



Crich Junior School

Pupil Premium Statement 2021-2022

This statement details our school's use of pupil premium funding (and recovery premium and School Led tutoring budgets for the 2021 to 2022 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	80
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£26,555
Recovery premium funding allocation this academic year	£3,046
School led tutoring grant	£2,632
School led tutoring school payment (25%)	£877

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,120

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 National 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 y3/4 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 suggest disadvantaged pupils generally have greater difficulties with reading fluency than their peers. This 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.

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

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

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 budget to be used here.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school inset on developing a language rich curriculum, based on CPD from CQ	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:	1
Phonics training and advise and Quality Assurance from LA Phonics Ambassador	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

Targeted academic support

Budgeted cost: £ 31,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable support from teacher/TA in lessons, and targeted intervention groups for specific difficulties.	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. Daily formative assessments between teaching staff ensures gaps in learning are	1-5

TA wages £24,555= 10 hours per week per class	quickly identified and appropriate interventions are put in place.	
Teacher booster lessons for disadvantaged children and those at risk of falling behind. Lessons focus on reading, maths and writing. Ratio 1:8/10 Recovery funding. £3,046=1hr per class per week x 20 weeks	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. This is an extra intervention strategy to be used this year. This builds upon activity 1	1-5
TA booster lessons for disadvantaged children and those at risk of falling behind. Lessons focus on reading, maths and writing, linked to the above activity. Lessons taught after school. Ratio 1:4 School led tutoring grant. £2,632 + £877 school funding =2hrs per class per week x 24	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. This is an extra intervention strategy to be used this year. These lessons are extracurricular and so provide more learning time to these children This builds upon activity 1 and 2	1-5

Wider strategies

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.	This is an identified need from our last pupil premium strategy that has been successful and needs to be maintained.
Use of therapies including positive play, outdoor learning and lego therapy	Emotional wellbeing leads to better quality work and a greater resilience to	This is an identified need from our last pupil premium strategy that

<p>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.</p> <p>Work closely with parents to support home life difficulties.</p>	<p>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>has been successful and needs to be maintained.</p>
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Total budgeted cost: £ 33,120

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.

Desired outcome 1.

Increased confidence and emotional well-being among targeted children. This will result in increased engagement in lessons and resilience/behaviours for learning. This will impact positively on the quality of their work during lessons.

Observations and feedback from staff, pupils and parents shows engagement and enjoyment across all lessons to be high. This target was met, but these strategies need to be on-going yearly to maintain wellbeing levels.

Desired outcome 2

Outcomes for Pupil Premium Children are in line with non PP children.

Assessment data shows that PP children are broadly progressing at a rate similar to non PP children in their cohort, however when tracked back to their KS1 data some children, including disadvantaged have lost ground due to closures and these gaps are still not closed. Further acceleration of progress is needed. Hence our new one-year strategy. It is not known how long it will take to make up for loss of learning so we are taking our strategy one year at a time.

Desired outcome 3

PP children have the same opportunities as non PP children.

This work with targeted families has enable all our children to access the same educational opportunitites and enrichment activities. This need will be on going year to year.

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

Read write Inc

Draw and Talk

Elsa

Lifeboat(sounds)

Literacy for Life Spellings.

Island Adventures (phonics)

SSSEN support work.

Pre/ post lesson teaching maths and literacy.

Reading comprehensions/writing/maths boosters