

## Pupil premium strategy statement – Cringle Brook

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	214
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	23-24
Date this statement was published	November 23
Date on which it will be reviewed	November 24
Statement authorised by	Lisa Vyas
Pupil premium lead	Helen Chase
Governor / Trustee lead	Sarah Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,605
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,605

# Part A: Pupil premium strategy plan

## Statement of intent

The intent for our Pupil Premium strategy is that our children from a disadvantaged background will close the gap on their peers and reach their potential. We have identified areas of challenge and will target these to support our children to close the gap with their peers both emotionally and academically.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic performance</b> On entry to Reception our disadvantaged pupils arrive below or well below age related expectations compared to other pupils- this gap widens each year. This gap results in children being significantly behind their peers academically and as a result, reaching their potential is significantly more challenging. This gap on entry results in children being significantly behind their peers academically and unchallenged results in the gap continuing throughout their academic career. This has also been seen nationally.
2	<b>Reading</b> 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. On entry assessments into school show that children begin with their access to books and early reading ability significantly behind their peers. This results in a significant gap between disadvantaged children and their peers on reading attainment. This has also been shown nationally.
3	<b>Attendance</b> Attendance is always a key component for children achieving to their capabilities. Internal and national data shows attendance of disadvantaged children to be lower than that of their peers. This then results in missed learning opportunities, creating further gaps in academic performance. The role of the attendance worker and the parental support worker are vital in this.
4	<b>Missed enrichment opportunity</b> Children from disadvantaged backgrounds have often had less enrichment opportunities than their peers. 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. With the cost of living crisis, we are seeing a further gap between disadvantaged children and their peers of their opportunities to access enrichment opportunities outside of school.
5	<b>Parent engagement</b> Parent engagement to support children achieve effectively can be a challenge. We have identified that parent engagement with some of our disadvantaged children to

	<p>be lower than their peers. This results in the support from home for their academic achievement to be lower than that of their peers.</p> <p>Cost of living is having a large impact on our families. Families are struggling to find the correct support to ensure that they have a home environment for the children to have their needs met.</p>
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## 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.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>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</li> <li>The percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils to be in line with their peers</li> </ul>
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes to show that the outcomes for disadvantaged pupils are in line with their peers for the expected standard in maths, reading and writing.
Improved reading attainment among disadvantaged pupils.	Reading outcomes across the school to show that the outcomes for disadvantaged pupils are in line with the expected standard.
Increased parental engagement	<p>Increased participation in children’s learning at home.</p> <p>Families supported effectively with cost of living support.</p> <p>Families clear on where they can find support.</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

**Budgeted cost: £55,428**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Large contribution towards the cost of KS2 Teaching Assistants – Year 3-6 to support English and maths delivery including in class support, challenge and targeting</p>	<p>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 impressive progress from starting points and a closing of the gap between the disadvantaged children and their peers. Lesson observations have shown that teaching assistants allow teachers to adapt teaching effectively to the needs of the children in class.</p> <p>Teaching assistant interventions EEF (<a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a>)</p>	<p>1, 2</p>

## Targeted academic support

**Budgeted cost: £ 16,238**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS / KS1 /KS2 - reading Reading Teaching Assistants to ensure that every child get heard read every day in Reception, Year 1 and 2 term. Support for targeted KS2 pupil premium children.</p>	<p>The Reading Teaching Assistants model means that disadvantaged children are heard read several times a week. This has shown to make a significant difference to reading progress and attainment for these 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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2</p>

## Wider strategies

**Budgeted cost: £ 19,939**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent support for target disadvantaged families, PSA 2 days a week</p>	<p>The PSA supports specific disadvantaged families and through the high level of skill that they bring to the role; really supports the provision and improve outcomes for these children and families. Their remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who they 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_ <a href="http://educationendowmentfund.org.uk">educationendowmentfund.org.uk</a></p>	<p>5</p>
<p>Targeted monitoring of key families.</p> <p>Attendance support and challenge for targeted families 2 days a week through an Attendance Support Worker.</p>	<p>Parents/ children openly value the incentives for good attendance which the Attendance Support Worker facilitates.</p> <p>Intensive targeted work from the Attendance Support Worker has resulted in better attendance for families including those who are PP. Internal case studies have shown that when support is in place and parents are challenged the attendance of targeted children improves.</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>Opportunities to build confidence, independence, improve risk taking and develop vocabulary are given through subsidised residential visits in year 4 and 6.</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. 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>These experiences have shown an increased ability for the children to be able to contextualise their learning and as a result develop a greater vocabulary which in turn impacts on their ability to develop both their reading and writing. Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range of from physical, emotional and academic.</p>	<p>4</p>

**Total budgeted cost: £91,605**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Sustained high attendance

Pupil premium	Whole cohort	Local	National
6.83	6.12	6.8	n/a

#### P.A. attendance

Pupil premium	Whole cohort	Local	National
19.64	18.03	22.41	n/a

#### ATTAINMENT OUTCOMES

##### KS2 reading outcomes

2023 outcomes for meeting the expected standard in reading show that the disadvantaged pupils are above disadvantaged pupils and all pupils nationally.

Pupil premium	Whole cohort	National comparator	National same
75	76.7	73	73

##### KS2 writing outcomes

2023 outcomes for meeting the expected standard in writing show that the disadvantaged pupils are well above disadvantaged pupils nationally

Pupil premium	Whole cohort	National comparator	National same
92	87	71	71

#### 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 parent's evenings, attendance to assemblies and parental workshops continued to be re-established throughout the year, with increased numbers resulting in an increase in parent participation in their child's learning.

Targeted work by the PSA in terms of emotional support and financial facilitation continues to have a positive impact on the parents' ability to support their children. Target parents can identify where they can find support both in school and out of school.

### Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Limited