

# Crow Orchard Primary School



## Pupil Premium Strategy 2023-2026

January 2023

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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.

## School overview

Detail	Data
School name	Crow Orchard Primary Skelmersdale
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	30.9 % pupil premium
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	January 2023
Date on which it will be reviewed	January 2025 January 2026
Statement authorised by	Joanne Maher Head teacher
Pupil premium lead	Denise Heath Deputy Head teacher
Governor / Trustee lead	Cheryl O'Connor - staff governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,625
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	£52,625

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Crow Orchard Primary School is that no child, irrespective of background or daily challenges is left behind. We aim to ensure progress is made, first, through first quality teaching in all curriculum areas - ultimately closing the gap between disadvantaged pupils and their peers. Staff will focus specifically on the areas in which these pupils need the most support, as ultimately this will have the greatest impact. Furthermore, disadvantaged children who are already high attainers will also be explicitly targeted in order to ensure accelerated progress and instill a motivated mind-set therefore raising lifelong aspirations. In addition to high quality teaching, our approach includes rigorous assessment and tracking procedures, targeted personalised support and a robust monitoring process. Staff work closely as a team with a shared vision where all children are at the heart.

We will continue to develop the extensive personal development of disadvantaged children by ensuring that all have access to a wide range of rich opportunities, which develop their cultural capital, talents, skills, interests and character thus leaving no gap between them and their peers. High quality pastoral support and robust safeguarding procedures guarantee that the mental health and well-being needs of all children are met and take into account the impact daily challenges may have. Relationships between our pastoral support lead and our disadvantaged families are nurtured so that they are able to approach school and gain support for their children without any feeling of judgement. These strong relationships ensure our disadvantaged children are supported as individuals as and when needed.

Our strategy is integral to wider school plans including: the school improvement plan, staff appraisals, curriculum action plans, planned CPD and the SEND offer for Crow Orchard. Our approach is not rigid but is responsive to individual needs and is based on robust diagnostic assessments rather than assumptions. To guarantee that our intent is implemented and has the desired impact we will:

- Ensure disadvantaged children are suitably challenged as well as supported.
- Ensure early intervention is planned as needs are identified.
- Ensure that staff know that the attainment, progress and personal development of our disadvantaged children is a shared responsibility and that no limit should be set on what they can achieve.
- Use metacognition and self-regulation teaching approaches which allow disadvantaged learners to retain knowledge and take control of their own learning.
- Continue to place CPD as high priority for all staff with pupils needs always paramount.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Language development has regressed since the onset of the pandemic March 2020.
2	Through observations and conversations, it is clear that some pupil premium children do not have access to the same enrichment and cultural capital experiences and opportunities as their peers.
3	A proportion of our pupil premium children have experienced ACES including domestic violence, neglect, separation of parents, poverty and moving to a new area to be fostered. These experiences have resulted in some children struggling to control their own feelings and have had a negative impact on pupil's mental health.
4	15% of our current pupil premium children are working below expectations for reading, writing and maths combined Some of these children have migrated to school after Reception, some are CLA and a very small amount are currently on the SEND register (Y1/2 being monitored)

## 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
The language and vocabulary skills of pupil premium and other children continues to improve, targeting EYFS children firstly	From baseline assessments, disadvantaged children make good progress and achieve in all areas and accelerated progress if they have started below that of their peers.
Improved reading engagement and attainment among disadvantaged pupils.	Pupils with gaps in language comprehension are identified and additional support is in place. Fluency is tracked and additional interventions support pupils to
	make good progress in reading. Pupil premium children develop a love for reading.

<p>Disadvantaged pupils have the necessary cultural capital which allows them to engage fully in the curriculum. These pupils are prepared for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others.</p>	<p>Provide a deeply enriched curriculum to ensure that all pupil premium children have real life experiences to draw upon and apply to their learning. To raise awareness of wider opportunities and to nurture special skills and talents. Ensure all children access one high quality trip/visitor to promote cultural capital and aspirations.</p>
<p>To achieve and sustain improved wellbeing, resilience and confidence when challenged in their learning. For all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student, parent surveys and learning walks/book scrutinise.</li> <li>- A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p>Use of Rainbow room and pastoral support when required Work with outside providers – Encompass Bloom to ensure mental health is monitored and strategies given to manage and cope</p>
<p>Improved reading, writing and maths progress and attainment for disadvantaged pupils at the end of KS2.</p>	<p>Through first quality teaching, a challenging, engaging curriculum, a systematic synthetic phonics programme and quality interventions disadvantaged children are able to self-regulate their learning and retain and apply new knowledge in reading, writing and maths.</p> <p>In reading, maths and writing at least 75% of pupils achieve the challenging attainment targets set for them, at the EXP+ and GD levels in all year groups. In phonics achieve above national average expected standard in the Screening Check</p>

## 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: (2022-23) £

Budget cost: (2023-2024) £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized diagnostic assessments (Testbase).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Target teaching and support by accurately assessing pupil needs</p> <p>Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.</p> <p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>£415</p>	4
<p>Training for teachers, HLTA and TAs on attachment, PDA, trauma and emotions</p>	<p>Various training provided to staff to help improve awareness of conditions currently affecting our disadvantaged children. Staff will feel more empowered.</p> <p>Increased knowledge will bring greater understanding and a greater ability to support the well being of these children</p> <p>Children will become more emotionally regulated and have better coping strategies, therefore making better progress.</p> <p>Cost - Part of SLA to shares</p>	3

<p>Purchase of an intervention programme to target disadvantaged children who are below in reading, spelling and phonics</p> <p>Training for staff on how to deliver and assess the above</p>	<p>Systematic synthetic program which targets phonic/spelling skills and reinforces reading skills purchased – NESSY</p> <p>Children will access 5 mornings a week before school at 8.40</p> <p>£650</p>	4
<p>Future purchase of speech program which will systematically improve early speech – WELLCOM</p>	<p>To purchase complete speech and language toolkit, from screening to intervention. Delayed language skills lead to under-performance later in life. WellComm helps identify pre-school and primary school children who are experiencing barriers to speech and language development so that early support is given. Standards of speech and use of vocabulary will increase as will quality of writing.</p> <p>Waiting to purchase - £</p>	1 4
<p>Flying school – positive mental health, resilience and self- regulation training for all staff.</p>	<p>The EEF suggest that Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high.</p>	3
<p>Creation of a cultural capital plan which ensures that all children including PP have access to high quality trips which are engaging, related to the curriculum and off increase children's aspirations and dreams.</p>	<p>A yearly plan created and mapped out with visits and enrichment activities. Children will access high quality visitors and will also experience visits out which may enhance their knowledge and understanding of the world, but offer them the opportunity to aspire to doing something similar in later life.</p> <p>Improved standards.</p>	2, 5

Employment of additional level 2 TA's to particularly support the needs of the PP/SEND children within the current Reception cohort and to help instill self – regulation and independence.	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>SEND support to support and enable some access to mainstream curriculum but to also support children's individual needs.</p> <p>£13.47 per hour 36 hours a week contract - £484.92 X2 Total cost = £969.84 a week</p>	1 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost - 2022-23 - £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Level 2 TA to lead on an intervention programme for reading for lowest 20% of readers across	<p><b>Teach reading comprehension strategies through modelling and supported practice</b></p> <p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>• prediction (based on text content and context);</li> </ul>	4
KS2.	<ul style="list-style-type: none"> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising; an</li> <li>• activating prior knowledge.</li> </ul> <p>Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.</p> <p>Texts should be carefully selected to support the teaching of these strategies.</p> <p>6 hours @ £13.47</p>	
Other interventions across the school	<p>Interventions can be an incredibly beneficial aspect of school life. Using a structured intervention, teachers can <b>swiftly close progress or attainment gaps</b> in a key area. They can also see the demonstrable impact of their practice, and share it with the child and their parents or Carers.</p> <p>TA to deliver - Nessy program to target KS2 children initially. Sessions run 5 days a week 8.30 -8.55</p> <p>KS1 sessions added in January</p> <p>SENDSCO to monitor and manage with TA's</p> <p>TA's to support with intervention identified in class by class teachers – reading, focused handwriting sessions etc</p>	1 4

<p>Focused 1:1 tutoring sessions for CLA in KS1</p>	<p>Once a week tutoring session for KS1 child with Level 3 TA. Focus on handwriting, reading, writing and maths skills.</p> <p>1 hour 3 times a week – PEP money and some PP money used.</p> <p>Sibling offered free place in ASC whilst the tutoring takes place.</p>	<p>4</p>
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: 2021-22 £

Budgeted cost: 2022-23 £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral lead to run weekly nurture groups and daily one-to one support to those children who are struggling to fully access the curriculum due to their mental health needs.</p> <p>Pastoral lead to source with SLT specialized support programmes which children can access</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Children's social and emotional needs must be catered for first in order for them to learn and make the expected amount of progress.</p> <p>Use of Encompass Bloom and Child and Family wellbeing support teams leading sessions on anxiety and kindness.</p> <p>hours - £ £</p>	3
Support with new school uniform	3 children assisted with new jumpers and ties £90	
Purchase of ELS Phonics Intervention programme	<p>A group of Year 3 children have still not achieved the level required to pass the phonic assessment. 1 of these is PP. TA has been given extra time to support these children daily to ensure more progress is made and children can pass the phonics test and successfully use these skills in their reading and writing</p> <p>£522</p>	4

**Total budgeted cost 2021-22: £**

**Total budgeted cost 2022-23: £**

## 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 2023/24 academic year.

Testbase tests were administered internally to track the attainment and progress of pupils. The results clearly showed the impact the pandemic had on our most vulnerable children. Virtual learning was adapted to suit the needs of individual learners however engagement of Pupil premium children was low overall impacting negatively on progress.

The summer term enabled teachers to assess and plug gaps through a catch up curriculum. This focused heavily on phonics, reading and number. Daily interventions took place and some good progress was made.

All TAs and teachers have received training relating to, mental health, resilience, self-regulation, PDA, Autism, ADHD.

#### 2023-24

Year 6 PP children are receiving a large amount of support including – pastoral, maths, reading and SPAG. Children are also offered free booster sessions for maths and reading. % of PP children are currently attending these sessions. This is all linked closely to our school development plan to close the gaps and raise standards at the end of KS2.

#### 2024/25

The pastoral lead at Crow Orchard is trained as an ELSA. He has attended up to date training related to ASD, nurture, attachment, trauma and anxiety and is has established excellent relationships with our PP children and their families impacting positively on their attendance, progress and mental health.

Level 2 TA leading reading sessions with PP children three afternoons a week – progress is small steps but a much better attitude to reading has been noted and a more confident approach to answering questions. 2 children reached ARE.

Phonics blasting – one TA ran phonic interventions sessions with Year 1, Year 2, Year 3 and 1 year 6 child. 4 of these were PP children. This was successful as it ensured the Year 1 child achieved the national pass mark in the phonics screening and the Year 2 child did the same. The two year 3 children made limited progress as their engagement and attendance were issues. New sessions to be planned outside of phonics time with just KS2 children mixed together.

Nessy sessions were held every morning. Children continued throughout the year to attend these sessions. 3 children made good progress and did not attend in the summer term. It was noted that the program had not had the desired effect with 6 children who did not make accelerated progress and remained static. These children were to be assessed for SEND. The Nessy program for maths was introduced in Year 4 to focus on basic fluency and maths skills. Again impact was not easy to measure, although children engaged well and enjoyed using the program.

## Externally provided programmes

Programme	Provider
CPOMS	CPOMS
Testbase	Testbase
Nessy	Nessy
New ELS Intervention Phonics programme	ELS

## Further information

### Changes in PP from year to year

Pupil premium money has partly funded the employment of 2 Level 2 TA's. These staff members work within the EYFS cohort regularly supporting three children with additional needs SEND (2EHCP'S). This is alongside first quality teaching from the class teacher. She also encourages independence so as these particular children do not become over reliant on adult intervention and support. (2023-24)

This strategy is directly linked to our school development plan and to staff appraisals.

All teaching and TA staff have had involvement in this plan and are aware of their responsibilities. There is a shared vision at Crow Orchard that all children are entitled to the same opportunities in life regardless of their personal circumstances or background.