



Cramlington Village Primary School

Pupil premium strategy statement 2021-2022

School overview

Metric	Data
School name	Cramlington Village Primary School
Pupils in school	194
Proportion of disadvantaged pupils	28% (in class cohorts ranges from 55% to 16%)
Pupil premium allocation this academic year	£76525
Academic year or years covered by statement	2021-2022
Publish date	January 2022
Review date	December 2022
Statement authorised by	Debbie Wylie
Pupil premium lead	Melissa Costello
Governor lead	

Deprivation (FSM6)	Services	Adopted from Care	LAC	Special Guardianship
44 (£59180)	3 (£930)	6 (£14070)	1 (£2345)	0

Disadvantaged pupil performance overview for year 2020 to 2021

READING ATTAINMENT

(GD - greater depth)

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
JUL Y	61/13 5	45	51/13 5	38	23/13 5	17	31/55	56	21/55	38	3/55	5	29/80	36	30/80	38	21/80	26
MAY	54/14 8	37	58/14 8	39	36/14 8	24	27/51	53	18/51	35	6/51	12	27/97	28	40/97	41	30/97	31
JUL	61/15 4	39	61/15 4	39	32/15 4	21	26/56	46	25/56	45	5/56	9	35/98	36	36/98	38	27/98	28
Difference July 20 - Jul21	-6		1		4		-10		7		4		0		0		2	

READING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
JUL Y	57/13 5	42	59/13 5	44	19/13 5	14	29/55	53	21/55	38	5/55	9	24/80	30	40/80	50	16/80	20
MAY	28/14 1	20	63/14 1	45	50/14 1	35	9/49	18	17/49	25	23/49	47	19/92	21	46/92	50	27/92	29
JUL	20/14 2	14	69/14 2	49	53/14 2	37	8/49	16	19/49	39	22/49	45	12/93	13	50/93	54	31/93	33
Difference July 20 - Jul21		-28		5		23		-37		1		36		-7		4		13

WRITING ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
JUL Y	69/13 5	51	50/13 5	37	16/13 5	12	36/55	66	17/55	31	2/55	4	33/80	41	33/80	41	14/80	18
MAY	69/14 8	46	58/14 8	39	22/14 8	15	38/51	75	9/51	17	4/51	8	31/97	32	49/97	51	18/97	19
JUL	79/15 4	51	53/15 4	35	22/15 4	14	35/56	62	15/56	27	6/56	11	44/98	45	38/98	39	16/98	16
Difference July 20 - Jul21		0		-2		2		-4		-4		7		4		-2		-2

WRITING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
JUL Y	54/13 5	40	65/13 5	48	16/135	12	27/55	49	23/55	42	5/55	9	27/80	34	42/80	53	11/80	14
MAY	31/14 1	22	68/14 1	48	42/141	30	15/49	31	21/49	43	13/49	27	16/92	17	47/92	51	29/92	32
JULI	20/14 2	14	69/14 2	49	53/142	37	6/49	12	20/49	41	23/49	47	14/93	15	49/93	53	30/93	32
Difference July 20 - Jul21		-26		1		25		-37		-1		38		-19		0		18

MATHS ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
JUL Y	74/13 5	55	43/13 5	32	18/13 5	13	39/55	71	14/55	26	2/55	4	36/80	45	27/80	34	17/80	21
MAY	62/14 8	42	59/14 8	40	27/14 8	18	22/51	44	24/51	48	4/51	8	40/97	41	35/97	36	23/97	24
JUL	59/15 4	38	74/15 4	48	21/15 4	14	27/56	48	26/56	47	3/56	5	32/98	33	48/98	49	18/98	18
Difference July 20 - Jul21		-17		16		1		-23		21		1		-12		15		-3

MATHS PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
JUL Y	66/135	49	53/135	39	16/135	12	30/55	55	21/55	38	4/55	7	37/80	46	31/80	39	12/80	15
MAY	23/141	16	67/141	48	51/141	36	12/49	24	18/49	37	19/49	39	11/92	12	49/92	53	32/92	34
JUL	18/142	13	65/142	46	59/142	42	9/49	18	19/49	39	21/49	43	9/93	10	46/93	49	38/93	41
Difference July 20 - Jul21	-36		7		30		-37		1		36		-36		10		26	

Early Years Data

EYFS Data July 2021

Rec READING ATTAINMENT

(GD - greater depth)

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
SEP	17/30	57	13/30	43	0/30	0	4/7	57	3/7	43	0/7	0	13/23	56	10/23	43	0/23	0
JUL	20/32	63	9/32	28	3/32	9	6/7	86	1/7	14	0/7	0	14/25	56	8/25	32	3/25	12
Difference July 20 - Jul21	6		-15		9		29		-29		0		0		-11		12	

Rec READING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
SEP to jul	10/30	33	6/30	20	14/30	46	3/7	43	2/7	29	2/7	29	7/23	30	4/23	17	12/23	52

Rec WRITING ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
SEP	12/30	40	18/30	60	0/30	0	3/7	43	4/7	57	0/7	0	9/23	39	14/23	61	0/23	0
JUL	26/32	81	4/32	13	2/32	6	7/7	100	0/7	0	0/7	0	19/25	76	4/25	16	2/25	8
Difference July 20 - Jul21	41		-47		6		57		-57		0		37		-45		8	

Rec WRITING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
SEP Y	17/30	57	8/30	27	5/30	17	5/7	71	2/7	29	0/7	0	12/23	52	6/23	26	5/23	22

Rec MATHS ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
SEP	12/30	40	18/30	60	0/30	0	3/7	43	4/7	57	0/7	0	9/23	39	14/23	61	0/23	0
JUL	21/32	66	7/32	22	4/32	13	6/7	86	1/7	14	0/7	0	15/25	60	6/25	24	4/25	16
Difference July 20 - Jul21		26		-38		13		43		-43		0		21		-37		16

Rec MATHS PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
SEP	11/30	37	14/30	46	5/30	17	4/7	57	3/7	43	0/7	0	7/23	30	11/23	48	5/23	22

Nur READING ATTAINMENT

(GD - greater depth)

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
SEP	10/14	71	4/14	29	0/14	0	3/3	100	0/3	0	0/3	0	7/11	64	4/11	36	0/11	0
JUL	6/18	33	11/18	61	1/18	5	4/4	100	0/4	0	0/4	0	2/14	14	11/14	79	1/14	7
Difference July 20 - Jul21		-38		32		5		0		0		0		-50		43		7

Nur READING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
SEP to jul	5/13	38	4/13	31	4/13	31	3/3	100	0/3	0	0/3	0	2/10	20	4/10	40	4/10	4-

Rec WRITING ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
SEP	5/14	36	9/14	64	0/14	0	3/3	100	0/3	0	0/3	0	2/11	18	9/11	82	0/11	0
JUL	5/18	28	12/18	67	1/18	6	3/4	75	1/4	25	0/4	0	2/14	14	11/14	79	1/14	7
Difference July 20 - Jul21		-8		3		6		-25		25		0		-4		-3		7

Nur WRITING PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	

SEP	4/14	29	5/14	36	5/14	36	3/3	100	0/3	0	0/3	0	1/11	9	5/11	45	5/11	45
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Nur MATHS ATTAINMENT

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		ARE		GD		BELOW		ARE		GD		BELOW		ARE		GD	
SEP	10/14	71	4/14	29	0/14	0	3/3	100	0/3	0	0/3	0	7/11	63	4/11	36	0/11	0
JUL	5/18	28	13/18	72	0/18	0	4/4	100	0/4	0	0/4	0	1/14	7	13/14	93	0/14	0
Difference July 20 - Jul21		-43		43		0		0		0		0		-56		57		0

Nur MATHS PROGRESS

	ALL CHILDREN						PUPIL PREMIUM						NOT PUPIL PREMIUM					
	BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE		BELOW		EXPECTED		ABOVE	
SEP	3/13	23	4/13	31	6/13	46	3/3	100	0/3	0	0/3	0	0/10	0	4/10	40	6/10	60

Data for all children

Measure	Score
EYFS	
Meeting expected GLD at EYFS	reading 37% writing 49% mathematics 35%
Phonics Screener	
Meeting expected standard at Y1 Phonics	cancelled due to covid
Meeting expected standard at Y2 Phonics	82% (Dec 21)
End of Key Stage 1 (internal assessments)	
Expected standard in READING at KS1	53%
Achieving high standard in READING at KS1	10%
Expected standard in WRITING at KS1	43%
Achieving high standard in WRITING at KS1	10%
Expected standard in MATHS at KS1	67%
Achieving high standard in MATHS at KS1	5%
End of Key Stage 2 (internal assessments)	
Meeting expected standard at KS2	67%
Achieving high standard at KS2	11%
Expected standard in READING at KS2	67%
Achieving high standard in READING at KS2	22%

Expected standard in WRITING at KS2	67%
Achieving high standard in WRITING at KS2	22%
Expected standard in MATHS at KS2	78%
Achieving high standard in MATHS at KS2	11%

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 Feb 2022) via a broad, balanced and engaging curriculum £20,000 approx
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. £10,000 approx
Priority 3 - Wider Strategies	
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, varying levels of engagement and support from home. Pupils may feel insecure and uncertain about the future resulting in low aspirations. Ensuring the interventions are high quality and delivered to the highest standard. Families in need of extra support
Projected spending	£20,000 approximately

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improve school progress score achieved in KS2 Reading 2018-2019 (-2.4) Accelerated reader programme, English Hub phonics audit, RWI training portal subscription including staff training, additional reading resources, NFER testing papers.	Jul 21
Progress in Writing	Improve school progress score achieved in KS2 Writing 2018-2019 (0.4) At least achieve National Average progress score (0)	Jul 21

	Additional author visits, and inspiring writing via learning expeditions eg visit to The Festival Theatre, Edinburgh.	
Progress in Mathematics	Improve school progress score achieved in KS2 Maths 2018-2019 (-0.6) Maths No Problem textbook purchases.	Jul 21
Phonics	Achieve 70% in Y1 phonics screener and 70% in Y2 phonics screener	Jul 21
Other	Improve attendance of FSM6 pupils to above LA average (93.48%) and disadvantaged pupils to above LA average (93.79%) Subscription to SLA for EWO support.	Jul 21

Measure	Activity
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.
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
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
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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. Training input through Read Write Inc Training and English Hub.
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	Thrive Practitioner to provide all staff with advice and support on PSHCE / Mental Health and Wellbeing resources available for all children. 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. Mental Health leads / Thrive Practitioner to provide additional support for those children in greater need. Every class to be assessed using class Thrive profiles and class action plans created and delivered. Individuals / most vulnerable children to be assessed and personal Thrive action plans created and delivered. Provide class based whole class PSHCE input as and when needed

	Provide additional support to those having to self isolate as necessary.
Priority 2	<p>Employ Family support worker to liaise with families needing additional support.</p> <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 impact negatively on 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

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 is staff need to self isolate.</p>	Newer team in school
Targeted support	Ensuring enough time for school Literacy / Maths leads to observe interventions / lesson and support / advise staff as needed	<p>Trainee teachers across school will allow release time for SLT / maths lead as necessary</p> <p>Maths academic mentor</p>

	Ensuring interventions have priority and are high quality / having impact on accelerating progress	appointed for the year
Wider strategies	<p>Engaging and reassuring the families facing most challenges</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>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>Family support worker and Admin & 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>TEACHING PRIORITIES</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>The impact of lockdown has had a greater impact on our children who are in receipt</p>

	of Pupil Premium as with the national picture.
TEACHING PRIORITIES / TARGETED SUPPORT High ability pupils eligible for PP will make the same progress as other high ability pupils in reading, writing and maths.	LIMITED EVIDENCE DUE TO COVID 19. Due to Covid 19 there were no end of year assessments. .
TEACHING PRIORITIES / TARGETED SUPPORT Improve progress in KS2 reading, writing and maths for those pupils who have PP & SEND hence narrowing the gap.	Children who receive PP grant were making more progress by Feb 2021 than those not in receipt of the grant. However, the lockdown had a greater negative impact on those children. Additional targeted support is therefore needed in 2021-2022 especially in reading and maths for PP.
TARGETED ACADEMIC SUPPORT Improve oral language skills for pupils eligible for PP in Reception class and those now in Y1 who did not meet ARE.	No official end of EYFS data due to Covid 19.
TARGETED ACADEMIC SUPPORT 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 provided a range of hardware and software. 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 Reader, Oxford Owls, TT Rockstars