



# Crich Junior School

## Pupil Premium Statement 2022-2023

This statement details our school's use of pupil premium funding (and recovery premium and School Led tutoring budgets) for the 2022 to 2023 academic year, 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	Crich Junior School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Orridge HT
Pupil premium lead	Chris Orridge
Governor / Trustee lead	Jo Twelves

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£27,340</b>
Recovery premium funding allocation this academic year	<b>£3,044</b>
School led tutoring grant	£2,051
School led tutoring school payment (60%)	£3,077
School led tutoring grant total	<b>£5,128</b>

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£35,512

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Grant and School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use the recovery and school led tutoring grants, in a combined package of quality first teaching, to support children at risk of falling behind, including non-disadvantaged children

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with all pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils shows that most children, including disadvantaged pupils are held back in standardised reading tests due to difficulties with reading fluency. The proportion of disadvantaged children at expected reading levels on entry is on a downward trend and poor reading fluency negatively impacts their development as readers.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Assessments and observations have shown emotional barriers to learning, particularly resilience and stamina for new/difficult tasks and problem solving among disadvantaged pupils is below that of non-disadvantaged children.

## 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
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.(Deep Dives)

Improved reading progress and attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more than 95% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)
Improved maths progress and attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 95% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)
Improved writing progress and attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2022/23 show that more than 90% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)
Improve problem solving and self-regulated learning through understanding and using metacognitive strategies.	Observations/discussions with pupils show they begin to apply metacognitive strategies in curriculum lead problem solving activities demonstrating resilience and stamina, and can feedback their understanding of the metacognitive process through discussion. Ongoing task.

## Activity this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding and SLT grant) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £0 CPD and school learning resources budgets to be used here.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school inset and CPD on developing reading fluency theory and classroom practice for teachers, teaching assistants, parents and volunteers. This has included shared best practice with cluster schools, parents meeting about reading fluency and staff meetings. Herts For Learning reading fluency project training completed and	There is a strong evidence base that suggests that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. The use of continued professional development, including mentoring/sharing best practice and observation focusing on reading fluency, will improve the quality of teaching. This is supported by the selection of high-quality reading materials, linked to standardised fluency assessments.	1,3

<p>teaching model to be cascaded down.</p> <p>All children will be taught reading fluency atleast three times a week with 5 times an aspiration.</p>		
<p>Embed the use of high quality schemes for reading (including phonics) and writing, which have an emphasis on vocabulary/language development across the curriculum, ie Historical vocab/language.</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 and writing.</p>	<p>1,2,3,5</p>
<p>Phonics for all. Daily ‘catch up’ lessons in phonics added into the timetable for all children who need to master phonics. Screening assessment completed in September lessons using Little wandle Catch up programme and reading books in place.</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Metacognition activity days.</p> <p>Vertically grouped children will have half termly activity days focusing on the metacognitive process solving problems linked to their other curriculum learning.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. Metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.</p>	<p>1,6</p>
<p>Maths Sats question level analysis to determine areas of weakness and introduction of homework books and class activities to strengthen these areas.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.  <b>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</b></p>	<p>4</p>
<p>CPD for HT  Reaching the Unseen Children- Self Efficacy and SEL for Disadvantaged students.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the</p>	<p>1-5</p>

<p>Five webinars(from the derby research school) showing new teaching practices and tips to be shared through staff meetings and inset</p>	<p>purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice</p>	
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## Targeted academic support

Budgeted cost: £33,512

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Enable support from teacher/TA in lessons, and targeted intervention groups for specific difficulties.</p> <p>Support from a TA in lessons with mixed age groups and wide spread in ability enables differentiated tasks to be delivered and appropriate for all pupils.</p> <p>TA wages £25,340= 11 hours per week per class</p>	<p>Evidence shows that using TAs to help pupils develop independent learning skills and manage their own learning that improved progress is made.</p> <p>Daily formative assessments between teaching staff ensures gaps in learning are quickly identified and appropriate interventions are put in place.</p>	<p>1-6</p>
<p>Teacher booster lessons for disadvantaged children and those at risk of falling behind. Lessons focus on reading, maths and writing.</p> <p>Class teachers are best placed to understand the individual needs of pupils and will be given extra lesson time (through supply) to target the specific needs of their focus group for reading maths and writing.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1-5</p>

<p>Ratio 1:8/10 Recovery funding. £3,044=1hr per class per week x 20 weeks</p>		
<p>TA booster lessons for disadvantaged children and those at risk of falling behind. Lessons focus on reading, maths and writing, linked to the work in the above activity.</p> <p>Class TAs (guided by the CT) are best placed to understand the individual needs of pupils and will teach a small group of three to four pupils, continuing and consolidating the work done in class and the teacher led booster lessons. These are to target the specific needs of their focus group for reading maths and writing.</p> <p>Lessons taught after school.</p> <p>Ratio 1:4 School led tutoring grant. £5,128 =2hrs per class per week x 24 (144hours) Plus 1 hour per week extra for Y6 (30 hours) Plus 5 x 6hour days for metacognition support .Part of extra curricular activities</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</p>	<p>1-5</p>

## Wider strategies

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips, wrap around care or necessary school equipment. (uniform etc) PP children are also able to access individual music lessons for free as this enhances aspirations and learning capacity.</p>	<p>Our evidence. This enables all children to be able to access the curriculum fully - enables disadvantaged children to access a stimulating and creative curriculum. It enhances personal motivation for learning through Music.</p>	<p>This is an identified need from our last pupil premium strategy that has been successful and needs to be maintained.</p>
<p>Use of therapies including positive play, outdoor learning and lego therapy to develop a safe place for children to develop emotional resilience. Use of educational psychologist services when necessary. Provide time for staff to develop positive relationships with the children. Work closely with parents to support home life difficulties.</p>	<p>Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to achieving this, as is work with the families to ensure a consistent approach is provided.</p>	<p>This is an identified need from our last pupil premium strategy that has been successful and needs to be maintained.</p> <p>6</p>

**Total budgeted cost: £ 35,512**

## 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 2021 to 2022 academic year.

#### Outcome 1

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.

Target partly met

Deep dives carried out with LA advisor in reading, maths, history, art and computing.

The triangulation process showed that children are beginning to articulate their knowledge using the key vocabulary taught. Groups of children were chosen to include disadvantaged children.

Whilst this is improving, we will be maintaining this target as we improve high quality teaching strategies to maintain the momentum gained.

See the record of visits for findings and action plans.

## Outcome 2

KS2 reading outcomes in 2021/22 show that more than 85% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)

Data showed: target met

85% made expected progress or better.

20% made better than expected progress

### Outcome 3

KS2 maths outcomes in 2021/22 show that more than 85% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)

Data showed: target met

100% made expected progress or better.

30% made better than expected progress

#### Outcome 4

KS2 writing outcomes in 2021/22 show that more than 80% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)

Data showed: target met

85% made expected progress or better.

10% made better than expected progress

## Further information

We have used our School led tutoring grant to supplement our provision for identified disadvantaged children.

List of interventions available for use.

Nessy spelling and reading (Dyslexia )

Better reading.

Precision teaching arithmetic and reading.

Typing

Positive Play

Lego therapy

Outdoor learning therapy

Little Wandle Phonics catch up programme.

Draw and Talk

Elsa

Reading fluency

Island Adventures (phonics)

SSSEN support work.

Pre/ post lesson teaching maths and literacy.

Reading comprehensions/writing/maths boosters

Viperss comprehension

Spelling shed.

TEFL daily English lessons for Ukrainian and Turkish child.

Starving the anger gremlin