2020/21 shows that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. This was reflected in both progress and attainment data.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Pupil premium families received technical support and school electronic devices. Pupil premium pupils were also given additional school staff contact and resources to support their home learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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. This included additional forest school sessions, BLP interventions and nurture group opportunities. 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	