

Pupil premium strategy statement

Cranleigh 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	192
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	9th October 2023
Date on which it will be reviewed	July 21st 2024
Statement authorised by	Kate Pelazza
Pupil Premium Lead	Jill Mills
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,575
Recovery premium funding allocation this academic year	£10,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£113,575

Part A: Pupil premium strategy plan

Statement of intent

- **Objectives for our disadvantaged pupils**

Our aim is that all our children develop resilience and the desire to learn, regardless of the challenges they face, so that they can forge positive relationships, make good progress and attain well across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve that goal.

- **Aims of our Pupil premium strategy plan**

We aim to put measures in place to address the challenges faced by vulnerable pupils. High quality teaching, particularly in English and Maths, is the most effective way we can support our children to make good progress. We will also use targeted teaching, using effective interventions, to close gaps in learning. Disadvantaged pupils will be financially supported in order that they can participate in activities that will enhance their cultural capital and engagement in learning, such as school trips and extra-curricular activities.

We aim to support families and work in partnership with outside agencies to enable them to provide the nurture and routines our pupils need in order to make the most of the learning and experience provided at school.

- **Key principles of our strategy plan**

A whole school approach so that all staff take responsibility for monitoring the emotional wellbeing, progress and attainment of all pupils

Careful diagnostic assessment, whether regarding levels of family resilience or learning so we can be responsive to needs and changing situations

High expectations for all learners

Challenge

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

Challenge number	Detail of challenge
1	<p>Spoken language</p> <p>The proportion of pupils with additional needs is also above national average, and the primary need is speech, language and communication. It is therefore essential that we continue to ensure spoken language underpins every part of school life so that children are confident communicators.</p>
2.	<p>Attendance</p> <p>Children missing essential learning through poor attendance. We understand that the varying needs of our pupils mean that they may experience more absence than normal, however this has a great impact and leads to low attainment.</p>
3.	<p>Low attainment in reading, writing, maths and phonics</p> <p>Poor attendance leads to gaps in prior learning</p> <p>Higher number of pupils with additional needs.</p> <p>In many cases, families show low engagement in learning and low academic aspiration</p>
4.	<p>Mental Health and Well-being</p> <p>Increase in social, emotional mental health needs within the school which lead to barriers in being ready to learn. Development of resilience and growth mindset are vital to enable our young people to face the ongoing impact of this situation.</p>
5.	<p>Cultural Capital</p> <p>For a range of reasons, our cohort have a limited range of cultural experiences, impacting upon Language and life experiences</p>

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
All children will develop their spoken English language skills	Pupils with significant needs are identified and supported. Pupils receiving Speech and Language interventions make progress from their starting points.
Excellent attendance of disadvantaged pupils supports their learning	Attendance of PPG chn is at least 95 %. The attendance variance for disadvantaged pupils to be < 1% of their peers.
The school will ensure the successful progress and attainment outcomes in core subjects (RWM and phonics) through quality First Teaching and Interventions	Achievement at least in line with national expectations for all pupils.
Pupils will have increased skills and resilience to manage their mental health and well-being.	Pupils will be able to name and use strategies when they encounter challenges. Pupils will be ready to learn and engage in learning.
Pupils will have the awareness, life skills, knowledge and achievements to enable them to access and succeed in the next stage of their education / life.	Pupils have high aspirations for their futures. Pupils can share their future aspirations and justify them.

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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued ongoing CPD in teaching Phonics. Purchase of Little Wandle Phonics subscription and resources for whole class and graduated response-Catch Up and SEND phonic programmes Purchase of phonic reading books</p>	<p>Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3</p>
<p>CPD and coaching, English writing and mathematics) , behaviour and assessment</p>	<p>EEF “Effective Professional Development report (8.10.21) states “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom” and should “Ensure that professional development aligns with the needs of the school and is supported by school leadership”</p> <p>CPD to continue to focus on whole school priorities of English</p>	

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

Budgeted cost: £ 70,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Talk Boost intervention	<p>Oral language skills can have a positive impact on pupils' ability to access the learning in class.</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	1,3
Keep Up/Catch Up phonic groups and 1:1 teaching sessions	<p>Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1,3
1:1 Speech and Language intervention run by Individual TAs	<p>One to One Tuition</p> <p>Following a structured intervention (by the Speech and Language Therapist) can be effective for pupils with low attainment</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	1,3
Senco time to identify SEND children, refer to outside agencies, support staff to plan and set up interventions, monitor progress.	<p>Interventions are particularly effective when the teaching assistants are well trained and supported</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	1,2,3,4

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

Budgeted cost: £ 19480

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provided by Home School Link worker	ELSA helps to develop emotional and social skills, wellbeing and resilience in young people.	1,2,3,4
Home School Link Worker and Attendance Lead to support families to improve attendance and increase parental engagement	Offering sustained and more tailored support to parents can have a positive impact on the child's wellbeing and attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4
Enrichment activities	Participation in extracurricular activities, including physical activity has important benefits in terms of health, wellbeing and physical development, develops skills and increases enjoyment in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Educational trips enhance learning in curriculum areas and help children engage in school. The EEF states 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'.	2,4,5

Total budgeted cost: £ 113,575

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Quality of Teaching for ALL			
Action	Intended outcome	Evidence and rationale	Review
Professional development for reading, phonics, spelling across the school.	Reading attainment and fluency, Phonics and spelling attainment will be improved from previous years and individual cohorts will show rapid progress over time.	Full implementation of Song of Sounds across EYFS and KS1. Intervention of this programme will support gap filling. Training and visits to the founder school – feedback and evaluation to show progress and development of delivery.	Song of Sounds has had some impact as shown by Yr 1 phonic screening results. However it does not provide Keep Up and Catch Up programmes.

	Spelling shed purchase. Training and implementation.	Whole staff training to ensure whole school understanding of guided reading and share a range of strategies to effectively support targeted children with their reading. Although as they move into KS2 children are able to decode and read, their fluency can be an issue. Tracking facility on spelling shed. HLTA delivering phonic catch ups.	This programme is being used across the school.
Recruitment and retention of teaching staff, particularly those with experience.	There will be a full complement of confident and competent staff who feel valued, welcome and supported. This will have an impact on the quality of teaching, behaviours and attitudes. Designated senior lead for mental health role in school to undertake training. (SS, SH, AB, TA, GLS)	Evaluations from training. Survey feedback. Performance Management comments will be positive, well-being will be a high priority and evident. Investing in high quality first teaching through increased CPD for all teaching staff	Recruitment and retention of staff has been successful. Trained Mental Health Lead in place.
Mentoring and coaching ECT teachers and support staff with access to quality training for subject leads.	High quality, consistent provision in all classrooms. All children make good progress in line with national average. Dedicated ECT time and additional time with their mentor	Induction and mentoring programmes in place. Release time provided for training. Access to quality CPD with time given to undertake. Evidence of evaluation, reflection and impact through observations,	Induction and mentoring programmes in place.
Developing and implementing a high quality curriculum which responds to the needs of the pupils.	A curriculum is in place that shows progression of knowledge and skills. Children will be able to make connections within subject areas and across year groups with previous learning to build on their knowledge and understanding. Impact can be seen on quality	Training provided for all staff and time to develop their curriculum areas as evidenced from CPD meetings, release time, work with SAFE, performance management. Staff training days, and weekly CPD opportunities for all teaching staff to develop quality teaching: • Staff professional development programme to develop strategies to support those with additional needs. • Develop teachers in delivering the wider curriculum	The curriculum has been reviewed to identify the key knowledge that pupils need to learn. This is now beginning to be taught across the school. Subject leaders and staff have received

	of teaching and learning, and progress made by all children bearing in mind their starting points and individual circumstances and needs.	<ul style="list-style-type: none"> • All CPD sessions accessible from home • CPD for online resources delivered to staff, annually 	appropriate training to improve their subject knowledge.
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Targeted support

Action	Intended outcome	Evidence and rationale	Review
'Literacy For All' used for identified individuals, including disadvantaged pupils with SEND.	Rapid improvement in literacy skills and increased engagement in the wider curriculum by removing barriers in literacy.	Tracking intervention is set within the programme. Small group and 1:1 identified through the needs of the children as noted in IEPs and book bands.	This has been provided for individual pupils on the recommendation of the Surrey STIPS but lacks the structure of a published phonic scheme.
First class at number intervention in place for identified individuals, including disadvantaged pupils with SEND.	Identified children will make rapid progress and gaps will be addressed.	Tracking intervention is set within the programme. Small group and 1:1 identified through the needs of the children as noted in IEPs.	This has taken place and is continuing.
Reading comprehension and reading for pleasure developed across school. Children working in small groups to encourage discussion and understanding of language.	EEF evidence shows an increase of on average 6 months progress for this strategy Centre for Literacy in Primary Education https://clpe.org.uk/research/clpe-reading-pleasure-2021-22	Tracking from experienced teacher is reviewed and evidence of progress can be seen through Accelerated Reader.	Accelerated Reader has been used to help children select books that match their reading and interest level.

Other approaches

Action	Intended outcome	Evidence and rationale	Review
Provision of ELSA	Nurture provision training for LSA creating a nurture group This will involve increased hours for support staff Training a further member of staff as an ELSA to support emotional and mental well-being for succession planning	Delivery of individual programmes to support SEMH needs of vulnerable pupils Boxall profiles of children in school allowing the establishment of a group for children who need that extra support. Staff trained to identify social and emotional needs in children to help promote academic development. All children who require it have dedicated ELSA time.	This has been in place and is continuing and is helpful for individual pupils
Development of Nurture space and Zones of Regulation implemented and understood across the school.	Behaviour incidents and exclusions will be lower. Have provision in place within a nurture space and this will be staffed appropriately.	Some children come to school with a very wide range of social and emotional experiences due to a range of reasons; environmental, social and family factors. To be successful they need support to self-regulate their emotions and build resilience. Resources for lunchtimes.	Nurture space in place 2022-23. Zones of Regulation were introduced, but further training for staff is needed for it to be embedded across the school.
Parental engagement needs to improve to support individual children and the school. Communicating with and supporting parents	Release for staff to record information or training videos for parents. Release for staff to better manage website as a learning resource	Workshops and bulletins feedback and engagement. Parental surveys show improved communication. Signposts given to parents via Early help and the website. Feedback and work with outside agencies. Parental experience of school can hinder their ability and motivation to support their children at home. We need to constantly review	Home School Link worker has supported parents with signposting. Website still needs further work.

		parental engagement and consider how best to share information with parents to enable them to better support their children's learning and experiences beyond the classroom.	
Supporting attendance	Improved attendance and engagement	Key families struggle with punctuality and attendance, especially post pandemic, which has a negative impact on the children's outcomes. Rewards for improved attendance	Attendance continues to be rigorously monitored and families supported as needed.
To ensure that there are trips, visits and visitors that compliment and support the curriculum.	All children can access trips and visits.	Financial support given to families, value for money is evaluated and reviewed. Enhanced curriculum in evidence	Financial support has been provided to families

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

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.