

Pupil premium statement (primary)

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

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	Crowmoor Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alan Parkhurst Headteacher
Pupil premium lead	Alan Parkhurst Headteacher, Jayne Parkhurst Deputy Headteacher, Hannah Cave School Business Manager
Governor / Trustee lead	Kathy Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,805
Recovery premium funding allocation this academic year	£12,974
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	£111,779

Part A: Pupil premium strategy plan

Statement of intent

Our Context

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced by the children and their families. Our context is reflected by research conducted by the EEF. Common barriers to learning for disadvantaged children in this area and nationally can be: poorer funding and thus resources for our school (in a disadvantaged area such as ours) as recognised by our ISDR; less support at home, exposure to less stable family environments, weak language and communication skills, low attainment in language and physical skills on entry to EYFS, lack of confidence and resilience, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all, we strive as a school to personalise our support.

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision provided by Crowmoor meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum and achieve curriculum success
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and

understanding of the world in all its diversity through a curriculum celebrating the UNICEF RRSA.

<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

National and Local rank (1 = most deprived)			
LSOA Code	Electoral Ward/Division	LSOA falls within National Rank/32,844	Shropshire Rank/192
E01028957	Harlescott	1,411	1 st
E01028967	Monkmoor	2,153	2 nd

http://dclgapps.communities.gov.uk/imd/iod_index.html#

Electoral Division /63	Electoral Division Rank IMD 2015 [1=most deprived]	Electoral Division Rank IMD 2019 [1 = most deprived]
Monkmoor	3	1
Harlescott	2	2

Principles

- We will ensure that teaching and learning opportunities meet the needs of all the pupils
- Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

means that not necessarily all children receiving free school meals will be in receipt of pupil premium interventions at the same time.

- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and for individuals and that all staff are proactive in tackling the barriers faced by our vulnerable pupils.
- Our intention at Crowmoor is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high personal attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good personal progress for those who are already high attainers.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support the needs of vulnerable pupils, regardless of whether they are disadvantaged or not.
- High-quality teaching must be at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Issues relating to parental engagement in school and learning, which can have a negative effect on the progress PP pupils make
2	Poor language skills impacting on both verbal and reading abilities
3	Deprivation for a number of our families has increased further
4	Increased number of children needing breakfast on arrival at school before they are ready to learn

5	School funding is significantly less than the national average
6	Housing issues risk of eviction etc.
7	Instability and frequent transfers of families in and out of the catchment area-74% which puts us in quintile 4
8	Attendance issues-highest 20% of schools nationally
9	Limited life experiences beyond the local area
10	The IDACI data for the school's catchment area placed us in the bottom 10% of schools for deprivation in 2015. In 2019 the whole of the catchment area, against 50% previously is now in the bottom 10% and the school's position in the deprivation league table has dropped by over 100 places.

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
Pupil premium attainment improves in line with non-pupil premium children.	Pupils achieve (or exceed) expected attainment in reading, writing and maths. Formative assessment will show gaps to be addressed and discussed at PP meetings.
Increasing opportunities for pupils	Pupils have opportunities to engage in and access activities/ experiences during their time at primary school similar to those from more supported background areas: cultural, social and sporting.
Pupils confidence to increase	Pupils to leave our school as confident and resilient learners who have had access to different opportunities in their school life ready to succeed in their various secondary schools and be given life skills.
Support for our families	Families to feel suitably supported by the school so they are then able to focus on supporting their children's learning.
All pupils can access learning in class	All pupils can access learning in class because their physiological, safety, belonging and esteem needs are met. Pupils' increased confidence when faced with new experiences: Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn are reduced. Pupils retain more friendship and need less support in class time to resolve friendship issues
Improving vocabulary	Pupils improve vocabulary and oral language skills in reception and transition into KS1. Children are able to talk about

	their feelings in a controlled way and acknowledge problems can be solved: pupils in reception meet age related expectations at the end of the year. Year 1 pupils can pass the phonics check.
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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: **£56,714.27**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher delivering half an hour a day three times a week intervention on a small group basis	There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading: The SENDCo will be delivering reading interventions three times a week.	1,2
Reading the game Shrewsbury Town	We have worked with Shrewsbury Town in the past and believe pupils have been inspired and encourage to read by the approaches Shrewsbury Town use in this programme. We have strong connections with our local football club which allows pupils to gain extra experiences in and outside of the classroom. The club mascot visit at the end of the session is particularly enjoyed by the children and encourages them to work in the sessions.	1,2,9
Maintaining single aged classes in Key Stage two	In order to best enable a continued focus on quality first teaching and to maximise teacher input and to meet the needs of PP children and close the gap, additional Teacher to maintain single aged classes in Key Stage 2 to enable smaller class sizes. We do not feel increased class sizes would benefit our pupils. Therefore, maintaining these class sizes allows Teachers to support pupils both academically and pastorally. This structure allows us to maintain these class sizes in both the morning and afternoon in Key Stage 2.	1,2

Funding an experienced additional part-time Teacher in Foundation Stage to assist with the learning barriers from lockdown	Our reception pupils have struggled with the routine of school and this has created a barrier to learning. Therefore this Teacher will specifically work with groups of children to address fine motor skills, speech and language concerns and will develop maths skills through play.	1&2
To improve concentration and academic performance and life opportunities	We have a specialist music Teacher who delivers to our Year Three and Four classes on a weekly basis	1,3,9

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

Budgeted cost: **£31,452.14**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for Year 6 pupils in preparation for SATS	Class Teacher to use baseline data before booster sessions begin: PIRA, PUMA, AR/writing grid. Also, previously the class teacher has had regular discussions with the TA to discuss progress. This worked previously and we will continue to do this.	1,2
Targeted support for small groups of pupils eligible in Year two improving academic outcomes	Pupils work better in small targeted groups. The training the Higher-Level Teaching Assistant has received makes them suitable to carry out this specific targeted approach. The teacher analyses and identify target groups using formative and summative assessments: PIRA, PUMA, AR/Writing grid. Teacher baselines pupils and the teacher and teaching assistant review weekly, evaluate and plan required support.	1,2
Teaching Assistants in the afternoon in Years 5 and 6 to provide additional targeted work with PP Pupils to maximise their progress	Closing the gap between PP and non PP within this year group. We will provide targeted work with PP pupils via year 5 and 6 interventions for reading, writing and maths this coming year to maximise their progress. To enable PP children to progress in line with non PP children. Autumn Term: Teacher to baseline attainment, evaluate	1,2

	and plan target groups using PIRA/PUMA/AR and Writing grids.	
National Tutoring Programme Academic Mentors x3 Mentors	<p>Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We have hosted two Academic Mentors for two years now due to the deprivation of our catchment area. Utilising the COVID premium we already offset the on costs and 5% costs of our two Academic Mentors. We found they were so successful during 2021 in helping to address the areas of development we had identified: reading, phonics and sustained pieces of writing as well as applying learning to mathematical problem solving, that we wanted to maximise the funding and it's impact by employing a third directly through school. This we have done and have employed a literacy specialist mentor on 0.8 from the end of November to work intensively on reading and phonics, utilising exactly the same parameters as for our nationally funded mentors, but working with no more than 3 pupils and often 1:1 . The pupils worked with are base-lined at the start of their mentored period and again at the end to measure the impact on each pupil. This information is shared with class teachers, and the selection of the pupils is carried out using assessment data provided by the teachers.</p> <p>The use of these three mentors enables the individual needs of pupils to be addressed and specifically responded to in a bespoke manner. The very small group sizes or 1:1 work encourages confidence and resilience in the pupils , making them more resilient in facing the areas of `` they have struggled with when back in class.</p>	2,5,7

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

Budgeted cost: **£26,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Termly prizes	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
National Breakfast Programme	This programme is provided by the DfE It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	4,10
Funding the cost of two Arthog visits for Years 5 and 6 pupils ensuring there is no barrier to attendance of trips, that offer valuable outside of the classroom experiences.	Funding PP children on residential visits to ensure they do not miss out on these valuable out of school residential visits. Pupils learn valuable life skills outside on the classroom and it	3,9,10

	helps them improve their confidence doing things outside of their comfort zones.	
Funding places at Hazles Farm Childcare after school club	This gives children opportunities to read and take part in activities after school which increases their opportunities and also helps them to be ready to learn. They also receive food and a drink.	3,9

Total budgeted cost: £114,666.41

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.

Ensuring physical and mental well-being we feel has enabled children to be able to focus on learning in class more. The frequency of the need for intervention lessened on individual basis. The attendance at breakfast club allowed pupils to be ready to learn in the mornings because they had received a healthy breakfast.

With regards to the family support worker the funding was unfortunately withdrawn and the family support worker recalled to work centrally by the Local Authority: limiting the school's pastoral support. Unfortunately, due to long term absence we are unable to measure the impact of this support. This post will not continue.

Teaching Assistants during the afternoon sessions in years 5 and 6- Covid restrictions meant the teaching assistants worked within classes of key workers and vulnerable children. Once COVID restrictions ended: teaching assistants worked alongside teachers to provide pastoral and academic support to small groups of children.

Teacher delivering interventions two days a week-Limited impact due to Covid restrictions.

To improve concentration and academic performance and life opportunities- This has allowed our pupils to gain an interest in music and has led to some of our pupils learning music on a one to one basis also a number of pupils have requested a choir which has now been set up. Children are positive about music sessions.

Due to Covid restrictions all visits and visitors were restricted.

Attendance and behaviour celebrations- All children are excited to win the prizes and we believe this excitement created amongst the pupils helps to maintain our attendance. We want to continue to improve this and therefore we meet regularly with Education Welfare. Governors and the EWO along with the school work together with families to address any barriers and improve individual pupils' attendance.

Maintaining single age classes in Key Stage two- Unfortunately due to the funding formula we have had to make Teacher redundancies this year and were looking at moving towards mixed aged classes in Key Stage two. We did not feel increased class sizes would benefit our pupils. Therefore, we have maintained the structure to enable us to keep four classes morning and afternoon in Key Stage 2.

Improve the chronological and academic reading ages of all pupils- We believe due to Covid it had limited impact. However, some children accessed AR at home during lockdown. We have continued with this because we believe it works with our below expected and expected readers-results show this.

Externally provided programmes

Programme	Provider
Reading the game	Shrewsbury Town in the Community
Mental health pathfinder school	NHS
National Breakfast Scheme	DFE

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Working with the National School Breakfast programme funded by the DFE to enable all our pupils to be ready to learn in the morning.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.