

Cronton CE Primary School

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Cronton CE Primary School |
| Number of pupils in school (Sept 24) | 207 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | S.Thomson (Headteacher) |
| Pupil premium lead | S. Jones |
| Governor / Trustee lead | J. Holland |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £36, 920 |
| 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 | £36, 920 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all disadvantaged pupils attending Cronton CE Primary School to have the same opportunities and outcomes as non-disadvantaged pupils who attend this school.

Our plan aims to support all vulnerable pupils, not just those who are disadvantaged e.g. those who are young carers.

Our plan works towards this aim by identifying:

- 1. Challenges that disadvantaged children face who attend Cronton CE*
- 2. What we hope to achieve for our disadvantaged children at the end of each key phase of education within our school*
- 3. How we will use funding to support teaching, targeted academic support and wider strategies.*

Key principles

We recognise that quality first teaching is key to raising attainment for all pupils including those who are disadvantaged. Throughout the plan, QFT is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our plan will address common challenges and individual needs. We will use regular assessments: curricular, pupil voice, learning walk observations to assess the impact of the provision for disadvantaged children. We will use a range of approaches that complement one another to ensure that:

- Disadvantaged children will be challenged to achieve their full potential*
- Disadvantaged children will have equality of access to curriculum experiences and extra- curricular activities.*
- Disadvantaged pupils will have access to additional support tailored to individual needs: Curricular support, pastoral care, external agency support for example.*
- Governors will make the attainment and progress of all disadvantaged children a priority in their scrutiny and monitoring of school policies, procedures and outcomes.*
- All staff, through quality first teaching, will support the development, attainment and achievement of disadvantaged pupils and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

| Challenge number | Detail of challenge Pastoral support PP |
|------------------|--|
| 1 | 39% of PP children required support from our Learning Mentor in 2023/24 due to ACES, trauma or SEMH difficulties. Our nurture support work and engagement with our Learning mentor shows that some disadvantaged children have complex and challenging home lives. |
| 2 | Our attendance data 23-24 indicated that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. (Dis Ad: 91.65% / Non Dis Ad: 96%) 13% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 3 | Assessments, observations and pupil voice discussions have indicated that disadvantaged pupils generally have greater difficulties with literacy –particularly writing, than their peers as they move through school – although this trend was not apparent in the Year Two cohort in reading. At the end of the last academic year 70% of achieved expected+ in reading. 48% Achieved expected+ in writing |
| 4 | 35% of disadvantaged children are also listed on our SEND register. This compares to 13% of non-disadvantaged children across the school. Children who are both disadvantaged and have SEND experience multiple difficulties and barriers to learning. |
| 5 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. |

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.

| EXPECTATIONS FOR PP THIS YEAR | |
|---|---|
| Intended outcome | Success criteria |
| To improve GLD outcomes for all disadvantaged children | Proportion of disadvantaged children achieving GLD is broadly in line with the Nat Average. (Nat Av 2023/24 – 67%) |
| To continue to improve Phonics outcomes for all disadvantaged children. (2024 School: 83% / 2024 Nat:) | Proportion of disadvantaged children achieving the PSC is above the National Average. Nat Non Disadvantaged 2024: 84% Nat Disadvantaged 2024: 68% |
| To improve the Expected+ outcomes for disadvantaged children in KS1 (R/W/M) | Proportion of disadvantaged children achieving R/W/M is broadly in line with the National Non Disadvantaged data KS1 2023 (No national data 2024) R/W/M: 68% |
| To improve higher outcomes (GD) for disadvantaged children in KS1 (RWM Combined) | Proportion of disadvantaged children achieving higher RWM combined is broadly in line with the National Non Disadvantaged Average. National Average 2023 - 12% |
| To improve the Expected+ outcomes for disadvantaged children in KS2 (RWM Combined) | Proportion of disadvantaged children achieving RWM combined is broadly in line with the National Average. Nat Disadvantaged 2024: 45% Nat Non-Disadvantaged 2024: 67% |
| To improve higher outcomes (GD) for disadvantaged children in KS2 (RWM Combined) | Proportion of disadvantaged children achieving RWM combined is broadly in line with the National Average. Nat Non Disadvantaged 2024: 10% Nat Disadvantaged: 2023: 3% |
| To ensure all disadvantaged children make at least expected progress in Reading KS2 | All children make expected progress on year group progression matrix |
| To ensure all disadvantaged children make at least expected progress in Writing KS2 | All children make expected progress on year group progression matrix |
| To ensure all disadvantaged children make at least expected progress in Mathematics KS2 | All children make expected progress on year group progression matrix |
| To ensure all disadvantaged children attend school on a regular basis and at least in line with non-disadvantaged children. | Improve attendance of disadvantaged pupils to National Average. (Nat Att: 2023 – 24: 94%) PP Av attendance: 92.8% |

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| To ensure all disadvantaged children have access to an enriched curriculum. | Disadvantaged children have 100% access to all curriculum opportunities. |
| | Increased proportion of PP children attend extra-curricular opportunities |
| | Increased proportion of PP children have the opportunity to represent the school at events. |
| To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning. | Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning. |

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: £ 15,450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Reading Comprehension training for Y1-Y6 staff.</p> <p>Embedded use of Accelerated Reading across KS2. Continue to fund high quality text drivers in fiction, non-fiction and poetry which have been carefully planned to fit in with the curriculum. Encouraging wider, regular reading. Access to a wider variety of appropriate texts.</p> | <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Please follow the link for more information. Evidence for reading Comprehension</p> | <p>2 4</p> |
| <p>Embedded good practice with the use of effective feedback by all staff.</p> <p>New staff or ECT teachers mentored by SLT.</p> <p>Staff CPD and continued implementation of</p> | <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an</p> | <p>2 4</p> |

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| <p>Walk Thrus: Questioning and Feedback Marking policies regularly reviewed in line with current most effective practice.</p> | <p>outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).</p> <p>Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).</p> <p>Very high impact for very low cost based on extensive evidence. Please follow this link for more information. Evidence for feedback</p> | |
| <p>Embedded RWInc Programme N-Y2 Access to RWI Portal Access to Oxford owl Portal Support from RWI consultant Reading Lead attends termly training Weekly practice sessions for all staff delivering RWI</p> | <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</p> <p>Please follow this link for more information about Phonics.</p> | <p>2 4</p> |

| | Evidence for Phonics | |
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| <p>Meta cognition and self regulation Embedded Keys curriculum and Learning Attitudes across all classes. Staff training, supply cover and resources</p> | <p>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.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as ‘learning to learn’; and motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>Very high impact for low cost based on extensive evidence</p> <p>Please follow this link for more information. Evidence for meta-cognition and self regulation.</p> | 1 |
| <p>Diploma in Trauma Informed and Mental Health Schools and Local Communities Practitioner Status</p> | <p>Practitioner status for the Learning Mentor to then inform and empower all staff to respond effectively to vulnerable children/ young people who have experienced trauma and/or have mental health issues by delivering interventions addressing mild to moderate mental health problems, with a focus on recovery, thereby helping to remove barriers to learning.</p> | 4 5 |

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

Budgeted cost: £ 17,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Homework club for targeted Y6 children. 1 after school session led by class teacher and TA in Spring and Summer 1.</p> | <p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p> <p>Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>High impact for low cost based on very limited evidence</p> <p>Please follow this link for more information Evidence for homework clubs</p> | <p>2 4</p> |
| <p>TA support for identified pupils and programmes across the school.</p> | <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' provide targeted support in the classroom and interventions, which are often delivered out-of-class.</p> <p>Moderate impact for moderate impact based on moderate cost</p> <p>Please follow the link for more information Evidence for TA support and programmes across the school</p> | <p>2 4</p> |

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

Budgeted cost: £ 3,900

| Activity | Evidence that supports this approach | Challenge number(s) |
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| <p>Arts Participation e.g. Wider Opportunities – music tuition The Big Sing with Liverpool Cathedral</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Some components of arts education approaches might include:</p> <p>Explicit teaching of creative skills and techniques.</p> <p>Opportunities for pupils to practice, reflect on their strengths and identify areas for improvement.</p> <p>Access to materials, equipment, extra-curricular activities and cultural experiences.</p> <p>Moderate impact for very low cost based on moderate evidence: about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 1 3 5 |
| <p>Parental Engagement workshops. Phonics Early reading Maths Supply cover for prep and delivery.</p> | <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Please follow the link for more information Evidence for parental engagement</p> | 2 |
| <p>Social and emotional learning Well Being Survey Learning Mentor support for identified children. Signposting identified children and families to outside support agencies.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> | 1 2 |

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| | <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Moderate cost for very low cost based on very limited evidence.</p> <p>Please follow the link for more information.</p> <p>Evidence for social and emotional learning</p> | |
| <p>Parental engagement to support attendance.</p> <p>Attendance monitored daily/weekly/termly</p> <p>Home/school liaison through Attendance Service and Learning Mentor.</p> <p>Incentive approach to encourage attendance.</p> <p>Termly badge reward system</p> <p>Engagement of parents in attendance Initiative.</p> | <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities; and</p> <p>more intensive programmes for families in crisis.</p> <p>Attendance focus through an increased engagement with parents.</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Please follow the link for more information</p> <p>Evidence for Parental engagement</p> | 1 3 |
| <p>Access to curriculum opportunities.</p> <p>Club/trip attendance to be monitored.</p> <p>Each class to undertake at least one school trip a year /</p> <p>Residential Trips:</p> <p>After school clubs offered to all year groups over the year.</p> <p>PP children allocated £70 – redeemable against trips or extra-curricular activities.</p> <p>Total: £1,400</p> | <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics</p> <p>Low impact for very low cost based on moderate evidence.</p> <p>Please follow the link for more information</p> <p>Evidence for physical activity</p> | 5 |

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| <p>Children who are at risk of low self-esteem or of having a low regard for themselves as learners are identified and support provided through trained mental first aiders and learning mentor.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Moderate cost for very low cost based on very limited evidence.</p> <p>Please follow the link for more information.</p> <p>Evidence for social and emotional learning</p> | <p>1</p> |
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Total budgeted cost: £ 36,870

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 to 2024 academic year.

| Intended outcome | Success criteria | Summer review 2023 2024 |
|--|--|---|
| To improve GLD outcomes for all disadvantaged children across reading writing and mathematics. | Proportion of disadvantaged children achieving GLD is broadly in line with the Nat Ave (Nat Ave 2022/23 – 72%) | (50%) PP children achieved GLD 2023 R – 13% 2024 W – 4% M – 13% |
| To improve Phonics outcomes for all disadvantaged children. | Proportion of disadvantaged children achieving the PSC is above the National Average. (Nat other 2023: 83% Nat disadvantaged 2023: 67%) | (100%) PP children achieved Y1 PSC 2023 100% PP children achieved Y1/Y2 PSC in 2024. |
| To improve the Expected+ outcomes for disadvantaged children in KS1 (R/W/M) | Proportion of disadvantaged children achieving R/W/M is broadly in line with the National other Average. National data KS1 2023 Other Reading -73 Other Writing- 65 Other Maths -75 Year 1 NFER Year 2 – SAT Test 2022-2023 – no Disadvantaged children. | Across KS1 at Exp+: R – 89% W – 55% M – 78% |
| To improve higher outcomes for disadvantaged children in KS1 (RWM Combined) | Proportion of disadvantaged children achieving higher RWM combined is broadly in line with the National Average. (Nat 2022 - 11%) | 14% GD RWM Combined across KS1 |
| To improve the outcomes for disadvantaged children in KS2 (Expected RWM Combined) | Proportion of disadvantaged children achieving RWM combined is broadly in line with the National Average. | 43% achieved RWM combined across KS2 at the expected level 2024. |
| To improve higher outcomes for disadvantaged children in KS2 (RWM Combined) | Proportion of disadvantaged children achieving RWM combined is broadly in line with the National Average. | No PP children achieved combined at GDS end KS2. |
| To ensure all disadvantaged children make at least | All children make expected progress on year group progression matrix. | KS2 Reading At least expected progress: 7/50% |

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| expected progress in Reading KS2 | | More than expected progress: 2/14% |
| To ensure all disadvantaged children make at least expected progress in Writing KS2 | All children make expected progress on year group progression matrix | KS2 Writing At least expected progress: 11/79% More than expected progress: 2/14% |
| To ensure all disadvantaged children make at least expected progress in Mathematics KS2 | All children make expected progress on year group progression matrix | KS2 Mathematics At least expected progress: 9/64% More than expected progress: 1/14% |
| To ensure all disadvantaged children attend school on a regular basis and at least in line with non-disadvantaged children. | Improve attendance of disadvantaged pupils to National Average. | 18% of PP children were PA. Non PP PA was 8%. PP attendance was 92.7%. This is below NA (94%) This is a similar picture to previous years and remains a focus for our attendance strategy 2023 2024. |
| To ensure all disadvantaged children have access to an enriched curriculum. | Disadvantaged children have 100% access to all curriculum opportunities. | All PP children had access to at least 1 club. |
| | | 48% of PP parents accessed the vouchers provided across the year. |
| | Increased proportion of PP children attend extra-curricular opportunities | 80% of children on the Disadvantaged Register attended some form of extra-curricular activity and collected hours towards an award. 20% have already achieved some level of award from the Children's University. |
| | Increased proportion of PP children have the opportunity to represent the school at events. | Over the year, 80 % PP children represented the school at events. |

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| To ensure all disadvantaged children have access to appropriate support and reduce barriers to learning. | Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning. | All PP children had access to P&S leader for additional support. |
|--|--|--|

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 |
|--------------------|-----------------------|
| Read, Write Inc. | Read, Write Inc |
| Accelerated Reader | Renaissance Education |
| White Rose Maths | White Rose Education |

Further information (optional)

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