

Pupil premium strategy statement – Cringle Brook Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	12/12/22
Date on which it will be reviewed	19/6/23
Statement authorised by	Lisa Vyas
Pupil premium lead	Helen Chase
Governor / Trustee lead	Jenny Gawne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,100
Recovery premium funding allocation this academic year	£5,832
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£88,932

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Academic performance Assessments, observations, book scrutiny and pupil progress meetings have shown that disadvantaged children across the school falling behind their peers. This has also been seen nationally. On entry our disadvantaged pupils arrive below or well below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.
2	Reading Assessment, observations and discussions have suggested that children from disadvantaged backgrounds have fallen behind their peers in their reading attainment. This has also been shown nationally. This has significantly affected the younger children in the school and can be seen in a high percentage drop in attainment in Year 1.
3	Attendance Attendance is always a key component for children achieving to their capabilities. Throughout the COVID period attendance has become a greater challenge. Children have missed a number of sessions needing to isolate so regular attendance is key to their recovery and reaching their potential. The role of the attendance worker is vital in this.
4	Missed enrichment opportunity With the impending cost of living crisis, we are seeing children not being able to access enrichment opportunities outside of school. Previously, this has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind.
5	Parent engagement Parent engagement over the lockdown periods varied but was particularly low in disadvantaged groups, with many reporting challenges in understanding the learning and / or managing to motivate their children. This despite an immense level of targeted teacher support in such cases. Parent engagement to support children achieve effectively continues to be a challenge. This was particularly evident through the lockdowns and was something that required a detailed coordinated response. This bespoke provision remains in place with several families still accessing this additional support. Cost of living is having a large impact on our families. Families will be supported to access advice and/ or to access support in school and with key professionals.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower / in line with their peers.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that the outcomes for disadvantaged pupils are in line with the expected standard in maths and writing.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that the outcomes for disadvantaged pupils are in line with the expected standard.

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

Budgeted cost: £63,123+£31,020 =£94,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
CB Year 6 – Mornings TA who is a qualified teacher.	Better knowledge and understanding of curriculum/ standards Understanding of pedagogy of teaching Experience of how classroom operates- including assessment / delivery	2,1
English & Mathematics – KS2 In class support, challenge, targeting Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5	This approach has been taken in the previous year as a result we have seen that the teacher and the TA have been able to target pupil premium children, allowing them to build confidence, develop fluency and apply knowledge. The internal data has shown a closing of the gap between the disadvantaged children and their peers. Teaching assistant interventions EEF educationendowmentfund.org.uk	1

<p>EYFS</p> <p>Low baseline on entry support through additional intervention time for the year in Reception this is to support development of social and emotional needs, academic catch up, parent interaction and attendance</p>	<p>Allows class teacher in Aut term to focus on learning behaviours in the class - allowing children to access the EYFS quickly, allow catch up</p> <p>In Spring term this additionality will allow for bespoke interventions delivered in small groups by the class teacher- evidence has proven accelerated progress.</p>	<p>1,2,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS / KS1</p> <p>Reading</p> <p>Teaching Assistants to ensure that every child get heard read every day in Reception, Year 1 and 2 and Nursery support for Spring term onwards.</p>	<p>The Reading Teaching Assistants model means that every child is heard read every day. This makes a significant difference to reading progress and attainment for all children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE.</p> <p>Reading Comprehension strategies EEF educationendowmentfoundation.org.uk</p>	<p>1,2</p>

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

Budgeted cost: £14,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent support for target disadvantaged families, PSA 1 day a week in each school</p>	<p>The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to really support provision and improve outcomes for these children and families. Her remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who she supports gain huge benefit from her involvement and the measures of impact: stability, welfare, attendance etc are all demonstrably improved.</p> <p>Parental engagement EEF educationendowmentfund.org.uk</p>	<p>5</p>
<p>Targeted monitoring of key families Attendance support and challenge for targeted families 1 day a week</p>	<p>School's attendance data prior to the pandemic was inline/ better than national average, therefore systems in place proven- needed relaunch after Lockdown</p> <p>Parents/ children openly value the incentives for good attendance which the support facilitates</p> <p>Evidence shows PP pupils attendance is ---- in line with those pupils who are not PP and their attendance data is comparative to the national picture</p> <p>Intensive work from the Attendance officer has resulted in better attendance for families including those who are PP</p>	<p>3</p>
<p>Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.</p>	<p>Our Children's Charter is a vision that aims to extend children's horizons and experiences so that by the time they leave our schools they will have experienced trips in each year group which include natural world experience: farm, first, seaside, countryside etc alongside cultural and arts events: live orchestra, theatre and sporting events.</p> <p>This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives.</p>	<p>4</p>

Total budgeted cost: £83,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sustained high attendance

- While all data needs to be taken in light of the impact of COVID and while there is no current data for disadvantage children, the school continues to be above local and national data. This has been a continuation of previous year's data
- The overall absence rate for all pupils continues to be better than local and national percentages

Whole cohort	Local	National
5.27	6.35	6.20

- The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no lower / in line with their peers.

Whole cohort	Local	National
15.18	20.1	18.3

ATTAINMENT OUTCOMES

While local and national attainment figures for 2022 have to be looked at in the light of COVID, as with previous years before COVID, the disadvantaged children within school continue to make impressive progress in all areas.

KS2 maths outcomes

2022 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are below their peers within school, below disadvantaged pupils nationally; but above pupils in a similar setting nationally.

Pupil premium	Whole cohort	National comparator	National same
62.5	71	78	56

KS2 reading outcomes

2022 outcomes for meeting the expected standard in reading show that the disadvantaged pupils are above their peers within school, well above nationally.

Pupil premium	Whole cohort	National comparator	National same
88	81	80	62

KS2 writing outcomes

Pupil premium	Whole cohort	National comparator	National same
37.5	61.3	75	55

Parental Engagement

Parent voice activities have shown the barriers from the pandemic have been overcome, through increased access to school.

Previous work with parents such as in school parents' evenings, attendance to assemblies and parental workshops continue to be re-established. Targeted work with parents particularly impacted by the pandemic has been particularly impactful in terms of emotional support and financial facilitation.

A new PTA has also been set up and is engaging a greater group of parents in school life.

Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Limited