



# Cramlington Village Primary School

## Pupil premium strategy statement 2020-2021

### School overview

Metric	Data
School name	Cramlington Village Primary School
Pupils in school	198
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£81,965
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	November 2021
Statement authorised by	Debbie Wylie
Pupil premium lead	Amanda Milligan
Governor lead	Margaret Shahin

Deprivation (FSM6) £1345	Services (£310)	Adopted from Care £2345	LAC £2345 (only get £1495)	Special Guardianship
55 (£73,975)	1 (£310)	2 (£4,690)	2 (£2990)	0

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No score due to Covid 19
Writing	No score due to Covid 19
Maths	No score due to Covid 19

### Disadvantaged pupil performance overview for last academic year

Measure	Score
<b>EYFS</b>	
Meeting expected GLD at EYFS	No score due to Covid 19
<b>Phonics Screener</b>	
Meeting expected standard at Y1 Phonics	No score due to Covid 19
Meeting expected standard at Y2 Phonics	No score due to Covid 19

Key Stage 1	
Meeting expected standard at KS1	No score due to Covid 19
Achieving high standard at KS1	No score due to Covid 19
Expected standard in READING at KS1	No score due to Covid 19
Achieving high standard in READING at KS1	No score due to Covid 19
Expected standard in WRITING at KS1	No score due to Covid 19
Achieving high standard in WRITING at KS1	No score due to Covid 19
Expected standard in MATHS at KS1	No score due to Covid 19
Achieving high standard in MATHS at KS1	No score due to Covid 19
Key Stage 2	
Meeting expected standard at KS2	No score due to Covid 19
Achieving high standard at KS2	No score due to Covid 19
Expected standard in READING at KS2	No score due to Covid 19
Achieving high standard in READING at KS2	No score due to Covid 19
Expected standard in WRITING at KS2	No score due to Covid 19
Achieving high standard in WRITING at KS2	No score due to Covid 19
Expected standard in MATHS at KS2	No score due to Covid 19
Achieving high standard in MATHS at KS2	No score due to Covid 19

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - Teaching Priorities over time	Enable pupils to reconnect with staff and their peers to achieve their full potential, returning to pre-covid levels (e.g. if ARE in Feb 2020 then should be at least ARE by July 2021) via a broad, balanced and engaging curriculum <b>£65,000 approx</b>
Priority 2 - Targeted Academic Support	Support the pupils towards achieving to the best of their abilities following return to school in reading, writing and maths, with particular focus on the increased number of PP children below ARE in reading and maths since lockdown. <b>£10,000 approx</b>
Priority 3 - Wider Strategies	Ensuring the social, emotional and wellbeing / mental health needs of pupils is given priority to enable them to feel safe and secure in school, to be ready and able to engage fully in learning. Improve attendance and punctuality. <b>£10,000 approx</b>
Barriers to learning these priorities address	Children may feel disconnected from school after lockdown, may have fallen behind in their learning due to difficulties with home schooling during the pandemic,

	<p>varying levels of engagement and support from home. Pupils may feel insecure and uncertain about the future resulting in low aspirations.</p> <p>Ensuring the interventions are high quality and delivered to the highest standard.</p> <p>Parents are worried about the risks from Covid 19 and choose to keep their children at home. Staggered start times may provide a challenge for some families with several children.</p>
Projected spending	<b>£85,000 approx</b>

#### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Improve school progress score achieved in KS2 Reading 2018-2019 (-2.4)	Sept 21
Progress in Writing	Improve school progress score achieved in KS2 Writing 2018-2019 (0.4) At least achieve National Average progress score (0)	Sept 21
Progress in Mathematics	Improve school progress score achieved in KS2 Maths 2018-2019 (-0.6) (Achieve average KS2 Mathematics progress score for our Family of Schools: (X.X) cannot be used this year as do not have 3 years of data)	Sept 21
Phonics	Achieve 70% in Y1 phonics screener and 70% in Y2 phonics screener (National average expected standard in PSC is 82% end of year 1 (SEN 44%, FSM 70%) and 92% by the end of year 2.)	Sept 21
Other	Improve attendance of FSM6 pupils to above LA average (93.48%) and disadvantaged pupils to above LA average (93.79%)	Sept 21

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure teaching assistant support in every class to improve adult : pupil ratios and enable staff to have more time to deliver targeted interventions with the pupils they know best and immediate SEMH support when needed
Priority 2	READING - improve the percentage at ARE. Foster a love of learning across school. Increase the percentage reading 5 times a week. Accelerated Reader / Star reading test / NFER / Salford Reading age tests all show significant improvements. Phonics screener target percentages achieved EYFS - to use Launch Pad for Literacy to enhance reading and accelerate progress.

	Phonics - improve the quality and consistency of the teaching of early reading, by further accessing Read Write Inc CPD for new staff / refresh training for key staff if needed. Purchasing additional books to allow for wider whole class/group phonics work. Upper KS2 to use Fresh Start RWI scheme. Most able Y2 and KS2 able readers to continue with Guided Reading
Priority 3	MATHS - improve the percentage at ARE Improvements in NFER scores / SATS average scores / EYFS scores Maths mastery – provide in class/peer support for staff using Whiterose Materials and Mastery approach Purchase mastery textbooks and additional resources to support learning
Priority 4	Allow opportunities for active learning to ensure pupils remain physically and mentally active in their approach to learning
Barriers to learning these priorities address	Pupils need additional support to develop their reading skills and maths reasoning/explanation skills – these have shown to be the largest gaps created by lockdown.  Pupils will need additional catch up support after an extended period of time away from school. Pupils may be disengaged with learning and have lost the good habits / cognitive learning strategies essential for learning.
Projected spending	£65,000

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to subscribe to Accelerated Reader / Myon / Oxford Owls across all year groups to increase reading for pleasure. Establish small group phonics / reading interventions for disadvantaged pupils not achieving ARE or who have regressed during lockdown.
Priority 2	Establish small group maths interventions for disadvantaged pupils not achieving ARE or who have regressed during lockdown.
Barriers to learning these priorities address	Encouraging wider reading, home reading and providing catch-up in reading and mathematics – both identified as significant areas of weakness for PP after lockdown.
Projected spending	£10,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Mental Health Leads, Thrive Practitioner and PSHCE lead to provide all staff with advice and support on PSHCE / Mental Health and Wellbeing resources available for all children on return to school. Staff to converse with families to provide reassurance and advice. (Support also provided for staff mental health / wellbeing including from SAS). Additional staff in class to provide immediate 1:1 support for individuals who are struggling with return to school and implications of Covid-19.</p> <p>Mental Health leads / Thrive Practitioner to provide additional support for those children in greater need.</p> <p>Every class to be assessed using class Thrive profiles and class action plans created and delivered.</p> <p>Individuals / most vulnerable children to be assessed and personal Thrive action plans created and delivered.</p> <p>Provide class based whole class PSHCE input as and when needed</p> <p>Provide additional support to those having to self isolate as necessary.</p>
Priority 2	<p>Employ a part time school nurse to support staff and families in dealing with attendance, sickness, Covid 19 queries as well as supporting with SEMH needs of families.</p> <p>Maintain school based incentives to encourage active engagement in school life and positive attitudes to learning, e.g. Learning Ladder, Gold Award, Perfect Presentation, reading 5 challenge, Oracy Star, attendance wards, additional enrichment activities to broaden the curriculum</p>
Barriers to learning these priorities address	<p>Children who are not emotionally resilient are unable to fully access academic learning as they do not feel safe/secure in school, may have low self-esteem and struggle with cognitive load.</p> <p>Parents may have mixed feelings about pupils returning to school during the pandemic, consequently this could impact on attendance. Improving attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Parents' anxieties and mental health could negatively impact pupils' mental health.</p> <p>Parents need reassurances that school is a covid secure place and that this is the best place for children to be.</p>

Projected spending	£10,000
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## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development needed</p> <p>Balancing the levels of need in different cohorts with the staff numbers/ hours available, especially if staff need to self isolate.</p>	<p>Use of INSET days and additional cover being provided as needed to release staff</p> <p>Increasing AT numbers / replacing those who have left, to ensure statutory ratios are fulfilled and intervention needs best met</p>
Targeted support	<p>Ensuring enough time for school Literacy / Maths leads to observe interventions / lesson and support / advise staff as needed</p> <p>Ensuring interventions have priority and are high quality / having impact on accelerating progress</p>	<p>Literacy lead now shared with one focusing on reading and other focusing on writing, spelling, punctuation and grammar.</p> <p>Trainee teachers across school will allow release time for SLT / maths lead as necessary</p> <p>Maths academic mentor appointed for the year</p>
Wider strategies	<p>Engaging and reassuring the families facing most challenges</p> <p>Ensuring school is a Covid secure environment</p> <p>Individual mental health needs are difficult to plan for and may need immediate intervention</p> <p>Thrive Practitioner needs release time to work 1:1 with pupils</p> <p>Ensuring wider staff team are supported to address SEMH needs of pupils (and staff)</p> <p>Vice Principal / DSL to call most vulnerable families and offer support as needed</p>	<p>Teaching staff to call most vulnerable families</p> <p>Risk assessment shared on website</p> <p>Mental health lead receives LA and Anna Freud training shared with all teaching staff.</p> <p>Wide range of resources shared on drive with staff</p> <p>Continue to subscribe to Thrive Approach</p> <p>Trainees allow Thrive Practitioner to be released</p> <p>Vice Principal and Admin &amp; Marketing Manager monitor attendance daily, weekly and half termly with phone calls home, letters and referrals to EWO as necessary</p>

## Review: last year's aims and outcomes

Aim	Outcome
<p><b>TEACHING PRIORITIES</b></p> <p>An increase in the percentage of children achieving age related expectations across all year groups.</p> <p>An increase in percentage of pupils making expected progress.</p> <p>An increase in percentage of pupils making accelerated progress which means the gap between PP and ARE decreases.</p>	<p>LIMITED EVIDENCE DUE TO COVID 19. Due to Covid 19 there were no end of year assessments.</p> <p>Progress measured in February 2020 - In all areas, more PP than none PP were making above expected progress.</p> <p>In February 2020, PP had 3% more children below expected progress in reading and 5% in writing compared to none PP, but in maths 7% more none PP than PP were below expected progress.</p> <p>Progress checked for those pupils in school July 2020 - PP have 23% more children below expected progress in reading, 15% in writing and 9% in maths compared to none PP. The most significant change since Feb to July is the increase in % PP making below expected progress in reading (35%) and maths (42%).</p> <p><b>The impact of lockdown has had a greater impact on our children who are in receipt of Pupil Premium as with the national picture.</b></p>
<p><b>TEACHING PRIORITIES / TARGETED SUPPORT</b></p> <p>High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.</p>	<p>LIMITED EVIDENCE DUE TO COVID 19. Due to Covid 19 there were no end of year assessments.</p> <p>Mid year review Feb 2020:</p> <p>8 chn in KS2 were GD in Reading KS1, 63% of them (<math>\frac{5}{8}</math>) remain at Greater Depth. (One was a child with ASD who struggled with KS2 inference and dedication, one is a PLAC who had a particularly challenging time at home, the other was good at simple decoding reading needed for KS1 but struggles with more in depth analysis needed in KS2)</p> <p>4 chn in KS2 were GD in Writing KS1, 75% (<math>\frac{3}{4}</math>) remain at Greater Depth.</p> <p>3 chn in KS2 were GD in Maths KS1, 100% (<math>\frac{3}{3}</math>) remain at Greater Depth.</p>
<p><b>TEACHING PRIORITIES / TARGETED SUPPORT</b></p> <p>Improve progress in KS2 reading, writing and maths for those pupils who have PP &amp; SEND hence narrowing the gap.</p>	<p>Children who receive PP grants were making more progress by Feb 2020 than those not in receipt of the grant. However, the lockdown had a greater negative impact on those children and higher numbers were below ARE in July 2020. Additional targeted support is</p>

	therefore needed in 2020-2021 especially in reading and maths for PP.
<b>TEACHING PRIORITIES</b> Improve oracy for the whole school community but especially for pupils eligible for PP.	All evidence up until Feb 2020 showed Oracy was having great impact across the school in all classes. This was evident in lesson observations. The whole school oracy focus needs to continue in 2020-2021 so children quickly re-engage with the programme and the benefits.
<b>TEACHING PRIORITIES</b> To develop a lifelong love of reading for pleasure and improve reading age across the school.	Improvements were being made in the first half of the year; accelerated reader was up and running with children participating in quizzes, reading books had been catalogue and labelled for children to use, additional books had been purchased and new reading record sheets were in place. Lockdown had a negative impact on reading especially for PP children. Families could access some books via Myon / Accelerated Reader but this was not the same as having real books. RWI / GR happened everyday but not every child accessed this. RWI in particular was a challenge as children could not be heard pronounce the sounds and could not be assessed as frequently.
<b>TARGETED ACADEMIC SUPPORT</b> Improve oral language skills for pupils eligible for PP in Reception class and those now in Y1 who did not meet ARE. (3chn).	No end of EYFS data due to Covid 19. The 3 children were all making good progress until lockdown. All three children were still below ARE in July 2020, two of the children have made progress and are only now slightly below but one who Panjabi is spoken at home has not made as much progress in spoken English during lockdown. In 2020-2021 EYFS will be using Launch Pad for Literacy.
<b>TARGETED ACADEMIC SUPPORT</b> To provide exciting opportunities for children to use a range of technology throughout the curriculum to support and enhance learning	A wide range of technology was used throughout school, this was then increased during lockdown to provide a range of hardware and software. 35 chromebooks were purchased for support staff and pupils in Y5/6 to aid online learning. Families in EYFS/KS1 have access to Tapestry, families in KS1/KS2 have access to Seesaw and children in Y5/6 also have access to Google Classroom. Online resources include: IDL Literacy, IDL Numeracy, Myon, Accelerated



<p><b>WIDER STRATEGIES</b></p> <p>Attendance for the school overall will increase.</p> <p>Attendance for FSM6 and disadvantaged will remain the same or improve.</p> <p>FSM6 will continue to be better than LA average.</p> <p>Whole school persistent absence will remain the same or improve and continue to be above LA average.</p> <p>Persistent absence for FSM6 and disadvantaged will remain or improve on current percentages, and will remain better than the LA averages.</p> <p>Ensure attendance rates for PP improve.</p> <p>Punctuality for PP children will improve.</p>	<p>Reader, Oxford Owls, TT Rockstars.</p> <p>Due to Covid 19 lockdown, attendance analysis only covers Sep 2019 to Feb 2020.</p> <p>In 2018-2019 Whole school attendance was <b>97%</b> (LA 95.49%, NA 94.9%), in the half a year to Feb 2020 this dropped to <b>94.57%</b> Nationally, the autumn term had a high number of sickness / flu bugs then there was concern over Covid 19 all of which impacted on overall attendance.</p> <p>In 2018-2019 attendance for FSM6 increased slightly to <b>95.33%</b> (LA 93.48%) this half year it dropped slightly to <b>93.46%</b>, In 2018-2019, attendance for disadvantaged increased slightly to <b>95.63%</b> (LA 93.79%) this half year it dropped slightly to <b>93.35%</b>. The slight drop is similar to those who are non FSM6 / non PP.</p> <p>In 2018-2019, overall whole school persistent absence <b>worsened slightly</b> from <b>8.81% to 9.19%</b>. (16 children) It remained below LA average of 9.88%. This needed to improve however <b>17.75%</b> (30 children) were considered to have persistent absence. This is now worse than the LA average. 6 children were referred to the EWO. Four children had persistent absence above 20%, 2 have left, one had 3 significant illnesses and the other was referred to the EWO.</p> <p>In 2018-2019 persistent absence for FSM6 <b>worsened</b> from <b>12.83% to 17.39%</b> (12 children) but remained below LA average (18.63%) this half year <b>25%</b> (14 chn) had persistent absence however 7 of these have now left the school. Four children were from the same family who were involved with children's services, had a very challenging year and left CVPS.</p> <p>In 2018-2019, persistent absence for disadvantaged increased to <b>17.39%</b> (same children as FSM6) but this does remain below LA average (18.28%) in the half year <b>26%</b> (16chn) These need to be improved and the trend of reducing absence and persistent absence needs to continue as FSM and school deprivation indicator are both in the 60th - 80th percentile. Many of these pupils identify as having low self esteem and poorly developed working habits especially at home e.g in terms of homework and attitudes to learning. Resilience can be low with pupils having a give up quick attitude.</p>
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	<p>In 2018-2019 punctuality of all children improved significantly. In the half year <b>14</b> children (10 families) were late on at least 10 occasions, they still need to improve. 6 of these children have now left. Unfortunately we have 2 children with over 40 lates (both have now left) and 2 children with 30 lates (they now have an active EHA and are being assessed CIN). 4 children were late between 20 and 30 times, 2 have left and of the other 2 one has an active EHA.</p>
<p><b>WIDER STRATEGIES</b>  Parents are better informed of how their child learns and are willing to engage with school to support their child's learning.</p> <p>Parents provide better role model to their children regarding the importance of lifelong learning.</p>	<p>From Sep 2019 to Feb 2020 structured conversations were held regularly with families of PP, especially those classed as more vulnerable. Staff meet 1:1 for between 30-60 mins each half term to discuss the child's attainment, progress, barriers to learning and challenges both at home and school. (EEF study found that Structured Conversations were not cost effective and actually had -2 months impact. These will not continue in 2020-2021)</p> <p>Once lockdown began these families were reviewed with some removed and others added. The most vulnerable received twice weekly online calls / phone calls where parents and the child were spoken to to support home learning and also SEMH needs as well as any struggles the family were having so that school could support.</p>
<p><b>WIDER STRATEGIES</b>  PP pupils not at a disadvantage due to lack of financial capabilities and so children can access all opportunities e.g. school trips, residential, music tuition, learning expeditions, transport costs of swimming, school dinner debts wiped out etc.  Continue to support parents who lack financial capacity.</p>	<p>Prior to lockdown, learning expeditions (day &amp; residential) and transport costs for swimming were subsidised for PP children whose families were struggling financially. (This will continue once learning expeditions can restart.)</p> <p>During lockdown, hot takeaway meals were provided for families who were struggling financially - this included all children even if they did not attend CVPS.</p> <p>During lockdown, electronic tablets were provided to families with financial difficulties, and where siblings/parents were having to share one device, to allow children to access the online learning provided by school.</p> <p>On return to school after lockdown, families with financial difficulties were supported by providing school uniform, shoes, wellies and coats. (This will continue in 2020-2021)</p>