

# **Croxby Primary Academy - Pupil premium strategy statement**

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2024 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.

## Academy overview

Detail	Data
Academy name	Croxby Primary
Number of pupils in the academy	360
Proportion (%) of pupil premium eligible pupils	74 (22%) 2023-2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	01/10/21
Date on which it will be reviewed	20/08/24
Statement authorised by	K. Mason
Pupil premium lead	C. Neighbour
Governor / Trustee lead	D. Shaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215
Recovery premium funding allocation this academic year including School Led Tutoring	£18,371
Pupil premium funding carried forward from previous years (enter £0 if not Applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,586

# Part A: Pupil premium strategy plan 2021-2024

## Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have gaps in their maths, English and Foundation subject knowledge due to being significantly less likely to have come from a rich home learning environment.
2	On entry to EYFS, 66% of children are below age related expectations in Prime Areas. Specific significant gaps in moving and handling and writing.
3	Lower attendance figures and higher persistent absenteeism of disadvantaged children.
4	Limited life experiences, travel and learning outside the immediate community and reduced learning motivations as a result of low aspirations.
5	Increasing parental engagement with their children's learning and the academy.

## 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
To improve the quality of teaching and ensure that all children consistently achieve highly, particularly the most disadvantaged.	Every teacher is deemed to be delivering quality first provision.
To provide work to children which will be coherently planned and sequenced to ensure cumulatively sufficient knowledge, vocabulary and skills across the foundation subjects.	Disadvantaged Children are retaining at least 60% of all knowledge and vocabulary term on term and one year later.
To develop communication and language skills and ensure that any gaps in learning in maths and English are narrowed in order to facilitate future learning.	Disadvantaged Children in receipt of Mable S & L will achieve 75% of their targets.
To ensure intervention in phonics is in addition to the rigorous approach to the teaching of reading and develops learners' confidence and enjoyment in reading.	Disadvantaged Children in Year 1 and 2 will increase their phonics score in the phonics screening test. (Year 1 target 75%)
To enable children to access a different learning pathway in reading, maths and writing as required.	Disadvantaged Children are making progress in maths, reading and writing in line with non-disadvantaged pupils.
To increase parental engagement with the academy.	Increased percentage of parents, including those of DA children, attend events at the academy and view the online newsletters.
<p>To provide a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</p> <p>There is strong take-up by pupils of the opportunities provided by the academy and the most disadvantaged children consistently benefit from this.</p>	<p>All children will access NAPA over a term.</p> <p>KS2 children will be taught to play two musical instruments by a specialist teacher.</p> <p>Children will have attended yoga/well-being sessions improving their confidence and learning motivations.</p> <p>At least 50% of DA children will have attended at least one of the after-academy clubs run by staff.</p> <p>75% of Disadvantaged children will take at least one graduate award.</p>
To have a strong focus on attendance and punctuality so that disruption to learning is minimised.	<p>The attendance of Disadvantaged children will be at least at 94.5%.</p> <p>The number of PA children who are disadvantaged will be reduced.</p>

<p>To provide an EYFS curriculum which is highly effective, and which ensures children are engaged in their work and play and sustain high levels of concentration. Children, including those children from disadvantaged backgrounds, will do well.</p>	<p>Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum.</p> <p>The number of disadvantaged children in EYFS who achieve GLD will be above 60%</p>
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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.

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

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 49,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly coaching and feedback from monitoring to maximise QFT	EEF Effective Professional Development	1,2
Staff training to upskill pedagogy using 'walkthrus' and knowledge in the foundation subjects to provide improved feedback	EEF Effective Professional Development	1,2
Daily retrieval lessons including the use of low-threat quizzes, metacognition and collaborative learning to enable knowledge retention.	EEF 4, 11	1,2
High quality individualised feedback during lessons to raise attainment and narrow the gap for DA children.	EEF 6	1,2
Extra Teacher in Year 6 for one hour per day to deliver QFT in Reading creating a smaller class size and targeted feedback.	EEF 6, 22	1

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £65,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of data to provide targeted tutoring (YipiYap - 3 days) to narrow the academic gap in maths.	EEF 13, 26	1,2
HLTA to provide up to 18 hours of reading, English and maths weekly to narrow the gap.	EEF 21, 26	1,2
HLTA (16.5 hours per week) Interventions in phonics will raise attainment in Early Reading and increase the number of children achieving the phonics screening pass mark.	EEF 14, 19, 26	1,2
8-10 children to participate in 1-1 tutoring to develop communication and language skills to develop early reading strategies (Mable).	EEF 14	1,2
4 children to participate in 1-1 speech and language with a trained HLTA to develop communication and language skills.	EEF14	1,2
Targeted support for 15 pupils in year 6 through 1:1 tutoring for pupils to narrow the attainment gap in maths (Autumn Term and Spring Term).	EEF 13	1,2
Targeted support for 15 pupils in year 5 through 1:1 tutoring for pupils to narrow the attainment gap in maths (Summer Term).	EEF 13	1,2
Keep up interventions in EYFS by teacher or TA for 1 hour a day to ensure children are working at ARE in Prime Areas	EEF 14	2

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £9,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents invited to attend performances/coffee mornings/House Class afternoons and sway newsletters sent out to improve parental engagement.	EEF 32, 16	5
Attendance officer in the academy to improve attendance and foster links with parents (2 hours per week).	EEF 16	3,5
Social and emotional interventions to be delivered by a TA for 1 hour each day to support SEMH needs of children.	EEF 29	3,4
Clubs to be delivered lunchtimes to offer enrichment opportunities to those who cannot access them after school to develop SEMH needs and skills.	EEF 2	1,2,4
All staff to hold termly after-academy clubs to provide additional experiences for children.	EEF 2	1,2,4

**Total budgeted cost: £ 124,586**

## 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 2022 to 2023 academic year.



Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> <li>As a result of coaching, team teaching and high quality CPD, the number of teachers 'demonstrating an effective quality of education' was at 87% for maths and reading (includes 1 ECT).</li> <li>The number of disadvantaged pupils achieving GLD at the end of EYFS was higher than the national figure as a result of QFT. TBC</li> <li>The number of disadvantaged pupils achieving GLD at the end of EYFS was lower within the cohort. 60% of disadvantaged pupils achieved GLD compared with 61%.</li> <li>In the Year 4 multiplication test, the percentage of pupils achieving both 25 (50%) and 20+ (75%) was higher than the national figure for all pupils.</li> <li>At the end of KS2, there was a significant increase in the percentage of pupils achieving the national standard in all tests including combined results.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use coaching/team teaching for teacher CPD.</li> <li>Whole school Walkthru focus for each half term with an additional CPD session to support quality of teaching.</li> <li>Enhance this using National College webinars/courses,</li> <li>Continue to ensure that disadvantaged pupils have increased access to interventions as required.</li> </ul>
Targeted academic support	
Impact	Lessons learned
<ul style="list-style-type: none"> <li>Disadvantaged pupils retained a percentage of knowledge each term and one year later, which was broadly in line with the whole school, as a result of retrieval lessons and low-threat quizzes.</li> <li>100% of the DA children who took part in the Third space 1:1 maths tutoring program achieved National in their maths SATs.</li> <li>100% of children who received Yipiyap maths intervention increased their scaled score by the end of the year. DA children were given priority for this intervention should they have needed it.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with Mable interventions – focus on younger pupils.</li> <li>The measurement of Disadvantaged pupils' progress with the 'Repeated Reading' intervention will be monitored.</li> <li>The school's Reading leads will continue to monitor pupils reading at home (weekly) and will identify pupils not reading. Swift intervention will occur if pupils are not reading frequently.</li> <li>YIPiYAP tutoring will continue to have a Maths focus and staff will be asked to consider disadvantaged pupils as a priority.</li> <li>There is a high number of disadvantaged pupils in Year 5 this year and therefore an additional HLTA will support in this year group every morning. There will also be an additional teacher for reading lessons</li> </ul>

	in Year 6 to create smaller focus groups.
<b>Wider Strategies</b>	
<b>Impact</b>	<b>Lessons Learned</b>
<ul style="list-style-type: none"> <li>Attendance figures for this year for disadvantaged pupils was 94.2%, which is in the 94<sup>th</sup> percentile and a 2.5% increase from last year's 91.7%. DA attendance is well above the national average of 91.8%. It is lower than non-DA which was 96.2%.</li> <li>The percentage of Persistent Absentees in school was 12.6% this academic year, which was below the target of 16%.</li> <li>All pupils in school accessed NAPA musical theatre lessons during at least one term of the academic year. Performances were performed for parents to attend.</li> <li>All EYFS and KS1 pupils put on a Christmas performance which was performed for parents to attend.</li> <li>18% of pupils who participated in the end of year KS2 were disadvantaged pupils.</li> <li>73% of disadvantaged pupils attended at least one activity club this academic year.</li> <li>Virtual and physical visits were carried out for all pupils to access where possible. These included science enrichment in the form of a planetarium in school for all KS2 pupils during science week, a Sam's Safari visit to the school for EYFS and trips to Magnolia house for Debutots, a trip to the Yorkshire Wold for Y2 pupils, Year 5 and 6 pupils accessed learning about first aid, county lines and persuasion (PD topics) all from visitors to the school. All children had the opportunity to watch an in-school Christmas pantomime performed by Hobgoblin theatre and KS2 also watched a live theatre production of The Last Post linked to WW1.</li> <li>The percentage of disadvantaged pupils achieving graduate awards each term was 87%, which was a significant</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer enrichment opportunities to all children in the academy and look at where this can be developed further (trips/visitors/sports opportunities)</li> <li>Activity Clubs to be offered at lunchtimes as well as after school to enable more children to attend if they wish, including more Disadvantaged pupils.</li> <li>Attendance officer to continue to work with families to reduce the number of PAs – this to be reported on headline measures.</li> </ul>

increase from last year.	
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## Externally provided programmes

Programme	Provider
Online 1-1 communication and language	Mable Speech Therapy
1-1 and small group tutoring for maths and phonics	YIPIYAP tutoring
Online maths tutoring	Third Space Learning

## Service pupil premium funding (optional)























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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit





























The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	<b>Arts participation</b> Moderate impact for very low cost based on moderate evidence	 	+3
2	<b>Aspiration interventions</b> Unclear impact for very low cost based on insufficient evidence	 	
3	<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence	 	+4
4	<b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence	 	+5
5	<b>Extending school time</b> Moderate impact for moderate cost based on limited evidence	 	+3
6	<b>Feedback</b> Very high impact for very low cost based on extensive evidence	 	+6
7	<b>Homework</b> High impact for very low cost based on very limited evidence	 	+5
8	<b>Individualised instruction</b> Moderate impact for very low cost based on limited evidence	 	+4
9	<b>Learning styles</b> Unclear impact for very low cost based on insufficient evidence	 	
10	<b>Mastery learning</b> High impact for very low cost based on limited evidence	 	+5
11	<b>Mentoring</b> Low impact for moderate cost based on moderate evidence	 	+2

12	<b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
13	<b>One to one tuition</b> High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
14	<b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
15	<b>Outdoor adventure learning</b> Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
16	<b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
17	<b>Peer tutoring</b> High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
18	<b>Performance pay</b> Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
19	<b>Phonics</b> High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
20	<b>Physical activity</b> Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
21	<b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
22	<b>Reducing class size</b> Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
23	<b>Repeating a year</b> Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
24	<b>School uniform</b> Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
25	<b>Setting and streaming</b> No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
26	<b>Small group tuition</b> Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4



27	<b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence			+4
28	<b>Summer schools</b> Moderate impact for moderate cost based on limited evidence			+3
29	<b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence			+4
30	<b>Within class attainment grouping</b> Low impact for very low cost based on very limited evidence			+2
<b>EYFS</b>				
31	<b>Built environment</b> No impact for low cost based on very limited evidence			0
32	<b>Communication and language approaches</b> Very high impact for very low cost based on extensive evidence			+6
33	<b>Digital technology</b> Moderate impact for moderate cost based on limited evidence			+4
34	<b>Earlier starting age</b> Very high impact for very high cost based on moderate evidence			+6
35	<b>Early literacy approaches</b> Moderate impact for very low cost based on moderate evidence			+4
36	<b>Early numeracy approaches</b> Very high impact for very low cost based on extensive evidence			+6
37	<b>Extra hours</b> Moderate impact for very high cost based on limited evidence			+3
38	<b>Parental engagement</b> Moderate impact for moderate cost based on moderate evidence			+4
39	<b>Physical development approaches</b> Moderate impact for very low cost based on limited evidence			+3
40	<b>Play-based learning</b> High impact for very low cost based on very limited evidence			+5

41

### Self-regulation strategies

High impact for very low cost based on limited evidence



+5

42

### Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

<http://educationendowmentfoundation.org.uk/toolkit/>