

Pupil premium strategy statement – Craneswater Junior 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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	510
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	Year 3 of 3 year plan
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Dave Jones Headteacher
Pupil premium lead	Karen Braham
Governor / Trustee lead	Nicky Pinnock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£199000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face or have faced, 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.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Provide the appropriate pastoral support to children in crisis
- ✓ Support vulnerable families through access to our Family Support Team

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- ✓ Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide appropriate nurture support to enable pupils to access their learning

We will ensure that effective teaching and learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers, will identify specific intervention and support for each pupil which will be reviewed with senior leaders, termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in phonics, literacy and maths – our disadvantaged children often have lower literacy and numeracy skills on entry at KS2. Our children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Social, emotional mental health – Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, These challenges particularly affect disadvantaged pupils, including their attainment.
3	Parental support for families who are unaware of or reluctant, for whatever reason, to seek access to support from other agencies.
4	Attendance – the attendance of disadvantaged is slightly below that of non disadvantaged and below the target of 96%
5	Access to wider opportunities – some of our pupils have limited experiences beyond their home life and the immediate community

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
Literacy and maths	Achieve outcomes which are in line with national average for non-disadvantaged pupils by end of KS2
Social emotional mental health	Provide immediate support for pupils so that they can access their learning
Parental support	Family liaison support given to all families in crisis or needing help
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Access to wider opportunities	No child to miss out on opportunities due to hardship or disadvantage

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)]

Activity	Evidence that supports this approach	Challenge number(s) addressed
NEW Train key members of staff in oracy approaches in order to close the communication gap by equipping them with essential speaking and listening skills.	EEF + 6 months (Oral language interventions EEF) The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	1
CONTINUING Train key staff – Teaching assistants – in the teaching of phonics to ensure that all pupils have the essential skills to access the KS2 reading curriculum CONTINUING Train year 3 teachers in Bridge to DR CONTINUING Implement Oxford reading Buddies as an intervention across the school.	EEF + 4 months (Teaching Assistant Interventions) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (EEF) Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. (DfE, p.67) EEF + 5 months (Phonics) Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1
CONTINUING To further develop maths across the school with a focus on:	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,	1

<p>CONTINUING Teaching for Mastery training</p> <p>CONTINUING Coherence and flexibility in questioning</p> <p>CONTINUING Mastering number at KS2 – providing an additional 20 mins of maths per day in years 4 and 5, improving outcomes for division and multiplication.</p>	<p>drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>CONTINUING Regular TA support in class for reading, writing and maths</p>	<p>EEF + 4 months (Teaching Assistant Interventions)</p> <p>Evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. (EEF) Skipp et al (2019)</p> <p>YEAR 2 This can no longer be provided in every class due to financial restrictions. TA support is now provided across each year group. Year groups are responsible for identifying which classes and children are most in need of support.</p> <p>YEAR 3 As above</p>	1
<p>CONTINUING To develop the use of Rosenshine principles to support children to retain and recall prior knowledge</p>	<p>EEF + 7 months (Metacognition and Self-regulated Learning)</p> <p>The potential impact of metacognition and self-regulation approaches is high, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1
<p>CONTINUING To develop the SEMH</p>	<p>My Happy Mind is a structured Social and Emotional Learning programme</p>	2

<p>curriculum through implementation of My Happy Mind</p>	<p>which seeks to improve pupils' decision making skills, interaction with others and their self-management of emotions. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEMH skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: Lower SEMH skills are linked with poorer mental health and lower academic attainment. (EEF)</p>	
---	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition: DISCONTINUED Disadvantaged children to access intensive 1:1 phonics tuition through FFT Lightning Squad to reduce the learning gaps created from school closures.</p> <p>CONTINUING Disadvantaged children to receive maths tuition through the use of booster classes in Year 6</p>	<p>Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. (DfE, p.67)</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. (EEF)</p>	<p>1</p>
<p>CONTINUING To develop the role of the pastoral team to support children's emotional development. This is to include:</p> <p>Support to regulate vulnerable children and provide a place of safety where all sensory needs can be met.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. (EEF)</p>	<p>2, 3</p>

<p>NEW Reactive Strategy: Develop the use of the new bespoke learning environment to support dysregulated children through co-regulation to be ready to return to learning</p> <p>NEW Proactive strategy: Support pupils by teaching them self-regulation skills to reduce incidents of dysregulation, to be able to access learning more effectively</p> <p>CONTINUING Further development of the family support team</p>	<p>A number of our families are in crisis and in need of family support and signposting in order to help to stabilise life outside of school for the child. Ensuring that children’s physiological needs are met and that they feel safe is essential before they are able to focus on learning.</p>	
<p>CONTINUING Identification (pupil progress meetings) and implementation of social and emotional interventions across the school ELSA Draw and Talk Anxiety Gremlins Regular check in with teacher and teaching assistant</p>	<p>EEF + 4 months (Social and emotional learning) Providing social and emotional support will improve self-esteem and ensure positive well-being. Many of our disadvantaged children need emotional support to help them self-regulate and understand how to deal with overwhelming emotions. Our children who have additional needs associated with Social, Emotional and Mental Health need this extra support to ensure they can access the curriculum</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ENHANCING To develop Relational practice throughout the school:</p>	<p>All children to feel that school is a safe and supportive environment where they are valued, understood, and are treated consistently and fairly. The EEF guidance report, Improving Behaviour in</p>	2, 4

<ul style="list-style-type: none"> • Structure of language used by all staff focuses on school values of 'Ready, Respectful, Safe' and 'expected' and 'unexpected' behaviours • Use assemblies to promote and instil whole school ethos and language of 'Ready, Respectful, Safe' and 'expected' and 'unexpected' behaviours • Meet and greet, reflect and send, recognition boards established in every class • Use staff meetings to reinforce and celebrate whole school ethos 	<p><u>Schools (2019)</u>, highlights the importance of strong relationships in developing positive behaviour and, subsequently, learning environments in school:</p> <p><i>Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.</i></p>	
<p>CONTINUING Supporting parents with additional expenses:</p> <ul style="list-style-type: none"> • School uniform • School trips • School experiences 	<p>Children from lower income families are not always able to fund these additional expenses which will disadvantage their access to a broad and balanced curriculum.</p> <p>Many of our pupils do not have access to experiences which promote cultural capital and this affects their access to a broad and balanced curriculum.</p>	3
<p>CONTINUING Provide support for all of our service children through:</p> <ul style="list-style-type: none"> • After school club • Targeted 1:1 support • Taking part in Naval families activities 	<p>To provide a safe environment where all our children can be together to celebrate and value the work of our armed forces and be supported during times of active service</p>	2, 3
<p>CONTINUING Support of LAC and Post LAC through:</p> <ul style="list-style-type: none"> • PEP targets • Adoption club 	<p>All LAC children are supported through the targeted support received from their PEP. Our Pastoral Support team provides the much needed, daily SEMH support</p>	2, 3

	Our Post LAC children receive targeted support in maths and reading, where needed, and are part of a weekly adoption club to support SEMH	
CONTINUING Support attendance of disadvantaged pupils to be in line with non-disadvantaged pupils through support from attendance officer and Family Support Team	Attendance for disadvantaged 21/22 was 91% compared to 95% for non-disadvantaged	4
CONTINUING Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All