

Pupil premium strategy statement –Cromwell Academy

(2024-2027)

This statement details our school'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 outcomes for disadvantaged pupils last academic year.

School overview

September 2024

Detail	Data
Number of pupils in school	229 pupils (P-6) 202 pupils (R-6)
Proportion (%) of pupil premium eligible pupils	57 enrolled as eligible 24% (P-6) 55 enrolled as eligible 27% (R-6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Sept '24-August '25 Sept '25 – August '26 Sept '26 – August '27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	
Pupil premium lead	Carla Parker
Governor / Trustee lead	Rebecca Bierton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	YrR- Yr 6 - £68,030 Pre school: £775 Total: 68,805
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,805

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.
- Resources 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 (through peer-to-peer programme) to further develop teaching practice ensuring disadvantaged pupils are accessing and applying their learning. Retrieval and recall practice pyramids within the classroom further helps to embed knowledge and link 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. All with the intention of accelerating progress and bringing PP pupils academically in line with their peers. This 3 year strategy will delve deeper into possible **earlier established gaps**, which reduce the ability for PP pupils to link learning and recall the foundations before being able to build new knowledge. Deployment of a dedicated teaching assistant timetabled to only focus on PP gaps aims to diminish further gaps and...

Wider Strategies: At Cromwell Academy we work with families to help improve attendance and behaviour. Support offered through our family welfare advisor means we are able to intervene earlier reducing the impact of poor attendance or poor wellbeing on our pupil premium families.

Pupils with barriers to learning as a consequence of emotional or social needs are referred for wellbeing support and parents supported where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Disadvantaged attendance for the Yr 23/24 academic year was 92.66%. The gap between disadvantaged and non was 3.1%</p> <p>Persistent absenteeism of disadvantaged children Yr 23/24 was 25.76% compared to 7.64% of non-disadvantaged children.</p>
2	<p>Attainment</p> <p>Progress and attainment not in line with peers. Mobility is high and double disadvantaged are having an impact on PP outcomes.</p> <p>See data overview.</p>
3	<p>Behaviour and Attitude</p> <p>Pupils eligible for PPG can lack self-belief, determination, resilience and an urgency to learn. Improving self-motivation and confidence is essential. Limited access to wider life- experiences affects contribution to contextualised learning. Parental support and aspirations need addressing.</p> <p>Allee-Herndon and Roberts (2019) suggested that low-income households typically show reduced capacity for persistence with challenging academic tasks.</p>
4	<p>Wellbeing</p> <p>Specific social, emotional and financial needs that affect pupil's ability to access learning.</p> <p>Children eligible for FSM and with SEND are also particularly at risk of poorer mental health outcomes (DFE 2022). Consistent evidence indicates that Children in Need (CIN) and looked after children have similar trajectories to those with SEND (Factors influencing primary school pupils' outcomes)</p>
5	<p>Oracy</p> <p>Underdeveloped language skills leading to gaps in learning and retention.</p>

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
<p>All pupils (PP and Non-PP) to achieve 95%+ attendance.</p> <p>Reduce the % of PP children who end the year as PA (below 90%) – diminishing the difference between PP and non PP.</p>	<p>On average whole school attendance to be 95%+ For PP attendance to be in line with peers.</p> <p>Reduce the PA for PP pupils by addressing the repeated attendance barriers.</p> <p>Aim for ...</p>
<p>PP eligible pupils to achieve Expected Standard in line with peers in reading, writing and maths.</p>	<p>Use of HLTA and Pro podding successfully diminishes the difference between PP and non PP % Expected standard.</p> <p>Enrolment on closing gap national pilot.</p>
<p>PP eligible pupils are excited about their learning, enjoy developing new skills and challenging themselves.</p>	<p>Improved attitude and evidence of resilience through challenging learning opportunities.</p> <p>All PP pupils access school trips.</p> <p>Supporting families to develop aspirational goals for their children.</p> <p>Pupils to speak with confidence about their personal goals – short term and long term.</p>
<p>Supporting emotional needs of PP families – school, parenting support at home etc.</p> <p>Reducing financial barriers which may impact learning</p>	<p>Family Worker has touched base with all pupils who are disadvantaged.</p>

	<p>Family worker signposted PP families to food bank vouchers and other community provisions which support through holiday periods,</p> <p>All PP families are aware of and can receive 50% off all school trips.</p> <p>Access to wider opportunities has increased and the financial burden.</p>
Pupils to be able to confidently recall, speak about and link their learning	Pupils can answer questions about their learning. How it relates to different contexts and subjects. For pupils to be able to hold a conversation and ask questions about a topic.

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

Budgeted cost: £ 23180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching Including rehearsal, recall and embedding</p> <p>Adaptive teaching – CPD</p> <p>Oracy – CPD Teachers are trained in developing Oracy. Children to recall verbally their learning and be able to speak confidently about a topic</p>	<p>Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Use of technology to support improving outcomes</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Mini Masterclass: A 10-Minute Guide to Oracy (nationalcollege.com)</p>	2 – Attainment
<p>Peer to Peer CPD- shared good practice towards shared goals</p>	<p>Peer coaching for teachers: Teachers mentoring teachers</p> <p>The concept of coaching for teachers was introduced by Joyce and Showers (1982). After evaluating research about how individuals best learn new skills, they investigated the usefulness of peer coaching for helping teachers to develop expertise with new teaching techniques. They found that peer coaching did in fact make a difference.</p> <p>A meta-analysis of studies that examined the outcomes of staff development programmes revealed that peer coaching was more powerful in terms of transfer of training than all other training components (e.g. information, theory, demonstration, feedback and practice).</p> <p>Coaching for Teachers: What school leaders need to consider (irisconnect.com)</p>	

Targeted academic support

Budgeted cost: £11600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attainment</p> <p>Monitoring each half-term PP attainment and progress data against non -PP.</p> <p>Enrolment on national closing gap programme.</p> <p>Discuss strategies with classteachers in Pupil progress meetings and with HLTA for PP</p> <p>Direct HLTA to PP pupils in Year 3 and 4 to specifically address their earlier established gaps.</p> <p>Promote inclusion in bounce back interventions</p> <p>Inform and involve parents to improve buy-in.</p> <p>Prioritise PP for same day pro podding/ interventions</p> <p>Recognise and address double disadvantaged</p>	<p>Targeting gaps in knowledge strategy.</p> <p>Some schools are not making sure that all children learn the foundational knowledge that they will need later. This makes it harder for children to learn at key stage 2.</p> <p>When schools identify weaknesses in children’s knowledge, skills and behaviour, they do not always consider carefully enough how the curriculum or teaching approaches might need to be adapted to compensate.</p> <p>‘Some Year 3 teachers recognised that pupils entering key stage 2 were struggling because their handwriting was weak. Leaders, however, had not identified this as a shortcoming of the Reception and key stage 1 curriculums and so had not adjusted them accordingly.’</p> <p>Strong foundations in the first years of school - GOV.UK (www.gov.uk) (2024)</p>	<p>2 – Attainment</p>

Wider strategies

Budgeted cost: £ 31,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance</u></p> <p>Monitoring of whole school attendance and vulnerable groups (PP) especially identifying those at risk of PA.</p> <p>Direct FWA to PP families poor punctuality/ attendance.</p> <p>Post attendance letters and hold meetings accordingly – following policy.</p> <p>Apply for FPN/prosecution in the case of unauthorised absence.</p> <p>Celebrate weekly class attendance with trophy.</p> <p>Highlight on newsletter 'Attendance Matters'.</p>	<p>EEF Present Project – ongoing 'Understanding the use of attendance and family liason officers as a school level strategy to improve attendance-school choices'.</p>	<p>1 – Attendance</p>
<p><u>Behaviour and Attitude</u></p> <p>Audit PP goals and ambitions.</p> <p>Measure Pupils self-efficacy in achieving those goals.</p> <p>Identify those pupils who could need to build resilience.</p> <p>Identify those pupils who could be inspired by a visit/ excursion.</p> <p>Relate interests to real contexts and career opportunities.</p> <p>Promote ambition by sharing experiences of gifted and able pupils and /or people in our community.</p>	<p>Persistence and resilience have also been linked to attainment outcomes. Lam and Zhou (2011) perseverance of effort was significantly related to academic achievement.</p> <p>Research indicates that a child's ambition and aspirations are impacted by their perception of their parent's aspirations for them.</p> <p>Tips for Supporting Children to Build Emotional Resilience (nationalcollege.com)</p> <p>Parents aspirations play a significant role in the formation of their child's aspirations.</p> <p>Sewell and Shah 1968, Zimmerman 2018</p>	<p>3 – Behaviour and attitude</p>

Communicate with parents regarding the influence their aspirations have on their child's aspirations.		
<p>Wellbeing</p> <p>Promote subsidies and up to 50% off school trips for PP pupils.</p> <p>Offer of one free staff run club per half term</p> <p>Liaison with Family Welfare advisor on parenting/ home life/ food voucher/ school uniform</p> <p>Referral to wellbeing champion</p> <p>Referral to School therapist</p> <p>Referral to Younited if appropriate.</p> <p>Hold workshops/coffee mornings on parenting matters (technology, sleep etc)</p>	<p>Evidence of positive correlation between children's health and their attainment. Growing interest in children's mental health (Factors influencing primary schools pupils' educational outcomes May 2024 - Educational and outcomes Panels study).</p> <p>Vasilopoulos and Ellefson (2021) identified an indirect effect of physical activity on pupil's academic achievement. Physical activity can nurture emotional wellbeing and improve behaviour regulations.</p>	4

Pupil Premium Funding: Allocated 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	52%
	Pro Pod Intervention (TA) Calculated at 30mins per child per week.	£23180	
	Additional Narrow the gap training opportunity	£4000	
Welfare	DHT management time: 2 hours p/wk for 38 weeks.	£5700	29%
	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	19%
	Access to wider opportunities through funded places at ASCs. 36 sessions p/yr per child @5 per session.	£10980	
Total		£65880	100%

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see data sheet.

Your assessment of how successfully the intended outcomes of previous plan were met.

Previous plan:

Reduce the attainment gap between PP and non-PP in academic areas Reading, Writing and Maths.

Whilst over the three years some ground was achieved in all three subjects it was not maintained and the last cohort evidenced that the gap had widened at end of Key stage 2. PP Audit looked at each year group and not just end of KS results and we can see on the data sheet that the gap is still evident and not enough narrowing has occurred to see our strategies as successful. **So what?** A new focus on Yr 3 / 4 to address gaps and the foundations which should be in place from Year R. **So what?** HLTA prioritising that year group and teaching to the gaps. **In addition** – requested to join the national pilot for closing the gap -which comes at a cost.

Oracy progress has been made with children able to speak a little more confidently about their learning. Teachers still need to be aware of what Oracy is. **So what?** Training through NCETL re Oracy to be suggested to all teachers. Year R particularly still comes in with low baseline and therefore a summer transition plan needs to be prioritised to ensure a firmer start.

Mental health of all pupils has been addressed within assemblies, support from Wellbeing champions and more widely support from Family Advisor. Use of play therapist has been significantly used for PP families. There is still work to be done on learning behaviours and attitudes. **So what?** Aspirations and a can do attitude is being addressed in next plan. How PP pupils manage challenge and develop resilience.

Parents – Parent coffee mornings, workshops etc have been introduced over last few years. Closer relationships being built and offers of foodbanks, shoes/clothing and subsidized trips have assisted families. Parents attending parent consultation has increased with Family Worker and Class teachers chasing up. Parent involvement is encouraged on school trips if needed and appropriate.

Broaden life experiences – visits to theatre and subsidized trips has helped but this is still requiring more work.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Narrow the gap	Unknown source at present
Accelerated reader	Renaissance reading
NCETM Progression docs – gap finding	NCETM

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.