

## Updated (Sept 23) Pupil Premium strategy statement (2021-2024)



Considering best practice advice from the DFE and EEF, Cromwell Academy now publish a longer-term (3 year) Pupil Premium Strategy Statement which is reviewed annually. The impact will be monitored throughout the year by our Pupil Premium Lead to inform the yearly review.

The impact of socio-economic issues and the Covid pandemic will need to be addressed over a long-term plan.

This statement details our schools use of the Pupil Premium Funding (and Recovery Premium) for 2021-2024 to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding.

### School overview 2023

Detail	Data
School name	Cromwell Academy
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	61/212= Eligible = 28.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 <u>2023/2024</u>
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022 September 2023 <u>September 2024</u>
Statement authorised by	HConnor- James
Pupil premium lead	Carla Parker
Governor / Trustee lead	Rebecca Berton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61880
Recovery premium funding allocation	£0
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	£61880

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate Objective:

All pupils eligible for pupil premium funding will achieve in line with their peers. This includes academic achievement and progress across the broad spectrum of subjects covered in the primary curriculum, including but not limited to reading, writing and mathematics as well as personal development including attendance and punctuality.

How will this be achieved?

- Barriers to learning are identified quickly.
- Research and evidence-based practices are utilised across the school.
- Targeted support is offered to pupils linked to academic progress, social, mental and emotional wellbeing, behaviour and attendance.
- Resource is provided.
- Family engagement and support is prioritised.

Key Principles:

Cromwell Academy follows the tiered approach to pupil premium spending.

**Quality First Teaching:** Tier 1: Spending on improving teaching includes professional development, training and support. Time given to mentor less experienced staff and further shared practice opportunities to further develop teaching practice ensuring disadvantaged pupils are accessing and applying their learning. Retrieval and recall practice within the classroom further helps to embed knowledge and links learning.

**Targeted Academic Support:** Tier 2: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Cromwell Academy addresses misconceptions in learning promptly through Pro podding (an example of same-day intervention). This is prioritised for PP pupils – alongside deployment of a dedicated teaching assistant timetabled to only focus on PP. All with the intention of accelerating progress and bringing PP pupils academically in line with their peers. In addition, catch-up club access is being used to address gaps identified, predominantly caused by school closure. PP who identified as having more significant gaps are invited and encouraged to attend. If appropriate PP with more significant learning gaps work with a tutor for Tier 3 support.

**Wider Strategies:** At Cromwell Academy we work with families to help improve attendance and behaviour. Regularly meeting with families in need of support and encouragement. Pupils with barriers to learning as a consequence of emotional or social needs are referred for wellbeing support. Supporting the 'whole child' at Cromwell Academy- especially post pandemic- is a priority.

## Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment not in line with peers.
2	Underdeveloped language skills and gaps in learning (due to school closure)
3.	Specific social and emotional needs that affect pupils' ability to access lessons/learning
4.	Parental support and aspirations
5.	Limited access to wider life- experiences affects contribution to contextualised learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils eligible for pupil premium funding make the same progress as their peers in reading, writing and maths.	Progress at end of KS1/KS2 in line with peers. Early Learning progress in line with peers.
Attainment for pupils eligible for pupil premium funding is in line with their peers in reading, writing and maths.	Attainment at end of KS1/ KS2 in line with peers. Early Learning attainment in line with peers
Gaps identified in learning – including Oracy in Early Years.	The attainment and progress for pupils eligible for pupil premium funding is in line with that of their peers in reading, writing, phonics and maths.
Pupils eligible for pupil premium funding experience good mental health and general wellbeing.	Readiness for learning is evident with less distractions/ frustrations from friendship friction. Less external factors negatively impacting learning. Good learning behaviours evident.
Parents fully invested in child's educational journey and share aspirational goals with the school.	Parent attendance at parent consultations. Parent involvement on trips. Shared experience for pupils and families (grandparent day etc)
Broaden life experiences of pupil premium pupils	Greater ability to relate to experiences of others. Richer contexts and meaning given to learning. Greater cultural capital. Attendance on trips.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

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

Budgeted School cost: £4,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First teaching developed further through CPD opportunities such as in English (Jane Considine training), Reading(WCGR strategies) , Maths Mastery and Science 'PLAN' lessons.</i></p> <p><i>Costed through whole school development budget £3,360</i></p>	<p>The EEF Guide to The Pupil Premium states that: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>FFT research shows that one of the most effective strategies for pupils is high quality teacher input.</p> <p>The EEF's Attainment Gap Report states that 'Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.'</p> <p>'Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.' EEF Mastery learning impact ( Closing the disadvantaged gap)</p> <p>Continued use of National College training programmes for teachers and TA's.</p> <p>Across Academy training opportunities – specifically in Writing with a view of improving quality of teaching and learning.</p> <p>Peer review for shared good practice.</p>	<p>1,2</p>
<p><i>Daily reading and collaborative work to encourage discussion</i></p>	<p>EEF's 'Improving Literacy in KS1' report states that: 'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes</p>	<p>2</p>

<p><i>and oracy skills. Use of Nellie in early years.</i></p> <p><i>Costed through whole school development budget £1,500</i></p>	<p>described as talking with children rather than talking to children.'</p> <p>'Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.'</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted PP cost: **£30,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pro podding – same day distance marking informing same day interventions. Short, timely addressing of small misconceptions.</p> <p><i>HLTA Teaching Assistant timetabled to support PP in pro pods/ small groups in the afternoon – using the distance marking sheets.</i></p> <p><i>8 hrs p/wk x 38=7,600</i></p> <p><i>TA Pro podding prioritising disadvantaged.</i></p> <p><i>30 mins per child p/week= 23,180</i></p>	<p>'Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies' Teacher feedback to improve pupil learning ( EEF June 2021)</p>	<p>1,2</p>

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

Budgeted PP cost: £29,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance letters/meetings</i> PP lead tracking attendance for PP and meeting with families to ensure attendance improves.</p> <p>DHT management time 3hrs p/wk x 38 = 3990</p>	<p>Historically, a phone call or meeting to discuss poor attendance or punctuality has been enough to prompt improvement. This is to be continued.</p>	4
<p><i>Wellbeing check-ins (TA Led). Pupils identified by staff as needing some 'talk time' or perhaps those finding returning to school challenging.</i></p> <p><i>Welfare champions 2 hr/pw x 38 = 1,520</i></p>	<p>'On the whole children are happy with their own health, though one in every 15 children has low happiness with their health. There are also indications that mental health difficulties have increased for some school-aged children over the months of the pandemic, and an increase in psychological distress has been found for older young people.' State of the nation 2020 (Children and young peoples wellbeing(Dec 2020).</p>	3
<p><i>Parents invited and then reminded re: Parent consultations.</i> <i>Parents invited to open days/ school trips.</i> <i>PP parents invited to phonics training / curriculum nights.</i></p> <p><i>Family welfare adviser-encouraging engagement and providing support for parents – 12hrs x 38= 11400</i></p>	<p>EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline.</p> <p>The EEF Teacher Toolkit also found that 'Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.'</p>	4
<p><i>11 before 11.</i> <i>11 experiences we want Cromwell Academy pupils to leave our school with.</i> <i>Wider life experiences for all – especially</i></p>	<p>Socio economic experiences have been found to effect children's life chances.</p> <p>We have found that some children from disadvantaged backgrounds have limited experiences – such as being to the beach, riding on a bus, learning to ride a bike / swim etc. This can make for difficulty when drawing on their knowledge to help infer in</p>	5

<p><i>beneficial to disadvantaged.</i></p> <p><i>Subsidised school trips – based on £40 per trip per pupil – 1500</i></p> <p><i>After school clubs places fully funded – 36 sessions p/yr per child £5 a session- 10,980</i></p>	<p>reading or write creatively, or apply context to their learning/ oracy.</p>	
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**Total budgeted cost of Pupil Premium : £ 65,030**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Funding: Allocated Expenditure 2022-23 and review

Area of Need	Resource	Cost	Under or over spend
Academic	QFT & Daily reading	£7,200	0
Targeted Academic	Pro podding Catch up clubs	£56,380	0
Welfare	DHT management time Welfare Champions (TA)	£3,200	Review suggests more budget needs to be spent on welfare
Wider Experiences	Subsidised school trips on a needs basis	£1,000	Will require more of the budget as we offer/ advertise this benefit more.
<b>Total</b>		<b>£67780</b>	

### Pupil Premium Funding: Projected Expenditure 2023-2024

Area of Need	Resource	Cost	% of budget
Academic	Pupil Premium Intervention- VG HLTA 8 hours allocated p/wk for 38 weeks.	£7600	58%
	Pro Pod Intervention (TA) Calculated at 30mins per child per week.	£23180	
	Teaching CPD	£4860	
Welfare	DHT management time: 2 hours p/wk for 38 weeks.	£3990	27%
	Welfare Champions (TA) 2 hours p/wk for 38 weeks.	£1520	
	Family Welfare Adviser: 12 hours p/wk for 38 weeks.	£11400	
Wider Experiences	Subsidised school trips (at 50% funded) based on £40 per trip per pupil.	£1500	20%
	Access to wider opportunities through funded places at ASCs. 36 sessions p/yr per child @5 per session.	£10980	
<b>Total</b>		<b>£65030</b>	105%



## Pupil premium strategy outcomes

Intended outcome	Success criteria	Reviewed at end of 22-23
Pupils eligible for pupil premium funding make the same <b>progress</b> as their peers in reading, writing and maths.	Progress at end of KS1/KS2 in line with peers. Early Learning progress in line with peers.	.....
Attainment for pupils eligible for pupil premium funding is in line with their peers in reading, writing and maths.	Attainment at end of KS1/ KS2 in line with peers. Early Learning attainment in line with peers	<p>We can see evidence that the gap between Non-PP and PP pupils, in Reading and Writing attainment, <b>narrows</b> between KS1 and KS2.</p> <p>This gap is narrowing as a result of EAL intervention and oracy interventions. See data table at end of report.</p> <p>This is not the case for Maths at this annual review and further investigations suggest that these 5/9 pupils may have been impacted by:</p> <ul style="list-style-type: none"> <li>- 2/5 pupils Transition from another school in yr 4 and year 5</li> <li>- 3/5 identified with learning difficulties.</li> <li>- Covid years having impacted year 3 and 4 for this cohort and more impactful for PP pupils.</li> </ul>
Gaps identified in learning – including Oracy in Early Years.	The attainment and progress for pupils eligible for pupil premium funding is the in line with that of their peers in reading, writing, phonics and maths.	<p>Gaps identified through summative and formative assessments including NFER, MTC and pro podding same day interventions addressing misconceptions quickly.</p> <p>Pupil premium pupils analysed to identify specific subject gaps and this used to target support.</p> <p>Language / Oracy groups of 6 is early years supported by TA</p> <p>HLTA time prioritised at start of new terms to discuss the break and activities/ family time they had.</p> <p>Early identification of speech and language service needs.</p> <p>Pupil Progress meetings each highlight Pupil Premium progress and identify those in need of bounce back intervention.</p> <p>Oracy in Early Years specifically has been addressed through: Nelli programme, Word aware and Talk for writing.</p> <p>Early Years teacher has been released to complete Masters in Early Years teaching.</p>
Pupils eligible for pupil premium funding experience good mental health and general wellbeing.	Readiness for learning is evident. Less external factors negatively effecting learning. Good learning behaviours evident.	<p>Half termly check ins with HLTA about holidays. All pupils receive this 6 times a year.</p> <p>Learning walk feedback re: environment and learning behaviours fed back to teachers and specific pupils discussed.</p> <p>VECS included in teacher meetings where particularly vulnerable pupils may be discussed and wellbeing addressed.</p> <p>Wellbeing champions meet with those pupils identified as needing</p>

		support with their mental health. 8/10 pupils were PP.
Parents fully invested in child's educational journey and share aspirational goals with the school.	Parent attendance at parent consultations. Parent involvement on trips. Shared experienced for pupils and families (grandparent day etc)	Parent consultations have been offered phone/ virtual this year – with a view to face to face from next year. PP parents are contacted again if no appointment has been made. Now we have a written agreement for parent volunteers. No grandparents day but school opened for enterprise week at Christmas, Summer Fayre, Sports day and meet the teacher evening and open afternoons.  Pupil Premium lead spoke with all the new parents at the reception open evening and discussed attendance and the benefits received if qualifying for pupil premium. This resulted in Early years attendance improving for the new cohort (23-24) if you exclude the impact of unauthorised holidays. So general absence/ sickness has improved. Need to continue to work on holidays.
Broaden life experiences of Pupil premium pupils	Greater ability to relate to experiences of others. Richer contexts and meaning given to learning. Greater cultural capital. Attendance on trips.	Pupil premium families were offered subsidized trips on a needs basis and this was not advertised. Next year it will be clearer that a subsidy can be paid by us for educational trips. Assisted at least 15 families.  Pupil premium pupils have received, when required, a free after school club. This will be rolled out next year and advertised.

## Data outcomes

Outline of performance of disadvantaged pupils in the previous academic year (22-23). Assessed through KS1 and KS1 Statutory tests.

KS1	National Expected +	Whole school Expected +	Non - PP = Expected + %	(7 pupils) PP = Expected + %
R	68%	65.4%	78.9%	28.6%
W	60%	61.5%	78.9%	14.3%
M	70%	76.9%	84.2%	57.1%
Combined		58.6%	71.4%	25%

KS2	National Expected +	Whole school Expected +	Non -PP = Expected + %	(9 children) PP = Expected + %
R	73%	84.4%	91.3%	66.7%
W	71%	65.6%	69.6%	55.6%
M	73%	71.9%	82.6%	44.4%
Combined	59%	62.5%	69.6%	44.4%

Phonics National: 79% Whole school: 90%

## Data reflections

Attainment gaps are narrowing in reading and writing between KS1 and KS2. Maths has not narrowed. Out of the 5 who did not achieve expected in Maths 2/ 5 were new to the school in year 4 and 5. They will also

### Why might the attainment gap have widened?

Evidence from before the pandemic tells us that partial school closures generally lead to a widening of the attainment gap between disadvantaged pupils and their peers (EPI, 2020).

There are a number of factors that may have contributed to the attainment gap widening during this period, particularly in the early stages of the pandemic. These include:

- Differences in schools' approach to, and pupils' engagement with, remote and online learning (Francis, 2020; NFER, 2020)
- Varying access to the technology needed to complete online learning (Sutton Trust, 2020)
- Disparate levels of parental support (Sutton Trust, 2020b)
- Lack of access to a quiet, safe space to learn (NFER, 2020b)

as PP pupils have been unfairly disadvantaged during Covid-19 school closures. Maths mastery teaching is in it's first year post trial and has not yet had the impact we are working towards.

## In-year data PP Exp + (informing our use of PP HLTA time)

	Summer EXP + Reading	Summer EXP + Writing	Summer EXP + Maths
Year 1	87.5%	87.5%	62.5%
Year 2	37.5%	25%	62.5%
Year 3	37.5%	25%	62.5%
Year 4	60%	10%	55.6%
Year 5	62.5%	25%	50%

## Attendance

	Attendance (21-22)	Attendance (22-23)
PP eligible	90.36%	91.65%
Non – PP	95.07%	95.03%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
PSQM CPD Programme	PSQM – University of Hertfordshire (2021 only)
Jane Considine Writing Programme	The training space
Accelerated Reader	Renaissance
Spelling Shed	Ed Shed
TT rockstars	Maths Circle

Letter-join	Green and Tempest
National College – Training Provider	National College