

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 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.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from improving their attainment, and address knowledge gaps and wellbeing which remain persistent for a small cohort following the pandemic. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our foremost expectation at Cragside, is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read, to learn and broaden their horizons.

In working to improve and sustain the higher attainment for disadvantaged pupils, we are also conscious not to decrease support given to non-disadvantaged pupils. Implicit within all outcomes and success criteria described below is the intention that non-disadvantaged pupils' attainment will be sustained and improved within the context of support for disadvantaged pupils.

## School overview

Detail	Data
School name	Cragside C of E Primary
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	14.9%
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	October 2021
Date on which it will be reviewed	July 2024

Statement authorised by	Joanne Parker Headteacher
Pupil premium lead	Caroline Bilton
Governor / Trustee lead	Carly Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,685
Recovery premium funding allocation this academic year	£7,105
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	£85,790

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from improving their attainment, and address knowledge gaps and wellbeing impacts resulting from partial school closures. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage.

Our expectation at Cragside is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read, to learn, and to broaden their horizons.

We recognise that the foundations of literacy are built on Speech, Language and Communication, and as such, we will work to close the gaps in language development which we have identified. Literacy is therefore a key focus of our CPD and coaching programme.

The approaches we have adopted complement each other to help pupils excel. We will work to ensure disadvantaged pupils are challenged in the work that they're set. In recognition of the importance of swift responses to shifting challenges, we will act early to intervene at the point need is identified. At the heart of our Pupil Premium strategy is our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

In working to improve and sustain the higher attainment for disadvantaged pupils, we are also conscious not to decrease support given to non-disadvantaged pupils. Implicit within all outcomes and success criteria described below is the intention that non-disadvantaged pupils' attainment will be sustained and improved within the context of support for disadvantaged pupils.

## Challenges

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

Challenge	Detail of challenge
-----------	---------------------

number	
1	<p><b>Oral language skills</b></p> <ul style="list-style-type: none"> <li>Assessments, observations and discussions identify underdeveloped oral language skills and vocabulary gaps among our children: Formative assessments throughout school indicate that children have been negatively affected by reduced opportunities to engage in high-quality interactions. For example, there are clear indications of reduced confidence to engage in discussions, and reduced vocabulary across the curriculum. In general, these gaps are deeper and more prevalent among our disadvantaged pupils than their peers.</li> </ul>
2	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>We have identified delays and gaps in phonics, through a range of assessments, and are now looking to accelerate progress to ensure fluency of decoding.</li> <li>In line with the national picture, for example, in the NFER diagnostic reading assessments, we have identified delays and gaps in reading fluency and comprehension.</li> </ul>
3	<p><b>Well-being</b></p> <ul style="list-style-type: none"> <li>Our observations and discussions with children and families have identified social and emotional challenges for a significant number of pupils. A number of the children most seriously affected are in receipt of PP.</li> <li>For some children, these well-being issues are manifesting themselves in difficulties socialising with peers, and challenges regarding expectations within the classroom.</li> <li>Teacher referrals for support have increased during the pandemic. 45% of our disadvantaged children currently require additional support with social and emotional needs. This includes small group interventions, and one-to-one support.</li> </ul>
4	<p><b>Attainment in mathematics</b></p> <ul style="list-style-type: none"> <li>Our assessments and observations indicate that the education and well-being of a significant number of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</li> <li>These gaps include, for example, foundational mathematical concepts and mathematical vocabulary;</li> </ul>
5	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 0.7% and 5.2%% lower than for non-disadvantaged pupils.</li> </ul>

## 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
Improved speech, language and communication among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils achieving age related expected standard is in line with the school and national picture for non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 mathematics outcomes in 2024/25 show that the percentage of disadvantaged pupils achieving age related expected standard is in line with the school and national picture for non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> </ul>



## 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: £ Speech, Language and Communication £6000 RWI £4000; maths £2000; reading comprehension £2500 staffing (including PD and coaching) £29,300: £42,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc phonics training for new members of staff.</p>	<p>The systematic teaching of phonics supports accurate decoding skills, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit strand Education Endowment Foundation</p> <p><a href="#">Phonics   EEF</a></p>	<p>2</p>
<p>Purchase of standardised diagnostic assessments including NFER, YARC and Language Screen.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Alongside formative assessment, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1, 2, 4</p>
<p>Embedding dialogic pedagogy across the curriculum:</p> <ul style="list-style-type: none"> <li>• Implicit approaches such as the Siraj Balchford Sustained Shared Thinking techniques to support high-quality adult-child interactions.</li> <li>• Explicit approaches such as developing vocabulary across the school curriculum.</li> </ul> <p>These approaches can support pupils to articulate</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>Embedding the explicit teaching of reading comprehension strategies in English lessons and across the curriculum.</p>	<p>There is a strong evidence base that suggests the explicit teaching of reading comprehension strategies benefits all children in their ability to make inferences, and may have greater benefits for children from disadvantaged backgrounds.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	2
<p>Ongoing coaching to support high-quality professional development to support classroom practice.</p>	<p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4

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

Budgeted cost: TAs to support small group tuition in Phonics, maths and reading £31,000  
NELI £2000; Lexia £2000: £35,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide tuition in Year 2 and 6. We will also facilitate additional tutoring in Year 3 where we have identified significant impact from reduced school opening.</p>	<p>Small groups of three is an effective way to target specific needs and gaps in education.</p> <p>Small group tuition, EEF toolkit strand <a href="#">Small group tuition   EEF</a></p>	<p>1,2,3,4 and 5</p>
<p>Teaching Assistants in classes to support all children, with a particular focus on one-to one and small group tuition for Pupil Premium children.</p>	<p>Intensive tuition in small groups provides opportunities to support children who are falling behind.</p> <p>Small group tuition   EEF</p>	<p>1,2,3,4 and 5</p>
<p>Oral Language interventions :</p> <ul style="list-style-type: none"> <li>• NELI</li> <li>• Early Years Talk Boost</li> </ul>	<p>Oral language interventions aim to achieve a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Phonics intervention groups to pre-teach and reteach content from phonics sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>One-to-one and small group tuition including use of</p> <ul style="list-style-type: none"> <li>• Lexia</li> <li>• Reading fluency activities including use of Readers'</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	<p>1,2</p>

Theatre <ul style="list-style-type: none"> <li>• MyMaths</li> <li>• SATs Companion</li> </ul>	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
		4

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

Budgeted cost: Opal Play £5000; Forest School £2000; Staffing to support parental engagement strategies £5000: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training: - <ul style="list-style-type: none"> <li>• Opal Play to support positive play with a focus on reducing potential conflict at playtimes.</li> <li>• De-escalation techniques.</li> </ul> The aim is to develop our school ethos and improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
OPAL Play team to support outdoor learning. OPAL resources including, flowers, vegetables, outdoor equipment.	At Cragside, we use outdoor learning as a pedagogical approach to enrich learning, enhance school engagement and improve pupil health and wellbeing. Opal Play and work in our forest school make a significant contribution to this. Marchant et al, University of Swansea, 2019: Outdoor learning improves young people's understanding, skills, values, personal and social development, and can increase capacity and motivation to learn. The Council for Learning Outside the Classroom 2020	1,2,3,4 and 5
Ongoing work to support Parental engagement.	By designing and delivering effective approaches to support parental engagement, we are aiming to mitigate some of the causes of educational	1,2,3,4 and 5

	<p>disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,4 and <b>5</b></p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £ 89,8000**

## 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.

We have followed the evidence in terms of high quality teaching being the most important lever we have to tackle the disadvantage gap. Our focus areas of cognitive science; phonics and early reading, and speech language and communication, have continued to support all pupils, with an increasingly positive impact for our disadvantaged children. This can be seen through our end of KS 2 SATS results. Where our PP pupils achieved broadly in line with non-disadvantaged peers in reading, and exceeded in their attainment in mathematics. Our results for the end of key stage 2 in writing continue to show that our PP children are not attaining in line with the rest of the cohort. To improve this we will continue to use the evidence to work to improve the foundations of writing, for example, with the Simple View of Writing, SLC, and early reading.

Having made a significant investment in children's social and emotional learning, and in their well-being, we saw improvements in learning behaviours and the emotional stability of most children. Where this has continued to be challenging, we have worked tirelessly to build strong relationships with children and families which are supporting ongoing developments.

Our attendance data shows that the benefits of these strong relationships have also ensured that we are consistently above the national average attendance. Rebuilding our expectation of high attendance for all was particularly challenging for our PP children, specifically PP girls. We have identified this, and continue to closely monitor it, working in all capacities to improve this. By the end of the academic year our attendance gap reduced from 2.41% to 0.9%.

We have worked through CPD and coaching to build capacity in all of our teaching and teaching assistant team. This has included providing time and support for four of our Teaching Assistants to complete the National Tutoring Programme training, and a further four TAs undertaking HLTA qualification. We recognise that all investments in the quality of teaching are beneficial to all children, with particular impact for our disadvantaged children.

## 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
Lexia	Lexialearning
SATs Companion	

## 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:

- embedding more effective practice around feedback. EEF Feedback guidance report demonstrates this has significant benefits for pupils, particularly for disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Extension of working hours for our TAs. The aim of this additional time is to ensure TAs can work with small groups before the school, and discuss planning with the class teacher.
- Bereavement support from Holding Hearts.