

Pupil premium strategy statement – Cradley C of E Primary School

This statement details our school’s use of pupil 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	212
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Autumn 2024-Summer 2026
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs C Warford
Pupil premium lead	Mrs C Warford
Governor / Trustee lead	Mrs P Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£49,540

Part A: Pupil premium strategy plan

Statement of intent

‘Believe, belong, be happy; every child, every chance, every day’, At the heart of our vision lies the aspiration that every child achieves well and makes good progress across the curriculum, irrespective of their background or the challenges they may face. In planning our use of Pupil Premium funding, we will consider the needs of all pupils, but specifically those who may be vulnerable to possible underachievement. These include pupils who are entitled to free school meals and those who are looked after by the local authority. We hope that each and every child will learn to believe in themselves, hold high aspirations and gain the necessary knowledge, skills and understanding, which, combined with a set of core values, will enable them to be happy, successful life-long learners.

At Cradley CE our approach will be flexible to allow us to respond to challenges and individual needs. Planned actions and interventions will be rooted in robust assessments. Our Pupil Premium Strategy will support disadvantaged pupils through a tiered approach:

1. High-quality teaching High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits non-disadvantaged pupils in our school. As a result, ensuring quality first teaching is central to our approach. We will ensure high-quality teaching through well planned professional development and training and support for early career teachers. We will continue to develop, implement and evaluate a curriculum which delivers our vision and values, offering exciting, well planned and coherently sequenced learning experiences to all pupils. As a result, children will make strong progress in reading, writing and maths as well as the wider curriculum.
2. Targeted academic support. We will plan intervention programmes which will provide appropriate academic support, tailored to the specific needs of pupils to quickly address identified gaps in learning. This may be one-to-one or small group teaching and will also include after school tutoring.
3. Wider strategies Wider strategies will include ensuring that our disadvantaged pupils have access to a wide range of opportunities as part of and beyond their curriculum experience in order to raise aspirations and enhance their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Increase in challenges and in particular higher levels of speech and language needs in Reception cohorts over the last 2 years. This then has a detrimental impact on progress within EYFS and percentage of GLD.
2	Declining percentage of pupils achieving GLDs in EYFS over the last 3 years due to increase in SEND needs within cohorts.

3	Reading attainment for those with PP in KS2 is currently below that of non-PP pupils. Teacher assessments showed that between 40% and 67% PP pupils achieved expected standard in 2023-24.
4	The writing skill and attainment for disadvantaged pupils with particular focus on those in Key Stage 2. Teacher assessment showed that between 25%-67% of PP pupils achieve expected standard in 2023-24.
5	Improve Maths attainment for disadvantaged pupils.
6	Increase in the numbers of disadvantaged pupils experiencing anxiety which affects them coming into school, getting ready at home before school and accessing all lessons when in school.
7	Low numbers of disadvantaged pupils accessing music lessons.

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
1. Improved oral language skills and vocabulary in Reception age pupils.	<p>Assessments and observations through the academic year show improvements in oracy skills.</p> <p>Use of Well Comm Early Years as assessment tool to assess on entry and at regular intervention points through the academic year.</p> <p>Implementation integrally within classroom practice, beyond a stand-alone intervention.</p> <p>Aiming for 90% of pupils to be working within age-related bands for CL.</p>
2. Increase in percentage of Reception pupils achieving GLD year-on-year.	<p>65.5% of pupils achieved GLD in 2023/24.</p> <p>At least 70% of pupils to achieve GLD in 2024/25.</p> <p>Provision of intensive interventions to meet needs of pupils with SEND and PP.</p>
3. Increase attainment of disadvantaged pupils in reading at end of KS2.	<p>At least 830 of Pupil Premium pupils achieve at least expected standard at end of KS2.</p> <p>Embedding of Cracking Comprehension scheme in KS2.</p>
4. Increase attainment of disadvantaged pupils in writing at end of KS2.	<p>At least 80% of Pupil Premium pupils achieve at least expected standard in writing at the end of KS2.</p>

<p>5. Improve Maths attainment for disadvantaged pupils at end of KS2.</p>	<p>At least 80% of Pupil Premium pupils to achieve at least expected standard in Maths at the end of KS2.</p>
<p>6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>2 x staff trained in Mental Health First Aid.</p> <p>Mental Wellbeing Champions programme implemented.</p> <p>TA ELSA trained.</p> <p>Welcome 'club' with breakfast provided, established to encourage identified pupils to transition into school via a smaller, nurturing group setting.</p> <p>Train 1 staff member in Drawing and Talking to support pupils expressing anxiety and SEMH needs.</p> <p>Reduction in need for support and intervention from external professionals.</p> <p>Reduction in RIPLEs and use of AP.</p> <p>Counselling sessions provided to appropriate pupils.</p>
<p>7. Increase uptake of individual music lessons for disadvantaged pupils.</p>	<p>Dudley Performing Arts music lessons funded for Pupil Premium pupils.</p> <p>Pupil Premium pupils develop musical skills in order to perform as part of an annual concert.</p> <p>Continuing this provision for pupils who have already begun to learn in instrument in recent years.</p> <p>Pupils take music examinations where able to.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for EYFS staff to support creation of a language rich learning environment.	<p>Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	1
<p>Training for teachers and support staff in delivery of evidence-based reading and mathematics intervention materials.</p> <p>Implementation of reading comprehension strategies.</p>	<p>Teaching cycle of reading with focus on comprehension and fluency of whole texts with metacognitive strategies for reading and comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Use of Accelerated Reader to match books to pupil interests and needs based on reading age.</p> <p>Continue embedding Cracking Comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1, 2, 3, 5
<p>A trained nurture practitioner to provide bespoke support for pupils struggling with SEMH and to enhance pupil wellbeing.</p> <p>Training in ELSA to be completed.</p> <p>Counselling service</p>	<p>The carefully planning and adoption of a SEL programme (EEF) to develop self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning .</p>	6
Provision of instant feedback and intervention to promote maximum pupil progress in lessons.	<p>Immediate feedback helps to correct misconceptions in student learning as soon as the student makes a mistake. However, when students receive delayed or zero feedback, they might reinforce misconceptions by making the same mistake several times without being corrected (Kehrer, Kelly, and Heffernan, 2013).</p> <p>Use of Learn by Questions in school to provide real-time performance data and develop mastery skills for pupils in Y3 – 6.</p>	3, 5

Increasing use of technology to aid pupils in their learning and facilitate alternative methods of recording.	EEF's 'Five a Day' approach supports the use of assistive technology in classrooms. It enables teaching staff to vary delivery style to support those who need a longer processing time, and gives greater opportunities for SEND students to self-correct and ease anxiety about being wrong in front of a room of classmates. Continued Implementation of Adaptive Teaching approaches throughout the school.	1, 2, 3, 4, 5
Dudley Performing Arts music lessons delivered.	In research carried out by Cambridge University Press, of a case study for focus group, those participating in musical activities showed greater change over time and overall better academic examination outcomes. The longer that they had been playing the greater the impact. https://assets.publishing.service.gov.uk/media/60ffeac88fa8f504411ef452/Report_on_the_call_for_evidence_on_music_education.pdf	7

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Nessy Reading intervention. TA time to lead Nessy intervention groups.	Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement (2) . As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence based.	3, 4
Subscription to Nessy Mathematics intervention. TA time to lead Nessy intervention groups.	Structured and systematic learning development uses a combination of whole-to-part processing, linking quantities to shapes and numbers, and multisensory lessons, activities, and games. This is beneficial for all students learning math, and students who have language-based learning difficulties such as dyslexia, dyscalculia, and dysgraphia.	5
Additional phonics sessions for those disadvantaged pupils requiring further support.	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. Subscription to Oxford Owl for use at home and in school to develop fluency in reading.	1, 2, 3

Emotional and friendship support provided by a trained TA in a nurture environment (Level 3 TA)	Nurture groups promote good mental health as they help children feel valued, build confidence and self-esteem, teach children how to make good relationships with adults and each other, develop communication skills, provide opportunities for social learning and facilitate learning through quality play experiences (DfE).	6
Delivery of ELSA	Research findings (British Psychological Society) indicated that a number of significant factors contributed to the perceived effectiveness of the ELSA project, including the importance of the therapeutic relationship with the ELSA teacher, having a space to talk and think about feelings and building resilience, confidence and self-esteem.	6
Counselling Service	There is robust research evidence that school-based counselling has a significant positive impact on young people's levels of psychological distress, self-esteem and achievement of personal goals (Cooper et al, 2021) over and above the positive effects that a school's existing pastoral care provision can provide. (British Association of Counselling and Psychotherapy.)	6

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
MAPA (or similar) training for key staff to support behaviour management/de-escalation.	Positive Handling Training x 3 staff.	6
Development of behaviour policy with focus on de-escalation/rest	Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially with regard to attendance and behaviour, when embedded in a wider restorative milieu, and within clear school improvement strategies. (anti-bullying alliance.org.uk)	6

orative approaches.	Restorative practice is a proactive way of working WITH people, not doing things TO them, not doing things FOR them and NOT being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117).	
Educational Psychology and Counsellor to support pupils through advice and strategies for teachers.	EPs provide a unique and fundamental role in collaborating with other services to meet the needs of children, young people and families. Their ability to adapt and to apply their specialist, expert knowledge and skills in a range of ways and settings was seen by EPs themselves, and those who work with them or use their services, as being key to their impact. EPs were valued for their creative, flexible, inclusive, and solutions-focused approaches to supporting other professionals and children, young people and families. (https://assets.publishing.service.gov.uk)	6
Free breakfast club spaces for those struggling to arrive punctually.	Breakfast clubs can help pupils' punctuality. Breakfast clubs can be a way of encouraging pupils to get to school on time. Providing breakfast free of charge can encourage parents to let their children come in earlier. Pupils generally like the food on offer and the opportunity to mix with their friends before lessons. https://assets.publishing.service.gov.uk/media/5a821f7640f0b6230269af68/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf	

Total budgeted cost: £ 49,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Detail	Amount
Pupil premium funding allocation this academic year	£57,060
Number of children in receipt of PPG	34 + 3 AFC
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,0600

Desired outcomes of spending of Pupil Premium Grant 2023 -2024

1. Improved oral language skills and vocabulary among disadvantaged pupils.
2. Improved reading attainment among disadvantaged pupils.
3. Improved maths attainment among disadvantaged pupils
4. Improved writing attainment among disadvantaged pupils
5. To achieve and sustain improved wellbeing and for all pupils in our school, particularly our disadvantaged pupils.
6. To raise aspirations and enhance cultural capital for all pupils, particularly our disadvantaged pupils.
7. To ensure that all pupils, including our disadvantaged pupils learn more and can remember more.
8. Improve attendance for all pupils, including those in receipt of Pupil Premium funding

Summary of spending in Autumn 2023 - Summer 2024

Summary of spending and actions taken:

1. Providing quality first teaching for all
 - Continued to improve teaching and learning by providing high quality CPD on key areas for development: arithmetic, spelling and RE
 - Continued to develop, implement and evaluate an enhanced curriculum framework which identifies core knowledge and skills that pupils will gain at each stage and delivers our intent
 - Continued to embed dialogic activities across the school curriculum.
 - Purchased and implemented a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.
 - Purchased AR reading system
 - Held regular pupil progress meetings to ensure that pupil premium children's individual needs are identified and catered for
 - Enhanced maths teaching and learning by purchasing and implementing:
 - Numbots in KS 1
 - TT rockstars in KS 2
2. Targeted interventions
 - Delivered WellCom
 - Delivered small group interventions
 - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.
 - Within class attainment grouping in maths
 - 50% contribution towards school led tutoring

- Provided one to one support for reading
3. Other approaches
- Provided access to a school- based counsellor
 - Ensured pupils have access to a wide range of activities within and beyond the curriculum experience to motivate, inspire and raise aspirations
 - Used opportunities across the curriculum to enhance their cultural capital and to provide the skills and they need to be successful.
 - Increased range of extra-curricular activities available to and accessed by pupils
 - Created a mental health action plan
 - Worked in partnership with families to improve attendance

Impact on attendance Autumn 2023- Summer 2024

Attendance 2023-2024 93.1% . This is higher than in 2022-2023(92.6%)

Overall Absence was 6.9%. This is lower than 2022-2023

Cradley CofE Primary (37) 2022-2023

Attendance	93.1%	92.6%
Absence	6.9%	7.4%
Unauthorised	2.0%	5.6%
PA rate	20.5%	10.8%

There are no EYFS Pupils in receipt of Pupil Premium

	2022 2 pupils	2023 5 pupils	2024
Good level of development	0	60	
National	49.6	52.2	52
Average no. of ELGs at expected level per child	11.5	13.2	
National	12.31	2.51	12.4
All Goals: At expected	0	60	
National	47.4	50.3	50.3
Prime: At expected	50	80	
National	61.4	63	62.3
Specific: At expected	0	60	
National	48.6	51.5	51.5

Year 1 Phonics children in receipt of Pupil premium

	2022 5 pupils	2023 4 pupils	2024 9 pupils
Cradley %	80	75	67

National %	62.3	66.9	68
Cradley APS	3	31.8	30.7
National APS	30.7	28.7	30.3

Year 4 Multiplication Tables Check Pupils in receipt of pupil premium

score	16	20	24	25
5 pupils	1	2	1	1
1 pupil 20%				
	20%	40%	20%	20%

Attainment of children in receipt of PPG Summer 2024 Teacher assessments

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	(9)		(4)		(7)		(5)		(6)		(4)	
	EXS	GDS										
R	67	22	100	-	71	-	40	20	66	17	-	-
Wr	67	11	100	-	57	-	40	20	66	17	-	-
Ma	67	11	50	25	86		40	20	83	50	75	-

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
WellComm	GL Assessment
Numbots	Maths Circle Ltd
TT Rockstars	Maths Circle Ltd
ELS Phonics	Oxford University Press