

CRADLEY CE PRIMARY SCHOOL

PUPIL PREMIUM STATEMENT 2023

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 effect that last year's spending of pupil premium had within our school.

School overview

Details	
School name	Cradley Church of England Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 - Summer 2024
Date this statement was published	Autumn 2021
Date on which it was reviewed	Autumn 2023
Statement authorised by	Mrs M Harris
Pupil premium lead	Mrs M Harris
Governor	Ms P Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,060
Number of children in receipt of PPG	34 + 3 AFC
Total budget for this academic year	£57,060

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	Assessments, observations and A4L indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in gaps in knowledge, leading to some pupils falling behind age-related expectations.
2	Gaps in vocabulary knowledge and underdeveloped oral language skills. These are evident in Reception and across both Key Stages. This in turn impacts on developing fluency and understanding when reading and becoming confident speakers.
3	Assessments, observations and A4L assessments indicate that in some year groups reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessments, observations, A4L assessments indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This sometimes impacts negatively their development as readers.
5	Assessments, observations, A4L assessments and pupil voice interviews indicate that some disadvantaged pupils find recalling prior learning in non-core subjects challenging
6	As a result of limited access to wider opportunities, some pupils, including the most disadvantaged have low aspirations and cultural capital.
7	School attendance for pupils in receipt of Pupil Premium is lower than for all pupils

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 outcomes	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary retention among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including contributions in lessons, book scrutinies, pupil voice discussions and on-going formative assessments
Improved reading attainment among disadvantaged pupils.	Reading outcomes improve steadily. In 2022 at least 60% of disadvantaged pupils meet the expected standard in KS1 and at least 67% meet the expected standard in KS 2 By 2023/24 100% of disadvantaged pupils meet the expected standard.
Improved maths attainment among disadvantaged pupils	Maths outcomes improve steadily.

	<p>In 2022 at least 60% of disadvantaged pupils meet the expected standard in KS1 and at least 67% meet the expected standard in KS 2</p> <p>By 2023/24 100% of disadvantaged pupils meet the expected standard.</p>
Improved writing attainment among disadvantaged pupils	<p>Quality of writing improve steadily.</p> <p>In 2022 at least 60% of disadvantaged pupils meet the expected standard in KS1 and at least 67% meet the expected standard in KS 2</p> <p>By 2023/24 100% of disadvantaged pupils meet the expected standard.</p>
To achieve and sustain improved wellbeing and for all pupils in our school, particularly our disadvantaged pupils.	<p>By 2023/24 there are sustained high levels of wellbeing. Pupils are resilient, independent, have positive attitudes to learning, are able to form positive relationships, to work collaboratively, to express themselves and make positive choices. This is evident from a range of sources including:</p> <ul style="list-style-type: none"> • Pupil voice interviews • Parent surveys • Teacher observations
To raise aspirations and enhance cultural capital for all pupils, particularly our disadvantaged pupils.	<p>By 2023/24 children have raised aspirations. This is evident from a range of sources including:</p> <ul style="list-style-type: none"> • Pupil voice interviews • Teacher observations <p>There is a significant increase in participation in enrichment activities, including music tuition, particularly among disadvantaged pupils</p>
To ensure that all pupils, including our disadvantaged pupils learn more and can remember more.	<p>By 2023/24 triangulation of evidence shows that children have learned more and can remember more. Sources include:</p> <ul style="list-style-type: none"> • Pupil voice interviews • Teacher observations
Improve attendance for all pupils, including those in receipt of Pupil Premium funding	<p>By 2023/2024, attendance for those in receipt of Pupil Premium funding is at least 95%</p>

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: £17,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve teaching and learning through the introduction of a consistent and agreed pedagogical model	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 the Pupil Premium. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF Guide to the pupil premium)	1,2,3,4,5,6
Provide high quality CPD on key areas for development: arithmetic, spelling and RE	As above	1,2,3,4,5,6
Continue 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		1,2,3,4,5,6
Continue to embed dialogic activities across the school curriculum.	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: Dialogic teaching	1,2,3,4,5,6
Purchase and implement a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Phonics	1,3,4
Purchase AR reading system		1,2,3
Hold regular pupil progress meetings to ensure that pupil premium children's individual needs are identified and catered for		1,2,3,4,5,6

Continue to develop a CPD programme for teaching assistants to ensure all adults are used effectively in the classroom	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Teaching assistants	1,2,3,4,5,6
Enhance maths teaching and learning by purchasing and implementing: <ul style="list-style-type: none"> • Numbots in KS 1 • TT rockstars in KS 2 		1

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

Budgeted cost: £ 28,837.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver WellCom	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	1,2,3,4,5,6
Small group interventions	Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile (EEF) Small group tuition	1,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Phonics	1,3,4
Within class attainment grouping in maths	Within class attainment grouping has a positive impact, on average, of 2 months additional progress. It is important to carefully consider which content is appropriate for within class attainment grouping. While the impact in maths was positive, studies that measured literacy outcomes found no difference, on average. Within class attainment grouping	1,2,3,4

50% contribution towards school led tutoring	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile (EEF) 1:1 tuition Small group tuition</p>	1,2,3,4,
Releasing teachers to work with targeted individuals	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. For this reason, we will release teachers wherever possible to deliver small group interventions.</p>	1,2,3,4,
One to one support for reading	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1,2,3,4

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

Budgeted cost: £13,002.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a school- based counsellor		1
Ensure pupils have access to a wide range of activities within and beyond the curriculum experience to motivate, inspire and raise aspirations	<p>Raise aspirations by exposing children to new opportunities, fresh experiences and career possibilities. Although there is not a secure evidence base to support the link between raising aspirations and increased learning, we believe that exposing children to new experiences and ensuring pupils have the knowledge and skills to progress towards their aspirations is likely to be more effective than to not. Aspirations</p>	6
Release time and training for SENCo		1,2,3,4
Work in partnership with families to improve attendance	<p>Although there is not a huge evidence base, the overall impact of targeted parental engagement studies was small and positive</p> <p>Some interventions that encourage pupils to adopt certain behaviours by either offering rewards for good behaviour interventions increased pupil attendance, although effect size estimates varied in strength and statistical significance</p>	7

Using opportunities across the curriculum to enhance their cultural capital and to provide the skills and they need to be successful.		6
Increase range of extra curricular activities available to and accessed by pupils		6
Provide mental health lead	We believe that children's mental health and well being should be a core running through all school activities. School has a vital role to play in supporting children's mental health; teaching children the skills they need to recognise and deal with their emotions, and helping those with difficulties get the support they need. Early intervention is key to giving young people the best start in life.	1,2,3,4,5,6
Provide peripatetic music lessons for disadvantaged children.		6
Embed the use of Jigsaw PSHE scheme	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning	1,6

Total budgeted cost: £ 59,081.16

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 2022 to 2023 academic year.

Impact on attendance of pupils in receipt of Pupil Premium Autumn 2022- Summer 2023		
Attendance 2022-2023 92.6% . This is higher than national figures 88.6% Absence was 7.4%. This is less than national 11.4%		
	Cradley CofE Primary	National data
Attendance	92.6%	88.6%
Absence	7.4%	11.4%
Authorised	1.8%	6.5%
Unauthorised	5.6%	4.9%
PA rate	20.5%	37.9%

EYFS Pupils in receipt of Pupil Premium			
	2022 2 pupils	2023 5 pupils	Average over 2 years
Good level of development	0	60	30
National	49.6	52.2	50.8
Average no. of ELGs at expected level per child	11.5	13.2	12.4
National	12.31	2.51	2.4
All Goals: At expected	0	60	30
National	47.4	50.3	48.9
Prime: At expected	50	80	65
National	61.4	63	62.2
Specific: At expected	0	60	30
National	48.6	51.5	50.1

Year 1 Phonics children in receipt of Pupil Premium

	2019 1 pupil	2022 5 pupils	2023 4 pupils	Average over 3 years
Cradley %	0	80	75	51.7
National	70.2	62.3	66.9	66.5
Cradley APS	3	31.8	30.5	
National APS	30.7	28.7	29.8	

Year 2 children in receipt of Pupil Premium

	2019	2022	2023 6 pupils	Average over 3 years
Reading	40	20	66.7	42.2
National	60.4	51.3	54	55.2
Writing	60	20	50	43.3
National	53.4	41.1	44.5	46.3
Maths	80	40	66.7	62.2
National	61.1	51.9	55.9	56.3
Cradley RWM	40	20	50	36.7
National RWM	48.9	36.8	40.3	41.9

Year 4 Multiplication Tables Check Pupils in receipt of Pupil Premium

	22	23	24	25	Disapplied
7 pupils 14% 1 pupil		1	1	4	1
		14%	14%	57%	14%

Attainment of children in receipt of PPG Summer 2023 Teacher assessments												
	Year 1 (4)		Year 2 (6)		Year 3 (5)		Year 4 (71)		Year 5 (5)		Year 6 (6)	
Reading	75	0	67	0	40	20	71	29	20	0	57	29
Writing	75	0	50	0	40	20	57	14	0	0	71	14.2
Maths	75	0	67	0	40	20	71	29	20	0	87	43

Progress of children in receipt of PPG Summer 2023 Teacher assessments												
	Year 1 (4)		Year 2 (6)		Year 3 (5)		Year 4 (71)		Year 5 (5)		Year 6 (6)	
Reading	100	50	83	50	80	20	71	10	100	20	-	-
Writing	100	50	83	33	60	20	57	0	60	0	-	-
Maths	100	50	83	50	100	0	86	14	100	20	-	-

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
TT Rockstars	
Essential letters and sounds	

For schools that receive this funding, you may wish to provide the following information: