# Cramlington Village Primary School

# Pupil premium strategy statement July 22 to Sep 2023

This statement details Cramlington village'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 effect that last year's spending of pupil premium had within our school. School overview

| Metric | Data (2022 -2023) |
|---|---|
| School name | Cramlington Village Primary School |
| Pupils in school | 189 |
| Proportion of disadvantaged pupils | 27% (in class cohorts ranges from 42% to 11%) |
| Pupil premium allocation this academic year | £74180 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | October 2022 |
| Review date | July 2023 |
| Statement authorised by | Debbie Wylie |
| Pupil premium lead | Melissa Costello |
|  |  |

2021-2022

| Deprivation (FSM6) | Services | Adopted from Care | LAC | Special Guardianship |
|---|---|---|---|---|
| 44  (£59180) | 3 (£930) | 5   (£11725) | 1   (£2345) | 0 |

2022--2023

| Deprivation (FSM6) | Services | Adopted from Care | LAC/PLAC | Special Guardianship |
|---|---|---|---|---|
| 49 (67865) | 3 (960) | 1 (£2410) | 1   (£4820) | 0 |

## 2022-2023

| PP | in year | PP | %year |
|---|---|---|---|
| Nursery | 8 | 1 | 13 |
| Reception | 27 | 3 | 11 |
| Y1 | 24 | 8 | 33 |
| Y2 | 24 | 8 | 33 |
| Y3 | 24 | 4 | 17 |
| Y4 | 23 | 7 | 30 |
| Y5 | 26 | 9 | 35 |
| Y6 | 33 | 14 | 42 |

| whole school | 189 | 54 | 27 |
|---|---|---|---|

## Statement of intent

At Cramlington Village Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.  We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.  Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Cramlington Village, we are determined to provide the support and guidance they need to help them overcome these barriers.  In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

1 Lower attainment and slower progress rates made by some pupil premium/ disadvantaged children. The children have gaps and misconceptions and need repeated over learning to retain/recall prior knowledge and commit information to long term memory.

2 Pupils and their families have social, financial & emotional difficulties, including medical and mental health issues.

3 Pupils have limited experiences beyond their home life and immediate community and a lower level of cultural capital.

4 Low attendance, punctuality and persistent absenteeism of PP/disadvantaged children.

## 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 |
|---|---|
| Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by curriculum leader and SENDCO. | End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and |

| | have helped in accelerating their progress. |
|---|---|
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | Family support worker/SENCo and Principal identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture groups with School nurse., <br> - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. |
| Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum. Learning will show strong links to curriculum which builds on prior learning. | 'Real Planning' will provide pupils with meaningful, exciting, varied and real life based learning. <br> Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. <br> Teachers and support staff planning will evidence a wide range of visits/events/experiences to inspire/enhance learning and make it memorable. <br> Each year group spending allocations for funding to develop Real Planning and planning events which excite and enthuse children to learn across all subjects. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. |
| compared to similar schools (on the ISDR) disadvantaged pupils will be placed in the upper two quintiles of national expectations for attendance/persistent absence. | Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Family support worker brings about an increase in PP pupils' attendance and a decrease in persistent absence. |

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

3m

**Budgeted cost: £ £30,500**

| Activity | Evidence that supports this approach |
|---|---|
| - SENDCO to work with KS1and EYFS staff on developing delivery ordinarily available provision (OAP) for teachers and Teaching assistants.<br><br> - Vice principal to work with subject leaders to improve/enhance the teaching and learning and progression within every subject with a focus on those disadvantaged pupils who have shown less strong progress when compared to non-disadvantaged peers. | https://educationendowment foundation.org.uk/public/files/ Publications/Pupil_Premium_ Guidance_iPDF.pdf<br><br>https://sandbox.educationendowment foundation.org.uk/educationevidence/teac hing-learning-toolkit |
| - Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.<br>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. | Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see www. Gov.uk/publications/the-pupil-premium-ho w-schoolsare-spending-the funding-successfully. |
| - Funding to hire one teacher to work in Y5. Teacher will work with existing Y5/6 teacher to team teach and work independently with groups for maths and English. Teacher will also provide interventions to ensure all children have achieved learning objectives from the morning session. | https://sandbox.educationendowment foundation.org.uk/education-evidence/teac hing-learning-toolkit |

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

Budgeted cost: £ 7,000

| Activity | Evidence that supports this approach |
|---|---|
| Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and | Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-ho |

| Activity | Evidence that supports this approach |
|---|---|
| evaluated by Vice Principals. Interventions to be carried out by experienced teachers and Teaching Assistants within school. Teachers to provide one-to-one after school tuition to targeted receptions pupils after end of Autumn assessments | wschoolsare-spending-the funding successfully. |
| Provide targeted, structured spelling punctuation and grammar interventions to children across Key Stage Two using catch up funding and Pupil premium funding. | Provision of QFT, and effective group intervention for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-ho wschoolsare-spending-the funding successfully. |
| Funding to cover Forest schools lead and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions. | https://www.forestresearch.gov.uk/docume nts /805/fr0112forestschoolsreport.pdf https://www.forestresearch.gov.uk/ research/forest-schools-impact-on -young-children-in-england-and-wales/ |

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

Budgeted cost: £ 30000

| Activity | Evidence that supports this approach |
|---|---|
| - Funding for SEN leader and Family Support Worker (FSW) to support families with high need SEN and Pupil Premium children.<br>- Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. | https://sandbox.educationendowment foundation.org.uk/educationevidence/teac hing-learningtoolkit/social-and-emotional-l earning<br><br>https://sandbox.educationendowment foundation.org.uk/educationevidence/teac hing-learningtoolkit/parental-engagement |
| All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year) and supported access to the residential trips for PP children. | Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupilpremium-how -schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit |
| School attendance lead (FSW) to ensure that parents are made aware of expected attendance levels when they fall below | Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. |

| 90%. Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance. | Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully. |
|---|---|

**Total budgeted cost: £67500**

# 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.

## Disadvantaged pupil performance overview for year 2021 to 2022

### Summary

| All Reading | | | | | | | |
|---|---|---|---|---|---|---|---|
| **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| below | 39 | 51 | 30 | below | 26 | 30 | 20 |
| expected | 40 | 31 | 43 | expected | 56 | 51 | 53 |
| above | 22 | 18 | 25 | above | 19 | 19 | 27 |

| All writing | | | | | | | |
|---|---|---|---|---|---|---|---|
| **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| below | 54 | 77 | 40 | below | 25 | 27 | 27 |
| expected | 32 | 12 | 43 | expected | 57 | 57 | 53 |
| above | 14 | 11 | 17 | above | 20 | 14 | 20 |

| All maths | | | | | | | |
|---|---|---|---|---|---|---|---|
| **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| below | 36 | 47 | 20 | below | 18 | 25 | 20 |
| expected | 45 | 39 | 57 | expected | 64 | 68 | 61 |
| above | 19 | 13 | 22 | above | 18 | 7 | 19 |

**Class data**

| Reading | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Y6 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 23 | 30 | 22 | below | 18 | 14 | 0 |
| | expected | 47 | 30 | 44 | expected | 59 | 36 | 67 |
| | above | 30 | 40 | 33 | above | 23 | 50 | 33 |
| | | | | | | | | |
| Y5 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 41 | 62 | 21 | below | 31 | 31 | 32 |
| | expected | 39 | 28 | 47 | expected | 47 | 61 | 36 |
| | above | 29 | 10 | 32 | above | 22 | 8 | 32 |
| | | | | | | | | |
| Y4 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 37 | 60 | 23 | below | 15 | 30 | 6 |
| | expected | 33 | 30 | 35 | expected | 55 | 60 | 51 |
| | above | 30 | 10 | 42 | above | 30 | 10 | 41 |
| | | | | | | | | |
| Y3 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 45 | 56 | 31 | below | 33 | 55 | 25 |
| | expected | 32 | 22 | 46 | expected | 57 | 22 | 50 |
| | above | 23 | 22 | 23 | above | 9 | 22 | 25 |
| | | | | | | | | |
| Y2 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 43 | 50 | 33 | below | 5 | 0 | 7 |
| | expected | 43 | 50 | 47 | expected | 81 | 100 | 73 |
| | above | 14 | 0 | 20 | above | 14 | 0 | 20 |
| | | | | | | | | |
| Y1 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 58 | 50 | 61 | below | 52 | 50 | 52 |
| | expected | 28 | 25 | 29 | expected | 34 | 25 | 38 |
| | above | 14 | 25 | 10 | above | 14 | 25 | 10 |
| | | | | | | | | |

| Rec | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
|---|---|---|---|---|---|---|---|---|
| | below | 28 | 75 | 28 | below | 28 | 75 | 28 |
| | expected | 56 | 13 | 56 | expected | 56 | 25 | 56 |
| | above | 16 | 13 | 16 | above | 16 | 0 | 16 |
| | | | | | | | | |
| Nur | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 35 | 100 | 35 | below | 35 | | 35 |
| | expected | 65 | 0 | 65 | expected | 65 | | 65 |
| | above | 0 | 0 | | above | 0 | | |

| Writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Y6 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 50 | 78 | 54 | below | 14 | 20 | 8 |
| | expected | 36 | 11 | 29 | expected | 72 | 70 | 75 |
| | above | 14 | 11 | 17 | above | 14 | 10 | 17 |
| | | | | | | | | |
| Y5 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 49 | 84 | 21 | below | 25 | 31 | 13 |
| | expected | 38 | 8 | 63 | expected | 72 | 61 | 78 |
| | above | 13 | 8 | 16 | above | 13 | 8 | 9 |
| | | | | | | | | |
| Y4 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 40 | 90 | 12 | below | 18 | 27 | 16 |
| | expected | 33 | 10 | 47 | expected | 48 | 56 | 50 |
| | above | 28 | 0 | 41 | above | 33 | 18 | 33 |
| | | | | | | | | |
| Y3 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 59 | 78 | 39 | below | 23 | 22 | 50 |
| | expected | 27 | 0 | 46 | expected | 33 | 44 | 0 |
| | above | 14 | 22 | 15 | above | 43 | 22 | 50 |
| | | | | | | | | |
| Y2 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 52 | 68 | 40 | below | 10 | 0 | 17 |
| | expected | 43 | 32 | 53 | expected | 85 | 100 | 76 |
| | above | 5 | 0 | 7 | above | 5 | 0 | 7 |
| | | | | | | | | |
| Y1 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |

| | | all | SEN | PP | | all | SEN | PP |
|---|---|---|---|---|---|---|---|---|
| | below | 73 | 62 | 76 | below | 59 | 63 | 57 |
| | expected | 17 | 13 | 19 | expected | 31 | 12 | 38 |
| | above | 10 | 25 | 5 | above | 10 | 25 | 5 |
| | | | | | | | | |
| Rec | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 28 | 75% | 28 | below | 28 | | 28 |
| | expected | 56 | 13% | 56 | expected | 56 | | 56 |
| | above | 16 | 13% | 16 | above | 16 | | 16 |
| | | | | | | | | |
| Nur | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 35 | 100 | 35 | below | 35 | | 35 |
| | expected | 65 | 0 | 65 | expected | 65 | | 65 |
| | above | 0 | 0 | 0 | above | 0 | | 0 |

| **Maths** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Y6 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 32 | 40 | 50 | below | 9 | 10 | 8 |
| | expected | 50 | 40 | 40 | expected | 73 | 70 | 75 |
| | above | 18 | 20 | 10 | above | 18 | 20 | 17 |
| | | | | | | | | |
| Y5 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 38 | 46 | 21 | below | 25 | 38 | 16 |
| | expected | 43 | 46 | 53 | expected | 56 | 54 | 58 |
| | above | 19 | 8 | 26 | above | 19 | 8 | 26 |
| | | | | | | | | |
| Y4 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 22 | 50 | 6 | below | 7 | 20 | 0 |
| | expected | 52 | 30 | 64 | expected | 67 | 80 | 59 |
| | above | 26 | 20 | 30 | above | 26 | 0 | 41 |
| | | | | | | | | |
| Y3 | **% Attainment** | all | SEN | PP | **% Progress** | all | SEN | PP |
| | below | 36 | 56 | 15 | below | 24 | 44 | 50 |
| | expected | 37 | 22 | 55 | expected | 57 | 55 | 50 |
| | above | 27 | 22 | 30 | above | 19 | 0 | 0 |

| Y2 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
|---|---|---|---|---|---|---|---|---|
| | below | 29 | 50 | 13 | below | 5 | 0 | 7 |
| | expected | 56 | 50 | 67 | expected | 81 | 100 | 73 |
| | above | 14 | 0 | 20 | above | 14 | 0 | 20 |
| | | | | | | | | |
| Y1 | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 41 | 37 | 47 | below | 38 | 38 | 38 |
| | expected | 49 | 50 | 43 | expected | 52 | 49 | 52 |
| | above | 10 | 13 | 10 | above | 10 | 13 | 10 |
| | | | | | | | | |
| Rec | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 28 | 75% | 28 | below | 28 | | 28 |
| | expected | 60 | 13% | 60 | expected | 60 | | 60 |
| | above | 12 | 13% | 12 | above | 12 | | 12 |
| | | | | | | | | |
| Nur | % Attainment | all | SEN | PP | % Progress | all | SEN | PP |
| | below | 12 | 100 | | below | 12 | | |
| | expected | 88 | 0 | | expected | 88 | | |
| | above | 0 | 0 | | above | 0 | | |

Data for all children July 2022

| Measure | Score |
|---|---|
| **EYFS** | |
| Meeting expected GLD at EYFS | reading 72% <br> writing 72% <br> mathematics 72% |
| **Phonics Screener** | |
| Meeting expected standard at Y1 Phonics | 55% |
| Meeting expected standard at Y2 Phonics | (93% predicted for June 22) |
| **End of Key Stage 1** | |
| Expected standard in READING at KS1 | 43% |

| | |
|---|---|
| Achieving high standard in READING at KS1 | 14% |
| Expected standard in WRITING at KS1 | 43% |
| Achieving high standard in WRITING at KS1 | 5% |
| Expected standard in MATHS at KS1 | 57% |
| Achieving high standard in MATHS at KS1 | 14% |
| **End of Key Stage 2** | |
| Expected standard in READING at KS2 | 45% |
| Achieving high standard in READING at KS2 | 27% |
| Expected standard in SPAG at KS2 | 36% |
| Achieving high standard in SPAG at KS2 | 13% |
| Expected standard in MATHS at KS2 | 50% |
| Achieving high standard in MATHS at KS2 | 18% |

## Y4 Times Table Multiplication Check

| pupil score out of 25 | | m | |
|---|---|---|---|
| 25 | 7 | 25% |
| 24 | 3 | 11% |
| 23 | 2 | 7% |
| 22 | 2 | 7% |
| 15-21 | 8 | 29% |
| 0-14 | 6 | 21% |
| | | |
| 2022 school mean | | 19 |
| national 2019 data mean | | 18.4 |
| 2019 national data % of children scoring 25/25 | | 17.4% |