

Croxby Primary Academy - Pupil premium strategy statement

This statement details our academy'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.

Academy overview

Detail	Data
Academy name	Croxby Primary
Number of pupils in the academy	309
Proportion (%) of pupil premium eligible pupils	23.3 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	01/10/21
Date on which it will be reviewed	20/07/22
Statement authorised by	K. Mason
Pupil premium lead	C. Neighbour
Governor / Trustee lead	C. Ayre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,010
Recovery premium funding allocation this academic year including School Led Tutoring	£15,480
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	£97,490

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.
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 PP children, attend events at the academy and view the online newsletters.
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. There is strong take-up by pupils of the opportunities provided by the academy and the most disadvantaged children consistently benefit from this.	All children will access NAPA over a term. KS2 children will be taught to play two musical instruments by a specialist teacher. Children will attend yoga/well-being sessions improving their confidence and learning motivations. At least 50% of PP children will have attended at least one of the after-academy clubs run by staff. 75% of Disadvantaged children will take at least one graduate award.
To have a strong focus on attendance and punctuality so that disruption to learning is minimised.	The attendance of Disadvantaged children will be at least at 94.5%. The number of PA children who are disadvantaged will be reduced.

<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: £ 27,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly coaching and feedback from monitoring to maximise QFT	EEF 7	1,2
Staff training to upskill knowledge and pedagogy in the foundation subjects to provide improved feedback	EEF 7	1,2
Provision of specialist teachers (3 days) to provide experiences for children including NAPA, music lessons and a sports coach.	EEF 1	1,2,4
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 PP children.	EEF 6	1,2

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: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of data to provide targeted tutoring (YipiYap - 4 days) to narrow the academic gap in maths and English (including phonics).	EEF 11	1,2
Support staff to provide up to 3 hours of reading, English and maths daily to narrow the gap.	EEF 21	1,2
Teacher and TA led (10 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	1,2
8-10 children to participate in 1-1 tutoring to develop communication and language skills to develop early reading strategies (Mable).	EEF 11	1,2

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise aspirations and develop cultural capital through enrichment opportunities and subsidising 8-10 trips/residentials.	EEF 2	1,3,4,5
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
Academy to employ a yoga/well-being coach (2 hours per week) to provide positive mental health strategies.	EEF 2	3,4
All staff to hold termly after-academy clubs to provide additional experiences for children.	EEF2	1,2,4

Total budgeted cost: £ 97490

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.

Quality first teaching	
Impact	Lessons Learned
<ul style="list-style-type: none"> As a result of coaching and team teaching, the number of teachers 'demonstrating an effective quality of education' was 16 out of 18 (89%). Academy MER shows a reduction in numbers of teachers getting 'no' (no evidence seen during drop ins) when areas are reviewed across the school. In the EYFS Deep Dives, the numbers of areas not achieved reduced from 7 (in September) to 4 later in the year. In Writing there were 11 areas not achieved in September, this reduced to 8 in November and then 0 in April. In Reading Deep Dives, the areas not achieved reduced from 10 (in September) to 6 in November and finally to 4 in April. Maths started strongly in September with only 4 areas not achieved and this reduced to 3 in November. 60% of children achieved GLD as a result of QFT 88% of Y2 disadvantage children achieved the pass mark in phonics 	<p>Continue to use coaching / team teaching for teacher CPD. Enhance this using National College webinars/courses.</p>
Targeted academic support	
Impact	Lessons Learned
<ul style="list-style-type: none"> 60% of PP pupils to achieve GLD PP pupils retained between 58% and 74% of knowledge one year later as a result of retrieval lessons and low-threat quizzes. Mable (online speech and language therapy) 33% of pupils who accessed this were Disadvantaged pupils. 71% of PP children who participated in Mable achieved their targets. Reading outcomes from the end of KS2 showed that Disadvantaged pupils achieving National had increased from 70% last year to 86% which is also above the 2019 national average for non-Disadvantaged pupils. The percentage of Disadvantaged pupils achieving greater depth in reading had risen from 10% last year to 29% this year. The KS1 Disadvantaged pupil outcomes for reading were lower than last year and national non- 	<p>Continue with Mable interventions</p> <p>YIPiYAP tutoring to increase to include more PP pupils in maths and Phonics</p> <p>Continue to ensure disadvantaged students are a focus for intervention particularly in maths and geography to ensure accelerated progress to close any gaps.</p>

<p>Disadvantaged pupils. This may be partly due to two lockdowns in the last years and a bubble closure in the autumn term.</p> <ul style="list-style-type: none"> • Reading Plus (online intervention) DA children increased their level gain by 0.75. • Third Space Maths (online tutoring for Year 6 pupils). 100% of Disadvantaged pupils participated in this and they made greater gains than the non-Disadvantaged pupils. 100% of the pupils achieved at least national and 29% achieved greater depth in maths at the end of the year. • YipiYap Maths (online tutoring for pupils in Year 5). Pupils who took part in this intervention showed an increased average effect size in pre and post maths tests from 1.2 to 1.67. Disadvantaged pupils who took part in this intervention showed a significant increase in their pre and post scores. 	
Wider Strategies	
Impact	Lessons Learned
<ul style="list-style-type: none"> • Attendance figures for this year for disadvantaged pupils was 94% which is in line with national figures and slightly above last year's, which was 93.6%. • Male and female disadvantaged attendance were in line. • The percentage of Persistent Absentees in school was 5.8% this academic year, which was below the target of 7%. The percentage of PAs who were Disadvantaged was 62% by the end of this year, an increase from last academic year. • During the last lockdown in the Spring Term, 40% of Disadvantaged pupils attended school. • All pupils in school accessed NAPA musical theatre lessons during at least one term of the academic year. Performances were uploaded to you-tube to encourage parental engagement. • All EYFS and KS1 pupils put on a Christmas performance which was recorded for parents to watch online. • All KS2 pupils received either ukulele or glockenspiel weekly lessons, delivered by the LA's School Music Service through the year. 	<p>Continue to offer enrichment opportunities to all children in the academy and look at where this can be developed further (trips/visitors/sports opportunities)</p> <p>Attendance officer to continue to work with families to reduce the number of PAs – this to be reported on headline measures.</p>

<ul style="list-style-type: none"> • 24% of the eligible DA children participated in the school musical. • 28% of all Disadvantaged pupils attended an activity club compared to 30% of non-disadvantaged pupils. • Through supported funding all disadvantaged Year 6 pupils participated in the end of year visit. • Virtual visits were carried out for all pupils to access where possible. These included a session with a poet for all KS2 pupils, a virtual Jorvik visit for Year 3 pupils, an online visitor to talk about the Romans for Year 5 pupils and the Year 6 pupils accessed learning about the Holocaust from an online visitor. • 65% of Disadvantaged pupils completed at least one Graduate Award. 	
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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 1-1 maths intervention	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	Arts participation Moderate impact for very low cost based on moderate evidence	 	+3
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence	 	
3	Behaviour interventions Moderate impact for low cost based on limited evidence	 	+4
4	Collaborative learning approaches High impact for very low cost based on limited evidence	 	+5
5	Extending school time Moderate impact for moderate cost based on limited evidence	 	+3
6	Feedback Very high impact for very low cost based on extensive evidence	 	+6
7	Homework High impact for very low cost based on very limited evidence	 	+5
8	Individualised instruction Moderate impact for very low cost based on limited evidence	 	+4
9	Learning styles Unclear impact for very low cost based on insufficient evidence	 	
10	Mastery learning High impact for very low cost based on limited evidence	 	+5
11	Mentoring Low impact for moderate cost based on moderate evidence	 	+2

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12

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

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

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

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