

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	Crowan Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	7% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	December 31 st 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matthew Goad
Pupil premium lead	Matthew Goad
Governor / Trustee lead	Lil Dye

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£TBC

Part A: Pupil premium strategy plan

Statement of intent

Our Aim:

The targeted and strategic use of Pupil Premium will support us in achieving our aim of helping everyone achieve their full potential.

We will do this by:

- assuring the best possible delivery of learning experiences in the classroom.
- providing a range of group and individual interventions designed to support those with identified needs.
- offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Our Principles:

We will ensure that:

- teaching and learning opportunities meet the needs of all of the pupils.
- appropriate provision is made for pupils who belong to vulnerable groups.
- progress and achievement is accelerated and maximised.

In making provision for vulnerable pupils, we recognise that not all pupils who qualify for Pupil Premium will be vulnerable. We also recognise that not all pupils who are vulnerable qualify for the Pupil Premium. Any support, intervention or opportunity will therefore be made up of Pupil Premium children and non-Pupil Premium children, where it is recognised that their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our Provision:

We will consider the use of a tiered approach to spending the Pupil Premium as

recommended by the Education Endowment Fund: 'The EEF Guide to the Pupil Premium' and supported by the DfE: 'Pupil Premium Strategy Statement' (18/10/19)

1) Teaching - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2) Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3) Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Our focus will be upon addressing the following areas:

Achievement and Standards

To provide additional class-based or intervention work to accelerate progress of targeted

groups or individuals.

Learning Support

To enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Learning Needs.

Pastoral work

To raise self-esteem, to extend the personal skill sets of individuals and to support children to make appropriate choices in order to maximise learning opportunities.

Out of hours and enrichment

To ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve their self-confidence and motivation for learning.

Challenges

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

Challenge number	Detail of challenge
1	The lack of rural transport and the cost of visits to venues for experiencing the world around them places our vulnerable pupils at risk of missing-out on educational experiences that would widen their cultural understanding and learning through first-hand experiences.
2	Inability to afford extra-curricular clubs and sports events and musical tuition
3	Poor early language development
4	Low level of reading - potentially due to poor parental support, illiteracy or lack of importance given to reading.

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
Children who receive pupil premium will fully participate in school activities such as trips and enrichment days.	<ul style="list-style-type: none"> • PP funding used to subsidise children's participation in trips and activities. • All children who receive pupil premium take full part in trips and enrichment activities.
Children who receive pupil premium access extra-curricular clubs, attend sports events and have opportunity to learn musical instruments.	<ul style="list-style-type: none"> • Children who receive pupil premium are active in extra-curricular clubs and events. • Children who receive pupil premium take up offer of learning a musical instrument.
Oracy levels improve across the school, with a particular focus in KS1.	<ul style="list-style-type: none"> • Training from the Oracy Project is shared with all staff. • NELI project in EYFS has successful outcomes and is expanded into Y1/2. • Nuture groups aimed at PP children builds oracy skills.
Children who receive pupil premium improve their reading to make progress in line with other children.	<ul style="list-style-type: none"> • Data tracking is secure so that leaders and teachers are clear on where progress is being made and where gaps are appearing. • Targeted interventions are set up to support PP children across the school to make progress in reading.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI training	https://www.elklan.co.uk/NELI/	3
<i>Oracy Project training</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
<i>Additional TA recruitment to support targeted interventions.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 4
<i>Trauma Informed Schools Training</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
<i>Read Write Inc training</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3,4
<i>Read Write Inc</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4
<i>Nurture Group</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

	learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidising music tuition</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2
<i>Subsidising tips and enrichment activities</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2
<i>TIS</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Outcomes for PP children 2020 – 2021 (teacher assessment in July 2021).

Reading EXS or above: 75% (Non-PP 83%)

Writing EXS or above: 58% (Non-PP 73%)

Maths EXS or above: 75% (Non-PP 79%).

In reading, the gap between PP and non-PP children has narrowed to 8 percentage points from 20 in 2019-2020.

In writing, the gap between PP and non-PP has grown from 10 to 15 percentage points (this reflects 1 more child).

In Maths, the gap between PP and non-PP children has narrowed to 4 percentage points from 9 in 2019-2020.

Due to the small number of children eligible for pupil premium, such percentages must be interpreted carefully; they do show that the difference in achievement between PP and non-PP eligible children is small and that in two or the three core areas, that gap is diminishing.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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