

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 100 |
| Proportion (%) of pupil premium eligible pupils | 26% (26 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | James Hitchens |
| Pupil premium lead | Tamsin Harris |
| Governor / Trustee lead | Aspire Academy Trust Board |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £28,035 |
| Recovery premium funding allocation this academic year | £2030 |
| 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 | £30,065 |

Part A: Pupil premium strategy plan

Statement of intent

Crowan is a rapidly developing school with the ethos and vision of no excuses, high expectations, urgency, and children and staff at the heart of all we do. We are a small rural, village school in Cornwall with 100 pupils on roll. Decisions about how to use Pupil Premium funding are reliant on various different considerations. The context of the school, the challenges faced, alongside research carried out by the EEF have all been taken into account whilst developing this strategy.

It has been identified that many children start school with low-level language skills. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum is our children's best opportunity and we aim to provide the knowledge, skills, and experiences to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

As a school, we are committed to raising the attainment of pupils who are eligible for Pupil Premium funding and we fully understand that these children may need to make accelerated progress compared to their non-eligible peers in order to achieve this. We also recognise the need to ensure that the children's social and emotional needs are met, to allow pupils to make good progress with their learning. We have found that children's learning behaviours and engagement are a key priority for our school, as we work to foster independent, life-long learners. Our approach to supporting the children is flexible, depending on the individual child's needs and we work hard to offer timely support, whether academic or social.

To ensure we are effective we will:

- Have high expectations of all children in the school, particularly disadvantaged pupils.
- Identify children's needs early and support these needs as they are identified.
- Ensure all staff take full responsibility for the children's outcomes and wellbeing.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | On entry to our reception (Sept 22), only 43% of pupils were assessed as on track with speaking. Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1. |
| 2 | Some pupils have low levels of reading ability. This is a priority for the school as we recognise that reading is fundamental to a child's ability to access their curriculum and be successful at school. |
| 3 | Children have been observed to be passive in their learning, lacking engagement, independence and motivation in the current curriculum. |

| | |
|---|---|
| 4 | Attainment of our disadvantaged pupils throughout the school at National standardised assessment periods. |
|---|---|

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 and language skills and vocabulary of our pupils. | <ul style="list-style-type: none"> • Progress from EYFS baseline to the end of the year assessments. • Other assessments and observations will demonstrate significant improved language skills. • Children's improved language and oracy skills to be transferred in to the children's learning. |
| Improved reading for disadvantaged pupils at the end of EYFS, Y1 PSC, Y2 and Y6. | <ul style="list-style-type: none"> • Reading outcomes for disadvantaged pupils to be in line or better than National averages. • Significant progress made from the children's baseline in EYFS. |
| Children will have ownership of their learning, being motivated as active participants within the learning process. Children are independent learners. | <ul style="list-style-type: none"> • Observations, monitoring, including pupil conferencing will evidence children's motivation and engagement with their learning. • Children have the knowledge for how they can help themselves (being independent) when faced with a challenge. |
| Improved writing and maths outcomes. | <ul style="list-style-type: none"> • Outcomes at all national data drops for PP children will be above National average. |

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: £ 18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding high quality adult/child interactions in the early years and across the school</p> <p>Developing language rich learning environments</p> <p>To use WellComm to support the development of early language skills</p> | <p>A lot of research evidences the development of children's language is linked to the quality of interactions that take place with adults and peers. EEF Early Language development report Law et al Early Language Development final.pdf (educationendowmentfoundation.org.uk)</p> <p>Early Excellence – 'Navigating a sea of Talk' The acquisition of learning has been identified as a crucial element in learning and as a key predictor of later educational achievement Developing language in Early Years (earlyexcellence.com)</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF 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. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 4 |
| Develop our teaching throughout the school in all areas through detailed, sustained, high-quality CPD | EEF report states that effective CPD is carefully planned over a sustained period of time, focusing on teaching and | 1, 2, 3, 4 |

| | | |
|---|--|-------------|
| <p>underpinned by research guides.</p> <p>To use specialists to support the development of our curriculum:</p> <p>Maths Hub</p> <p>EYFS Specialists, linked with Early Excellence</p> <p>RWI development days from phonics specialists to improve our early reading</p> | <p>learning outcomes in the best interest of the children.</p> <p>Implementation in education EEF (educationendowmentfoundation.org.uk)</p> <p>Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Teachers' continuing professional development EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>To develop an understanding of metacognition and self-regulation strategies in order to promote confident, engaged, independent learners.</p> | <p>There is significant research to support the impact of children being explicitly taught how to be independent, life-long learners.</p> <p>Evidence suggests the use of 'metacognitive strategies' can be worth the equivalent of an additional +7 months' progress when used effectively by children during their learning.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Work to develop skills of collaborative learning. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> | <p>3, 4</p> |

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

Budgeted cost: £ 6500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 sessions). Regular External Training led by experienced RWI leaders to support the development of the children. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 2, 4 |
| Focused and targeted number work to ensure that children have the foundations of maths to be able to access all areas of the curriculum. Through Number Sense work (EYFS and KS1) and targeted, small group interventions in KS2. | <p>Targeted specific children's needs according to their assessments. On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</p> <p>Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p> | 3,4 |

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

Budgeted cost: £ 5600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide high quality trauma informed sessions for our most vulnerable children | TISUK's training is highlighted in the DfE advice to schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health. | 2, 3, 4 |

| | | |
|---|--|---------|
| through 1:1 and small group sessions. | <p>EEF Social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF).</p> | |
| To develop the staff's knowledge of being trauma informed within their day-to-day practice. Class screenings will inform targeted interventions for groups and cohorts. | <p>To ensure that there's a consistent approach for the engagement and interactions for all children to develop their well-being, confidence and engagement with their learning.</p> <p>EEF Social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 2, 3, 4 |

Total budgeted cost: £ 30,100

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 2021 to 2022 academic year

Note from 2021/22 to 2022/23, the pupil premium lead and headteacher left the school. The new pupil premium lead is also the head of school.

Challenges addressed in last year's Pupil Premium Strategy were as follows:

| 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. |

Progress made against these targets:

- 1 – All children were able to take part in visits, including visits to Paradise Park and Royal Cornwall Museum. Children were able to use these wider experiences to support their academic learning back in the classroom. Visits still remain a priority for all children to widen their understanding and experiences of the world around them.
- 2 – Children were able to participate in a range of different extra-curricular clubs, including Sports 4 Tots, craft, gardening, football and cross country. Children have had funded lessons on keyboard, drums and through Rock Steady Music.
- 3 – The curriculum prioritises and focuses on developing children's' vocabulary and understanding. Children in Reception have had NELI intervention to promote understanding of vocabulary and oracy skills.
- 4 – Introduction and implementation of Read, Write, Inc has made a significant difference to the reading ability of children within KS1. Staff have been trained in teaching phonics and a small group of children are also receiving additional tuition to catch up.

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 |
|-------------------------|-------------------------|
| Read Write Inc. | Ruth Miskin |
| Number Sense | Number Sense Maths |
| Write Rose Maths | White Rose |
| WellComm | GL Assessment |
| Trauma Informed Schools | Trauma informed schools |
| Jigsaw | Jigsaw Education group |
| We Thinkers | Think Social Publishing |

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? | As above, but focused around deployment within the services. Prioritised for TiS and social and emotional work. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children's engagement, well-being and attendance evidenced positive outcomes. |

Further information (optional)

*Note from 2021/22 to 2022/23, the pupil premium lead and headteacher left the school.
The new pupil premium lead is also the head of school.*