

Pupil premium strategy statement: Crawford Primary School

1. Summary information						
School:	Crawford Primary					
Academic Year	2020/2021	Total PP budget	£234, 030	Date of most recent PP Review	September 2020	
Total number of pupils	493	Number of pupils eligible for PP	174	Date for next internal review of this strategy	July 2021	

2. KS1 and KS2 results 2019						
	<i>Pupils eligible for Pupil Premium</i>		<i>Pupils not eligible for Pupil Premium</i>		<i>National average (all pupils)</i>	
	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>
% achieving age related expectations in reading	77%	61%	69%	67%	75%	73%
% achieving age related expectations in writing	73%	78%	69%	83%	69%	78%
% achieving age related expectations in maths	68%	76%	75%	79%	76%	79%

2. Barriers to future attainment	
Federation-wide priorities: in-school and external barriers	
A.	A significant number of pupils are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.
B.	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
C.	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
D.	A significant number of pupils are not able to access enriching extra-curricular activities outside of school.
E.	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
F.	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc,) that can be barriers to providing the support they would like to provide to their children in school
School-specific priorities:	

G.	Raising the attainment of disadvantaged children achieving expected or above in writing
H.	Attainment of disadvantaged in Y3 and Y4
I.	Raising the attendance of disadvantaged children to at or above 96%

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
B.	Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE.
C.	Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and book looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences.
D.	All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.
E.	Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions.

		Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
F.	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.
G.	Raising the attainment of disadvantaged children achieving expected or above in writing	End of year data shows attainment gap between disadvantaged and non-disadvantaged is closing.
H.	Attainment of disadvantaged in Y3 and Y4	End of year data shows attainment gap between disadvantaged and non-disadvantaged is closing.
I.	Raising the attendance of disadvantaged children to at or above 96%	Over the year, attendance percentage of children within each year group and across the school to rise so that it is 96% or above.

4. Planned expenditure					
Academic year		2020/2021			
i. Quality of teaching for all: Federation-wide approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B.	Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2. Coordination, monitoring and support for this programme is an integral part of the reading specialist team across the federation.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This is a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.	Identified teachers on each site have been trained as Daily Supported Reading coordinators and have targeted release time to support them in their role. They monitor the programme on a weekly basis and provide support to all staff delivering the programme. The GHF reading specialist team provide wider strategic support and internal audits of the delivery of the programme. Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.	DSR lead on each site	Summer 2021
B., H.	Destination Reader programme in place from Year 2/3 upwards throughout the school	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.	Identified teachers on each site have been trained as Destination Reader leads. They support SLT to monitor the programme and provide support and are models of best practice to all staff delivering the programme. The GHF reading specialist team provide wider strategic support and internal audits of the delivery of the programme. Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.	SLT Destination Reader leads	Summer 2021
C. G.	Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	SLT and middle leader learning walks and book looks inform strategic planning for provision and CPD. Constructive feedback to inform next steps for planning as well as wider strategic action planning is shared. Children eligible for pupil premium are always part of any sample. Federation-wide curriculum hubs provide professional support and challenge for middle leaders to drive forward curriculum provision in all subject areas.	SLT Middle Leaders	Summer 2021

<p>A., G., H.</p>	<p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>	<p>Termly reviews/evaluation of universal services and their impact with Head of Inclusion and the independent speech and language therapy team following review/evaluation with Deputy Headteachers for Inclusion and SENCOs.</p> <p>Annual impact reports for language groups e.g. Chatterbugs. Annual inclusion/SEND reviews.</p>	<p>Head of Inclusion Deputy Headteachers for Inclusion SENCOs</p>	<p>Summer 2021</p>
<p>A., G., H.</p>	<p>SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.</p>	<p>As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.</p>	<p>As above – SENCOs and Deputy Headteachers for Inclusion liaise with SENPs prior to review/evaluation meetings.</p>	<p>Head of Inclusion Deputy Headteachers for Inclusion</p>	<p>Summer 2021</p>
<p>D., A., C.</p>	<p>Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.</p>	<p>Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.</p>	<p>Rigorous monitoring cycle to quality assure music provision. Director of Music oversees music curriculum to maximise curriculum links and opportunities as well as to ensure progression of skills</p>	<p>Director of Music Specialist music teaching team</p>	<p>Summer 2021</p>
<p>E., F., G., H.</p>	<p>Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures. 13 members of staff across the federation are trained Trauma Informed Schools practitioners and have formed working parties to support the delivery of a Recovery Curriculum across all schools to support pupils with the impact of covid-19. PSHEE middle leaders, with the support of the PSHEE curriculum hub, to drive full</p>	<p>Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.</p>	<p>Head of Inclusion, Deputy links and PSHEE middle leaders will be strategic lead for developing trauma-informed practices and ensuring a universal approach to support children's social, emotional and mental health. Reduction in number of exclusions and in number of behaviour incidents that are a barrier to children maximising their potential. Vulnerable children and families are supported to work in partnership with the school to reduce barriers to learning.</p>	<p>Head of Inclusion Deputy Headteachers for Inclusion SENCOs FSOs</p>	<p>Summer 2021</p>

ii. Quality of teaching for all: School-specific approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
G., H.	Creation of a whole school long term plan for all subjects across the curriculum	<p>To ensure there is coverage of all objectives and progression of skills within and across year groups.</p> <p>Knowledge is being built up and connections made through subjects and across year groups.</p>	<p>Subject leads worked collaboratively to create the long term plan.</p> <p>Whole wide CPD used to launch the long term plan for all staff. Medium term plans developed based on this long term plan.</p> <p>Curriculum leads supporting members of staff to quality assure planning.</p> <p>SLT and phase leads monitoring plans to check standards and pupil outcomes.</p>	SLT MLs	Summer 2021
I.	Development of new attendance analysis and procedures to better identify key groups and provide targeted support.	To ensure that children are in school and accessing quality first teaching consistently.	<p>Whole school and individual attendance analysis for all children below 96% and follow up for late children every three weeks.</p> <p>First day absence calls and follow up.</p> <p>Celebration of children with 100% attendance each week through weekly assemblies and prizes.</p> <p>Celebration of families with 100% attendance within a term through newsletter and prizes for each phase.</p>	SLT	Summer 2021

iii. Targeted support: Federation-wide approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E.	Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and also support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	Termly reviews/evaluation of creative arts therapy services and their impact with Head of Inclusion and the creative art therapy team lead following review/evaluation with Deputy Headteachers for Inclusion and SENCOs. Formal bi-annual caseload review meetings and regular informal reviews between SENCO and creative art therapist.	Head of Inclusion Creative Art Therapy Team Lead Deputy Headteachers for Inclusion SENCOs	Summer 2021
A., B., C.	Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly impact pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. lego-therapy, HeadFirst, FRIENDS.	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle. Annual inclusion review embedded to review strategic approach to provision for children facing barriers to their learning. Head of Inclusion regularly meets SENCOs and Inclusion Deputies as well Heads to inform strategic planning for federation-wide approaches	Head of Inclusion SLT SENCOs	Summer 2021
iv. Targeted support: School-specific priorities					

A, E, H	Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs to support with SEMH need	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.	SENCOs SLT	Summer 2021
B	Small groups for pupils who are working towards age related expectations and who have made less than expected progress taught by SENCO and deputy headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle.	SLT SENCO	Summer 2021
B, C, G, H	Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. lego-therapy, target readers, precision teaching	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle. Annual inclusion review embedded to review strategic approach to provision for children facing barriers to their learning.	SLT SENCOs	Summer 2021

I.	Graduated approach to attendance with more targeted support for families where attendance drops	Falling attendance often requires more targeted and specific support, individualised to the family and their needs	<p>Regular tracking and monitoring of attendance.</p> <p>School to approach families with attendance below 93%.</p> <p>For children considered persistently absent, SLT, FSO or SENCo to be in contact.</p> <p>Liaison and advice sought from LA where needed.</p>	SLT	Summer 2021
H	Destination Reader programme in place from Year 2/3 upwards throughout the school, with Y3 using a combination of DR, DR light and DSR to ensure that children are accessing the most appropriate reading teaching to meet their individual needs and close gaps.	Before accessing Destination Reader, children need to be fluent readers. DSR is most appropriate for this and then DR light as a bridge between the two.	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle.	SLT SENCOs Literacy team	Summer 2021To

v. Other approaches: Federation-wide approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D.	Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	Curriculum provision including access to curriculum enrichment will be reviewed by SLT and middle leaders to ensure equity of provision, equality of opportunity and broad access.	Middle leaders SLT	Summer 2021
E.	Partnership with Future Men for a full-time project worker across all the sites in the federation	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	Reviewed as part of the termly class provision map review cycle. Tracking according to the targets and projected outcomes of the programme. Termly review meetings with Head of Inclusion and Future Men project worker following review meeting with Deputy Headteachers for Inclusion/SENCOs.	Head of Inclusion Deputy Headteachers for Inclusion SENCOs.	Summer 2021
A., B., C. G, H	Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	Impact of the CPD programme on teacher practice to be reviewed as part of the appraisal process. Learning walks and book looks will evidence impact of range of CPD opportunities.	Head of CPD SLT	Summer 2021
F., G., H.	Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children's learning.	Vulnerable children trackers and review of trackers. Regular cycle of half-termly full inclusion meetings to review vulnerable children, their provision and adaptations needed. Deputy Headteacher meets regularly with SENCO and FSO in order to support active case management to impact outcomes for pupils and families.	SLT Family Services Officer	1
B., C., D., G., H	Purchase of high quality texts to support delivery of high quality reading provision.	Impact of access to high quality texts on pupil engagement, language development, reading and writing outcomes.	Pupil progress meetings. Termly review of reading targets with pupils to include discussion regarding the range of texts they are accessing and encouraging broadening the genres that they read. Learning walks focused on vocabulary rich environments inspired by high quality texts. Reading for pleasure part of whole-school strategy.	SLT Middle Leaders for Reading Teachers	Summer 2021

E.	Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, NQTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g. reducing down bullying.	Evidence-base from a range of research as referred to by PSHEE Association.	Learning walks inform evidence of the range of PSHEE provision. Pupil voice regularly gathered including through pupil leadership teams embedded in the school.	SLT	Summer 2021
E., F.	Pupil leadership teams including a high number of pupils eligible for pupil premium drive strategic action planning for the school	Evidence-base of the impact of pupil empowerment on attainment and engagement	Pupil leadership teams are active across the school and are directly involved in actions identified in the school development plan.	Pupil Empowerment Champion Pupil Empowerment Leaders SLT	Summer 2021
vi. Other approaches: School-specific approaches					
G., I.	Bench marking of children within each year group by CLL team and SLT	To ensure consistency in assessment across the school	CLL team to lead on bench marking using their expertise in the area	CLL team SLT	Summer 2021
G., I.	Maths Mastery implemented in Y1-Y6	To use the concrete, pictorial abstract approach to ensure children gain a deep understanding of the mathematical concept being taught, so that they can apply it to new situations and contexts and all children have the opportunity to develop reasoning skills	White Rose scheme used in planning Concrete resources used throughout school for all children Federation wide and stie specific Maths Mastery CPD for all staff Maths lead attending White Rose CPD	SLT Maths team	Summer 2021
A., E., G., H., I	Strategies used in school to support the development of emotional literacy and well-being: Continuation of Restorative Approaches to support and teach	Improving children's readiness to learn	Whole school initiatives Incorporated in to curriculum areas, e.g. Responsive curriculum, Know Me to Teach Me, PSHEE	SLT Teachers Behaviour team	Summer 2021

	children to manage and resolve conflict appropriately Introduction of Zones of Regulation Continuation of House Values		Introduction of social time within teaching timetable, raising profile of social skills as a taught subject		
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