

# Pupil premium strategy statement – Crabtree Farm Primary School



## 1. Summary information

<b>School</b>	Crabtree Farm Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£332, 504	<b>Date of most recent PP Review</b>	Sept 20
<b>Total number of pupils</b>	395	<b>Number of pupils eligible for PP</b>	253	<b>Date for next internal review of this strategy</b>	Sept 21

## 2. Current attainment in 2020

	End of Spring KS2						End of Spring KS1						End of EYFS (RWM is GLD)					
	All School (58)		PP (44)		National (n/a Covid-19)		All School (54)		PP (32)		National (n/a Covid-19)		All School (55)		PP (27)		National (n/a Covid-19)	
	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD
% achieving RWM	49	3	36	2	-	-	56	2	41	0	-	-	33	0	33	0	-	-
% achieving Reading	57	14	54	10	-	-	65	13	53	13	-	-	39	14	36	17	-	-
% achieving Writing	50	10	54	7	-	-	59	2	47	0	-	-	47	8	33	11	-	-
% achieving Maths	52	14	44	7	-	-	65	11	50	0	-	-	41	0	36	0	-	-
% achieving GPS	-	-	-	-	-	-												

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Social, emotional and mental health issues for a group of pupils across the school has hindered their access to the full curriculum, it impacts on their progress and that of others.
<b>B.</b>	Children have poor spoken language skills, this impacts on their ability to communicate effectively on paper.
<b>C.</b>	Attainment of pupils eligible for PP is lower than that of their peers in some year groups in reading, maths and writing, and progress rates are slower for this group than for their non-disadvantaged peers. Lower attaining PP pupils require additional support to ensure that they attain as well as their peers and make expected progress, they are vulnerable learners.
<b>D.</b>	Multiple and profound challenges for some of our PP children including LAC, SEND, term of birth, EAL/ new to English.

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	Children are not exposed to a wide variety of life experiences that allow them to experience in context, the vocabulary required to access all aspects of the curriculum.
<b>F.</b>	Attendance, including lateness, of some PP families is poor and requires continuous support and challenge.
<b>G.</b>	Pastoral issues for a number of PP families, including behaviour of pupils, financial and parental mental health issues are having detrimental effect on their academic progress and that of their peers.

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the PP attainment in reading, writing and maths (emphasis on reading) so that as a group they are closer to the national figure. All PP pupils in reading, writing and maths make expected progress.	An increased percentage of PP children are attaining age related levels in reading, writing and maths at end of Key Stage data points. All PP children make at least expected progress.
<b>B.</b>	Improved oracy skills lead to children's increased ability to effectively communicate verbally and in a range of written representations.	A greater percentage of PP children attaining in line with national benchmarks. Progress is good.
<b>C.</b>	Attendance of PP cohort 2019-2020 was 94% (to spring 2020), to improve to 95.5%. Attendance of specific PP families to improve to over 85%.	Improved attendance of cohort to 95.5%. Improved attendance of key families to 85%.
<b>D.</b>	All pupils are given access to a full range of enrichment and extension activities and a wider range of life experiences.	No pupils eligible for PP are disadvantaged in relation to extension and enrichment opportunities.
<b>E.</b>	Social, emotional and mental health support is available throughout the school week. This both proactive and reactive to respond to the individual needs of PP children.	All PP children have the opportunity to benefit from support for their social, emotional and mental health issues, which hinder their access to the full curriculum.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020-21</b>			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the PP attainment in reading, writing and maths so that as an identified group of vulnerable learners they attain closer to the national figure - see individual targets	Baseline data collected in September to identify lost learning, particularly for disadvantaged pupils. Pupil progress meetings focus on PP pupils and lost learning and agreed actions ensure that all teachers are held accountable for the attainment and progress of their identified vulnerable learners.	All teachers recognise the importance of this priority group and the school's high expectations of this group. To lead staff meetings and share good practice including relevant support approaches and applying research data. To hold individual meetings with parents to share the individual pupil's targets and successes. To explain the strategy and its impact to the full Governing Body. To implement catch-up interventions (exploring using DfE funding) to close the gap in lost learning.	Monitoring and evaluation processes eg work scrutiny and lesson observations. Pupil progress meetings. Evidence of data from catch-up interventions. Staff Meetings on vulnerable groups (autumn term), data analysis (spring term) and on various topics to share good practice/initiatives throughout the year.	MS/SLT	Termly

Pupils making accelerated progress to close the attainment gap.	Over staffing model, with a third teacher in year 1 (to support phonics in autumn 1) and 6 (to support interventions, reduce size of targeted learning groups and accelerate progress). Music specialist used across school to teach music lesson, giving teacher opportunities to hear 1-1 readers, who do not read at home (particularly the PP children).	Data analysis shows that PP children are able to make greater progress and close the gap with national data at the end of Key Stage data points. Children have a greater amount of direct interaction with the teacher, due to smaller targeted groups. Greater consistency of teaching and school policies across school, as no agency staff are required.	Data outcomes and progress. Pupil progress meetings. Monitoring and evaluation processes eg work scrutiny and lesson observations. Termly appraisal meeting to discuss progress and attainment.	MS/SLT	Termly
Catch-up interventions in EYFS support pupils to close the attainment gap in communication and language.	Over staffing model, using experienced TA's to deliver the Early Talk and Talk Boost interventions in F1 and Nuffield Early Language Intervention in F2 (DfE funded training costs, not delivery).	EYFS catch-up to support lost learning from Covid-19 wider school closures, particularly around language and communication.	Data outcomes and progress. Pupil progress meetings. Monitoring and evaluation processes eg work scrutiny and lesson observations.	JRo	Termly
All PP children to have the opportunity to be taught music by a music specialist and in key stage 2 have the opportunity to learn a musical instrument.	Music specialist to teach the music curriculum over one and half days. Music specialist to teach musical instrument lessons to all PP children. Offer of wider music opportunities eg choir, guitars, graded examinations, area band music camp.	Greater consistency and progression of music teaching across the school. Wider opportunities and aspirations to play a music instrument and perform. Opportunities to sit and achieve recognised graded music examinations. Engagement with children from other primary schools who have the same musical interests.	Children's engagement and enjoyment of all aspects of music. Increased confidence in children's ability to perform. Entry into external music events and competitions. Number of children entered into examinations. Participation in wider music opportunities. Monitoring music provision.	CH/GC/LB	Throughout the year through music monitoring.
<b>Total budgeted cost</b>					£95,049

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Vulnerable children with social, emotional and mental health needs have support to enable them to access the curriculum.	Nurture provision led by an experienced teaching assistant (full time) for individual and group sessions. TA interventions for identified children. 1:1 support for specific identified children.	Nurture teams support children to engage in lessons and access learning at an appropriate level of challenge. Nurture team complete individual/group sessions to respond to the needs of the individuals in order for them to then access learning.	Monitoring and regular updates. Achievements of the identified individual children. Reduced number of behaviour incidents/exclusions.	SA/SB	Weekly ongoing. Half termly overview.
Lunchtime sports provision to facilitate social interaction activities and reduce anti-social behaviour incidents of identified PP group, in order for the children to access afternoon lessons.	Sports coach to work with identified children during lunchtime, 4 days a week.	To reduce the anti-social behaviour, support lunchtime play workers and ensure children are ready to learn in the afternoon.	Reviewing number of children needing thinking time (in year group bubbles) during lunchtime as a sanction. Data collection SIMS incidents reviewed	KM/MC	Half termly
Vulnerable children with speech, language and communication difficulties, supported through speech and language therapy and communication interventions.	Small group sessions focusing on speaking and listening and communication through a variety of approaches across the curriculum. 1:1 bespoke speech and language interventions.	This has proved to be successful for identified individuals in previous years. Progress has been evident. Bespoke learning guided by individual plans.	Quality assurance by a Senior Leader. Observing practice and giving feedback, checking on the progress. Assessment data Individual PP intervention records on SIMS Whole class provision maps. Liaising with outside agencies (SALT).	SA	Reviewed on a half termly cycle.
In class support for catch-up provision for Year 1-6 PP in maths and English	In class support from experienced TA's in all year groups 1-6 for maths and English. Experience TA's deliver pre/post teach catch-up interventions.	Y1-6 catch-up to support lost learning from Covid-19 wider school closures.	.Data outcomes and progress. Pupil progress meetings. Monitoring and evaluation processes eg work scrutiny and lesson observations.	MS/SLT	Termly
Catch-up provision for Year 6 PP in maths and English	Group sessions twice weekly after school from January to May. Refreshments offered at the beginning of catch-up session.	Y6 catch-up to support lost learning from Covid-19 wider school closures.	Deploy experienced Year 6 practitioners to lead these groups. Improved progression of attendees.	LB and Year 6 team	January 2020, May 2021, July 2021
<b>Total budgeted cost</b>					£128,601

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve PP attendance overall and in regard to some specific families	Monitor PP attendance weekly and follow up constructively with challenge if required. Explore specific support for identified families and assist the children in getting into school.	Some PP families need extra support to enable them to get their children to school and on time. Dedicated attendance officer monitoring attendance, challenging absence and supporting families.	Attendance data Monitoring attendance Weekly briefing feedback to all staff Home visits Reward systems Weekly assembly	JRa/LH	Weekly
To provide 90 free places at Breakfast Club for the year to support PP pupils with attendance/child protection needs	Breakfast Club allocated to support families to attend school and receive a breakfast (offered to wider family for a small charge)	Historic offering of free places has been successful in the past and the families' attendance has improved. Improved home/school relationships with families.	Breakfast Club audits Attendance data	JRa/LH/JRo	July 2021
To provide counselling sessions weekly for vulnerable children to help them overcome unique barriers to learning.	4 days counselling service across the week, provided by Contacts Counselling and Therapy Service.	We have experienced counsellors who have had repeated success over several years in improving the confidence and behaviour of identified pupils, allowing them to access their learning.	Regular checks with the children and parents/carers that they are benefiting from the sessions. Regular review of client list (no fixed amount of sessions are provided). Capacity of counsellors to deliver both proactive and reactive sessions.	LH/JRo	Termly Full service review March 2021
To offer all PP children a variety of experiences, visits, visitors, speakers, residential to inspire them.	Invite and arrange visits and visitors. Hold a career and aspirations week in autumn 20. Allocate termly funding to reduce cost for families to partake.	Visits and visitors have proved to be successful in the past, in providing wider life experiences and promoting vocabulary and communication on the subjects/topics. Aspirations week was successful in 2019-20 to raise aspiration for all pupils and in particular our PP pupils. Additional Y6 to Y7 transition activities to inspire our Y6 cohort.	Monitoring all year groups provision for wider experiences. Monitoring uptake of trips/visitors and the ability to break even.	All teachers	June 2021
To offer milk and fruit to key stage 2 PP children.	To ensure that children are having additional nutrients during the morning in order for them to sustain concentration in their learning.	Historic offering of milk and fruit to key stage 2 PP children has been successful in previous years and children have a high take up of the offer.	Monitoring wastage and uptake. Ensure milk and fruit is equally distributed across school.	School Council	Termly
<b>Total budgeted cost</b>					£108,112