

# Pupil premium strategy statement



This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils, for the 2021/22, 2022/23 and 2023/24 academic years.

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	Crabtree Farm Primary
Number of pupils in school	394 - Oct 2021 369 - Oct 2022 357 - Oct 2023
Proportion (%) of pupil premium eligible pupils	68% - Oct 2021 69% - Oct 2022 65% - Oct 2023
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	V1 October 2021 V2 October 2022 V3 October 2023
Date on which it will be reviewed	V1 October 2022 V2 October 2023 V3 October 2024
Statement authorised by	L Haskey
Pupil premium lead	J Round
Governor / Trustee lead	E Pagliacci

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Early Years Pupil Premium)	£318,611 - 2021/22 £324,490 - 2022/23 £349,474 - 2023/24
Recovery premium funding allocation this academic year	£24,300 - 2021/22 £33,350 - 2022/23 £34,220 - 2023/24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 - Oct 2021, 2022, 2023
<b>Total budget for this academic year</b>	£342,911 for 2021/22 £357,840 for 2022/23 £383,694 for 2023/24

# Part A: Pupil premium strategy plan

## Statement of intent

We are proud to serve the Crabtree Farm community. Our intention is that all pupils, irrespective of their background or the challenges they face, 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 this. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The Pupil Premium spending also focuses on whole school strategies that impact all pupils, strategies that target underperforming pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and termly data analysis, alongside pupil progress meetings, ensures that the correct support and strategies are identified to maximize progress for all pupils and close the disadvantage gap in attainment.

This includes:

- high-quality, first class teaching
- quality support through use of additional adults
- specific group/individual interventions
- access to trips and residentials
- counselling and nurture provision
- breakfast club and after school clubs (including sports)
- music lessons and creative arts

The challenges our disadvantaged pupils face varies across the school and our role as practitioners is to become an expert in these children. Interventions are led by pupil need, rather than label and we ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses within their phase.

The Covid-19 outbreak has inevitably had an effect on all children's learning. We are aware that there may be detrimental effects on our Pupil Premium children's learning and wellbeing, so our key aim is to identify gaps and support pupils and parents, putting measures in place to match individual needs.

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	Attendance, including lateness, of some PP families is poor and requires continuous support and challenge.
4	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 (including lost learning due to Covid-19). Lower attaining PP pupils require additional support to ensure that they attain and retain as well as their peers and make expected progress, they are vulnerable learners.
5	Children have poor spoken language skills, this impacts on their ability to communicate effectively, support their literacy skills and limits their ability to articulate themselves effectively for the future.
6	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.
7	Multiple and profound challenges for some of our PP children including LAC, SEND, term of birth, EAL / new to English.

## 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	
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.	
Attendance 2020-2021 was 92.3%, to improve this year on year. Punctuality 2020-21 was 97.9%, to improve this year on year. Attendance 2021-2022 was 92.4%, to improve this year on year. Punctuality 2021-22 was 97.7%, to improve this year on year. Attendance 2022-2023 was 91.13%, to improve this year on year. Persistent absentees 2022-23 was 35.5%, to improve this year on year.	Attendance is:	Punctuality is:
	<ul style="list-style-type: none"> <li>➤ 96.5% in 2022</li> <li>➤ 96.5% in 2023</li> <li>➤ 95% in 2024</li> </ul>	<ul style="list-style-type: none"> <li>➤ 96.5% in 2022</li> <li>➤ 98.5% in 2023</li> </ul>
		Persistent Absentees:

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.
All pupils are given access to a full range of enrichment and out of school activities and a wider range of life experiences.	No pupils eligible for PP are disadvantaged in relation to out of school and enrichment opportunities.
Social, emotional and mental health support is available throughout the school week. This is both proactive and reactive to respond to the individual needs of all 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.

**Pupil Premium Targets 2023/24**

The percentage of PP children achieving age related expectations at the end of the academic year are:

	% of PP in cohort	Reading EYFS- Word reading		Writing		Maths EYFS - Number		EYFS GLD	
		PP Cohort	All Cohort	PP Cohort	All Cohort	PP Cohort	All Cohort	PP Cohort	All Cohort
<b>F1</b>	31%	50%	50%	50%	50%	50%	50%	50%	50%
<b>F2</b>	43%	60%	65%	60%	65%	60%	65%	60%	65%
<b>Y1</b>	59%	60%	60%	65%	60%	55%	70%		
<b>Y2</b>	70%	50%	65%	60%	65%	50%	65%		
<b>Y3</b>	79%	60%	65%	60%	60%	55%	65%		
<b>Y4</b>	67%	65%	70%	55%	65%	70%	70%		
<b>Y5</b>	57%	60%	65%	50%	65%	60%	65%		
<b>Y6</b>	64%	60%	70%	60%	70%	55%	70%		

## 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 2021-22: £54,520.66

Budgeted cost 2022-23: £41,067.50

Budgeted cost 2023-24: £49,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A SLT to raise awareness of pupil premium children across each phase and ensure teaching is appropriately adapted in order to reach their potential. Support through pupil progress meetings, data analysis, non-contact time to collate data and information, non-contact time to release staff to fulfil their responsibilities and deliver interventions. Pupil premium lead to evaluate and monitor the impact of PP provision across school, liaising with assessment lead. £44,616</p>	<p><a href="#">EEF Guide to the Pupil Premium</a></p> <p>Small groups (+4 months): <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>School Development Plan</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>B Teacher CPD programme e.g. Little Wandle, reading, subject leader development, SEND £4134</p>	<p>According the <a href="#">EEF's Guide to The Pupil Premium</a></p> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium'</i></p>	<p>1, 4, 5, 6, 7</p>
<p>C Resources and subscription (proportionate), to support the DfE validated systematic synthetic phonics programme (Little Wandle Letters and Sounds Revised) to secure stronger phonics teaching for all pupils. £995</p>	<p>Phonics (+5 months): <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Small groups (+4 months): <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 5, 7</p>

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

Budgeted cost 2021-22: £161,325.98

Budgeted cost 2022-23: £209,505

Budgeted cost 2023-24: £223,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>D Improve the PP attainment in reading, writing and maths through use of individual class TAs, so that as an identified group of vulnerable learners they attain closer to the national figure - see individual targets. <i>Proportion of education support staff budget £174,204</i></p>	<p>TA interventions (+4 months): <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Grouping within the class and using TA (+2 months): <a href="https://www.educationendowmentfoundation.org.uk/within-class-attainment-grouping">Within class attainment grouping   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Differentiation/individualised instruction within the class and using TA (+4 months): <a href="https://www.educationendowmentfoundation.org.uk/individualised-instruction">Individualised Instruction   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 7</p>
<p>E Vulnerable children with speech, language and communication difficulties, supported through speech and language therapy and communication interventions. <i>Proportion of education support staff budget £174,204</i></p>	<p>Oral language interventions (+6 months): <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 4, 5, 7</p>
<p>F Catch-up interventions in EYFS support pupils to close the attainment gap in communication and language, including NELI and Talk Boost. <i>Proportion of £34,220 (recovery funding)</i></p>	<p>Oral language interventions (+6 months): <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 4, 5, 6</p>
<p>G In class support for catch-up provision for Year 1-6 PP in maths and English <i>Proportion of £34,220 (recovery funding)</i></p>	<p>One to one tuition (+5 months): <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small groups (+4 months): <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4</p>

H	Catch-up provision for Year 6 in maths and English including after school boosters. <i>Proportion of £34,220 (recovery funding)</i>	Small groups (+4 months): <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Extending school time (+3 months): <a href="#">Extending school time   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4
I	Learning resources materials to support in class learning, interventions and homework e.g. TT Rock Stars, Reading Eggs, ipads, Spelling Frame, White Rose, Artsmark, Green Flag <i>£15,000</i>	Resources used to support in class and in various interventions.  Homework (+5 months): <a href="#">Homework   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Reading Eggs scientific research base</a>  <a href="#">Study into Times Tables Rockstars</a>	2, 4, 7

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

Budgeted cost 2021-22: £83,765.03

Budgeted cost 2022-23: £107,664

Budgeted cost 2023-24: £111,705

	Activity	Evidence that supports this approach	Challenge number(s) addressed
K	To provide counselling sessions weekly for vulnerable children to help them overcome unique barriers to learning. <i>£25, 274 (3 day service)</i>	Social and emotional learning (+4 months): <a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>  Behaviour interventions (+4 months): <a href="#">Behaviour interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  Annual counselling service report  NHS survey: <a href="#">Mental Health of Children and Young People in England 2021</a>  DfE publication: <a href="#">The Relationship between Children's Wellbeing and their Educational Outcomes</a>	1
L	To fund music tuition - all PP children to have the opportunity to be taught music by a music specialist and in key stage 2	Arts participation (+3 months): <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a>	6

	<p>have the opportunity to learn a musical instrument. Access to attend Area Band after school, music camp and additional tutoring/music qualifications. £21,225</p>	<p>The British Journal of Music Education (BJME) research article on the impact that learning a musical instrument has on core academic progress and attainment: <a href="https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/">https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/</a></p>	
M	<p>To offer children with SEMH issues a opportunity to develop learning skills in an outdoor environment (in conjunction with Nottingham University). £2920</p>	<p>Social and emotional learning (+4 months): <a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Forest Schools: impact on young children Evaluation of the Food for Life Programme</a></p>	1, 6, 7
N	<p>Specialist gardening facilitator to work with all children across school, planting, upkeep, harvesting and eating healthy produce as part of the Food for Life curriculum. £5000</p>	<p><a href="#">Evaluation of the Food for Life Programme</a></p>	2, 6
O	<p>To offer all PP children a variety of experiences, visits, visitors, speakers, residentials to inspire them and support them in their development e.g. GREAT project. £13,734</p>	<p>Arts participation (+3 months): <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a>  Collaborative learning approaches (+5 months): <a href="#">Collaborative learning approaches   Toolkit Strand   Education Endowment Foundation   EEF</a>  Physical activity (+1 months): <a href="#">Physical activity   Toolkit Strand   Education Endowment Foundation   EEF</a>  GREAT Project <a href="https://equation.org.uk/the-great-project/">https://equation.org.uk/the-great-project/</a></p>	6
P	<p>To provide 50 free places at Breakfast Club for the year to support PP pupils with attendance/safeguarding needs. £9,750</p>	<p>Extending school time (+3 months): <a href="#">Extending school time   Toolkit Strand   Education Endowment Foundation   EEF</a>  Family Action article: <a href="#">The impact of breakfast on learning in children</a></p>	2, 3, 7
Q	<p>To offer milk to above 5 year olds in EYFS and Key Stage 1. £6771</p>	<p><a href="#">Article on a balanced diet</a></p>	2
R	<p>To improve PP attendance overall and in regard to specific families. £27,031 (<i>proportionate salary</i>)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance impacts on attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-">https://educationendowmentfoundation.org.uk/ education-evidence/evidence-</a></p>	3



		<a href="#">reviews/attendance-interventions-rapid-evidence-assessment</a>  <a href="#">Using the Pupil Premium to boost attendance</a> - Attendance Matters Magazine, online  Parental engagement (+4 months): <a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a>	
--	--	--	--

**Total budgeted cost: £384,874**

**(£1180 to be allocated from school budget, or covered within the EYPP adjustments)**

## 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.

#### **Impact of Pupil Premium 2020-2021**

As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. It is difficult to assess the impact due to Covid-19, however children made good progress from the baseline which was undertaken upon return to school in September (no statutory assessments 2020 and 2021). All children were contacted throughout lockdown maintaining the link between home and school ensuring the transition back into school was seamless. All remote learning was differentiated to meet individual children's needs, was marked and feedback given to parents/carers and child.

Pupil's experiences continued with virtual visits and, once allowed, visitors came into school and children went out on visits.

Our breakfast club and after school clubs will continue this year.

#### **Impact of Pupil Premium 2021-2022**

In 2021-22 the school continued to support pupil premium children to close the increased gap, with the lasting impact on disadvantaged pupils from the Covid-19 pandemic. Strategies in place had the greatest impact on the younger pupils in the school, who made rapid progress in response to the interventions in place and scored above, broadly in line or just below national pupil premium data depending on the area/subject.

The pupil premium strategy's design was to support children in specific intended outcomes, evidence towards the success criteria in 2021-22 is:

Most pupil premium pupils made expected progress, appropriate to them, during 2021-22. The attainment for pupil premium pupils achieving the expected standard at statutory assessment points at the end of the academic year 2021-22 was:

	Reading		Writing		Maths		EYFS GLD	
	EYFS- Word reading				EYFS - Number			
	School PP	National PP	School PP	National PP	School PP	National PP	School PP	National PP
<b>EYFS</b>	52%	60%	57%	54%	61%	64%	48%	50%
<b>KS1</b>	56%	52%	50%	41%	53%	52%		
<b>KS2</b>	41%	63%	48%	56%	30%	57%		

Although attendance targets were not reached in 2021-22, this was a national issue due to the legacy of the Covid-19 pandemic. Our attendance for 2021-22 was 92.4%, which was broadly in line with the national picture and nothing to report within the

IDSR. Attendance remains a high priority of the school and is included in the School Development Plan for 2022-23, with a focus on persistent absentees.

All children across school were given equal opportunity to attend enrichment experiences in school, day and residential trips, after school clubs and additional tutoring, where appropriate. Pupil premium funding was used, where possible, to provide opportunities at no cost or a reduced the cost to families; allowing children to have experiences they wouldn't otherwise have or develop their skills and talents.

Social, emotional and mental health support was provided to pupils across the school to address any identified support, or to respond to newly presented needs of the individual children. This included strategies such as counselling, breakfast club, forest schools, music interventions and gardening opportunities. Access to these interventions and planned opportunities allowed the children to develop their skills, address any concerns and access the school day and curriculum in a more appropriate manner.

### **Impact of Pupil Premium 2022-2023**

In 2022-23 the school continued to support pupil premium children to close the increased gap, with the lasting impact on disadvantaged pupils from the Covid-19 pandemic. The pupil premium strategy's design was to support children in specific intended outcomes, evidence towards the success criteria in 2022-23 can be seen below.

Strategies in place had a positive impact in data across all pupil premium children in the school; however, the greatest impact was on the Year 6 pupils, who made rapid progress in response to the interventions in place and made considerable improvements on the KS2 data from the previous year.

Across school pupils at statutory points scored broadly in line or just below national pupil premium data depending on the area/subject. Data showed that maths was an area for development across the school for all pupils, which can be seen in the School Development Plan for 2023-24.

Most pupil premium pupils made expected progress, appropriate to them, during 2022-23. The attainment for pupil premium pupils achieving the expected standard at statutory assessment points at the end of the academic year 2022-23 was:

	Reading		Writing		Maths		EYFS GLD	
	EYFS- Word reading				EYFS - Number			
	School PP	National PP	School PP	National PP	School PP	National PP	School PP	National PP
<b>EYFS</b>	55%	62%	50%	56%	55%	66%	50%	52%
<b>KS1</b>	50%	54%	43%	45%	48%	56%		
<b>KS2</b>	56%	60%	58%	58%	58%	59%		

Across the whole school 77% of all children and 82% of pupil premium children received interventions with teachers and TAs. In KS1 an identified 20% of children had an NTP phonics interventions, while in KS2 89% of all children had an NTP intervention for maths and/or English.

Pupil premium funding continued to support access to Times Tables Rock Stars and Reading Eggs Platforms with 98% of all KS2 children accessing these. In EYFS 26

children had support from Talk Boost and NELI programmes, which supported their speech, language and communication; having a positive impact upon their development, which saw progress in their data.

Although attendance targets were not reached in 2022-23, this was a national issue due to the legacy of the Covid-19 pandemic, particularly around persistent absentees. Our attendance for 2022-23 was 91.13%, which was broadly in line with the national picture of 92.5% and nothing to report within the IDSR. During the academic year there was a change in the Attendance Officer role and procedures. Attendance remains a high priority of the school and is included in the School Development Plan for 2023-24, with a focus on persistent absentees. The school has also signed up to support for attendance through the DfE Priority Education Investment Area. Given the high priority to attendance, the Pupil Premium Strategy will continue to support this area.

All children across school were given equal opportunity to attend enrichment experiences in school, day and residential trips, after school clubs and additional tutoring, where appropriate. Pupil premium funding was used, where possible, to provide opportunities at no cost or a reduced the cost to families; allowing children to have experiences they wouldn't otherwise have or develop their skills and talents.

Enrichment experiences included:

- ✓ Greens Windmill
- ✓ Lakeside Arts
- ✓ Yorkshire Wildlife Park
- ✓ White Post Farm
- ✓ Partake
- ✓ Rand Farm
- ✓ Twycross Zoo
- ✓ Space Centre
- ✓ Attenborough Nature Reserve

76% of the Year 6 cohort attended after school boosters to further support their learning, which has had an impact on end of KS2 data.

After school club data for 2022-23 showed that of the clubs attended, more pupil premium children attended than non-pupil premium; however, this was in line with the number of pupil premium children in the school.

	TOTAL	
	Number of children	Percentage of children
All pupils	1226	100%
Girls	774	63%
Boys	452	37%
Pupil Premium	754	62%
Non-Pupil premium	472	38%
SEND	198	16%
EAL	405	33%
Sessions attended	47776	77%
Sessions offered	6165	100%

Social, emotional and mental health support was continued to be provided to pupils across the school to address any identified support, or to respond to newly presented needs of the individual children. This included strategies such as:

- counselling (39 children were in full service, of which 92% were PP, with others accessing the drop-in service)
- breakfast club (over 90 children used the provision over the year, with all PP paid places being full at all times)
- forest schools (8 identified children each half term attended)

- music interventions (over 100 children attending interventions, with six children achieving gradings in guitar)
- gardening opportunities (all classes on a rota)

Access to these interventions and planned opportunities allowed the children to develop their skills, address any concerns and access the school day and curriculum in a more appropriate manner.

## 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
Reading Eggs	3P Learning
Times Table Rock Stars	Maths Circle Ltd
GREAT project	Equation
DAaRT project	Life Skills Education
Mathletics	3P Learning
Fischer Family Trust	Fischer Family Trust