

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Detail	Data
School name	Crawford Primary School
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/2024 (3 years)
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Victoria Shires
Pupil premium lead	Sophie Dickin
Governor / Trustee lead	Anita Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,199
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£272,299

Part A: Pupil premium strategy plan

Statement of intent

At Crawford school we aim that by the end of Year 6 all pupils, including those from disadvantaged backgrounds, have the academic, social, and emotional skills to be successful at their next stage of education.

Our current pupil premium strategy document works towards achieving these aims by focusing first on universal approaches to ensure the best outcomes for disadvantaged children whilst benefitting all children in our school. Our strategy does not make assumptions about disadvantaged children but is based on our in-depth knowledge of our school community.

The key principles of our strategy plan are:

- High quality whole class teaching for all which focuses on the needs of our disadvantaged cohort
- To ensure EYFS provision is excellent to close the gap between disadvantaged and non-disadvantaged at the earliest point and build firm foundations
- That targeted interventions are evidence based and do not remove children from class unnecessarily
- The focus of provision is based on diagnostic assessment and not assumptions about disadvantaged children and their families.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations indicate a significant number of pupils, including a high proportion of disadvantaged children are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers. This continues to impact their progress and attainment throughout their school life.
2	The numerous lockdowns have had a big effect on the attainment of the 2020 / 2021 reception cohort. Only 33% of disadvantaged children achieved GLD at the end of reception in 2021. Comprehension and word reading was the largest area which prevented disadvantaged children from achieving GLD.
3	Teacher conferences, observations and behaviour analysis shows 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. This has been further exacerbated by the lockdowns with more children displaying mental health problems and being referred to CAMHS.
4	Assessment shows that the gap in attainment for disadvantaged children compared to non-disadvantage children increases in key stage 2. This gap has become more apparent since the lockdowns.

5	Internal assessment data shows that non-disadvantaged children are twice as likely to be working at greater depth in Maths in key stage 2 than children from a disadvantaged background.
6	Internal assessment data shows that children from disadvantaged backgrounds are more likely to be working below age related attainment in reading than children from non-disadvantaged backgrounds and are less likely to be assessed as working at greater depth. Teacher observation, monitoring and pupil conferences highlights a lack of vocabulary as a significant barrier to children achieving in reading.
7	A much higher percentage of disadvantaged children are not working at age related expectations in writing in key stage 2 compared to non-disadvantaged children.
8	Communication and interaction is the highest SEN need in the school, with a high proportion of children from disadvantaged background being identified as having a communication and interaction need
9	Children who are classed as ever FSM are more likely to have lower attendance. Temporary housing and being moved out of the area are 2 of the barriers facing families getting to school. A higher rate of parental mental health problems also affects the attendance of this group of children.
10	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

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
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.
Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations	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.
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.
The gap between children from disadvantaged background reaching high related expectations or	Data demonstrates that the gap between disadvantaged and non-disadvantaged children achieving at least age-related expectations decreases.

greater at the end of key stage 2 compared to those from non-disadvantaged backgrounds decreases.	
Increase the amount of children achieving at greater depth for Maths by the end of key stage 2 with the gap closing between these 2 groups.	Data demonstrates that the gap between disadvantaged and non-disadvantaged children achieving at least age-related expectations decreases.
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.	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.
Children's attendance to be 96% or above and no noticeable difference between non-disadvantaged and disadvantaged children	Over the year, attendance percentage of children within each year group and across the school to rise so that it is 96% or above.
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.

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Letters and Sounds phonics scheme in place for all EYFS and KS1 children. All staff have attended specific CPD to ensure high quality consistent approach taken to phonics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	2, 4 and 6
Purchase of phonics readers for children to access reading books in line with their phonological awareness	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practice their phonological awareness with books at an the correct instructional level.	2, 4 and 6
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.	2, 6
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.	4, 6
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.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	1, 2, 3, 4, 8

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.	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.	1, 2, 3, 4, 8
Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.	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.	1, 4, 6, 8
Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties. This was developed by the federation wide behaviour team made up of members of staff trained in trauma-informed approaches and experience of working with children with SEMH needs. The training ensures adults take a relational approach when engaging with children and understand behaviour as a form of communication.	Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	3
Literacy Team to lead on improving provision of talk and teaching of vocabulary in literacy through CPD, coaching and mentoring	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p> <p>EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.</p>	6, 7 and 8
The Maths middle leader at Crawford is completing her second year to be a Maths Mastery specialist. Through her role she is providing strategic provision for teachers in supporting children working at greater depth in Maths, with a focus on mathematical language and reasoning. Support through coaching and mentoring for KS2 staff in ensuring high quality teaching of Maths Mastery with a focus on children working at greater depth.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3.</p> <p>Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.</p>	5

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	3
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	1, 2, 4
FRIENDS resilience intervention programme to decrease anxiety based on CBT.	Evidence shows that disadvantaged children are more likely to have weaker social and emotional skills and specific interventions support these skills. There is a great deal of evidence that CBT has positive effects mental well-being.	3, 4
Targeted SENP Speech and Language support interventions	A number of children at Crawford have speech and language needs but do not meet the threshold to have NHS support. SENPs deliver support and intervention from a qualified speech and language therapist who oversees the intervention and support given.	4, 8
Nurture Group Daily afternoon support for children from years 2 – 6 who need further support with emotional regulation or mental health who have already completed CAT.	Research has shown the importance of children feeling safe and secure and emotionally regulated with low level of anxiety in order to partake in learning – NASEN. Nurture group supports children in forming secure attachments and practice skills in a safe environment which they can then transition to the classroom. The nurture group is run by the middle leader for Personal, Social and Emotional development and an HLTA with training in mental health support for children.	3, 4
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	1, 2, 4
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.	3, 4

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new attendance analysis and procedures to better identify key groups and provide targeted support.	Large body of evidence shows what a detrimental effect poor attendance at school has on children's attainment and progress. Importance of early intervention and working with families to prevent persistent absence.	9
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	9
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.	3, 4, 10
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.	3, 4, 10
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.	10
Strategies used in school to support the development of emotional literacy and well-being: Continuation of Restorative Approaches to support and teach children to manage and resolve conflict appropriately Introduction of Zones of Regulation Continuation of House Values	These are evidence based programmes that have staff have received training in to support with conflict and emotional regulation.	3, 4, 8

Total budgeted cost: £ 275,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.