

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Crumpsall Lane
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Philip Hughes, Executive Headteacher
Pupil premium lead	Joanne Fairclough Head of School
Governor / Trustee lead	Steve Cooper, PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,540
Recovery premium funding allocation this academic year	£19,140
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	£197, 680

Part A: Pupil premium strategy plan

Statement of intent

Our vision Believe, Succeed, Achieve applies to all learners regardless of their socio-economic background. Children at Crumpsall Lane Primary School will achieve highly across the curriculum through quality first teaching, targeted academic support and wider activities. Disadvantaged pupils will access quality teaching and support led by trained professionals, as well as a robust curriculum offer which supports all children in achieving their full potential.

At Crumpsall Lane Primary School, we provide pastoral support for both children and families, which are identified by the school as those who are vulnerable. We aim to increase attendance for disadvantaged pupils, and work with a Family Support Worker and Attendance Team to ensure that children and their families are appropriately supported. In this way, we aim to diminish the differences between our disadvantaged pupils and their non-disadvantaged peers, providing them with support to enable them to experience the full learning experience that the school has to offer. We offer a wide range of opportunities both in and out of school to raise the cultural capital and broaden the ambitions of our disadvantaged children and their families. We work in conjunction with our parents to raise the expectations for our children. In doing this, we impact positively upon children's academic outcomes as well as their mental health and well-being.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To increase the proportion of disadvantaged pupils in school who achieve or exceed nationally expected progress rates.
- To support the health and wellbeing of our pupils and their families to enable them to access learning at an appropriate level.

We aim to achieve this by:

- Ensuring that teaching and learning meets the needs of all pupils.
- Providing appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are met.

Our strategy is also integral to wider school plans for education recovery, notably in offering targeted support through the National Tutoring Programme. This will address gaps that have formed due to school closures throughout the Covid-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children enter school with limited communication and language skills, resulting in a slower start to their education
2	Due in part to challenging external circumstances, many disadvantaged children do not have the social and emotional resilience to allow them to focus on academic matters. This has been further impacted on by the Covid-19 pandemic.
3	The majority of pupils, including those in receipt of Pupil Premium funding, enter the school with skills well below the national expectations which limits their capacity to function in school at a level of development typical for their age.
4	Disadvantaged children commonly come into school with few experiences to draw upon and relate to from their wider life experiences, meaning that they struggle to engage with the school curriculum on a level that is meaningful to them.
5	Limited access to online learning throughout the period of school closure due to COVID-19, either due to limited access to the internet and electronic devices or available support from home, has led to a regression or reduced progress for disadvantaged children. COVID-19 related absences, school bubble closures & Lockdown Jan-Mar continued to have an impact on the progress and attainment of disadvantaged children in the academic year 2020-2021.
6	Attendance has been affected, particularly for key families, following school closures. We need to ensure that good school routines are established quickly to enable pupils to be in school regularly, so that they can learn.

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
1. Communication and language skills for disadvantaged children to progress rapidly, in order for them to leave EYFS with the expected level of development in these areas, and	Oracy remains a key driver of school development; the school exemplifies strong practice in delivering language development and oracy to all children. Opportunities for oracy are promoted within the curriculum EYFS-Y6, evidenced in learning walks, book scrutinies and pupil voice. Formative and summative assessments and observations show improved basic skills including communication. Data for Language interven-

progress through school with linguistic skills that allow them full access to the curriculum.	tions in EYFS demonstrate significant progress for pupils taking part.
2. To provide a network of social and emotional support for disadvantaged children, enabling them to develop increased resilience to the challenges they face.	Children and families feel appropriately supported by the school in meeting their emotional health and wellbeing needs. Staff are more available for whole classes/group interventions as a result of declining disruptions to lessons and learning.
3. Improve the attainment and progress for disadvantaged children. To diminish the gap in attainment for children in receipt of Pupil Premium and those who are not.	Pupil Premium achievement compares favourably to available national benchmarks – attainments and progress are at least in line with national at Key Stage 2.
4. Provide a deeply enriched curriculum to ensure that all disadvantaged children have real experiences to draw upon and apply to their learning.	Children participate in a range of activities, including extra-curricular clubs as well as curriculum enrichment to provide a stimulus for learning. Children have increased capacity to access learning independent of additional support. Children show increased participation in school sports leading to increased health and fitness.
5. Quality first teaching and assessment, along with targeted intervention to enable disadvantaged children to close the gap and catch up with age related expectations, over time.	Recovery premium used to target the most disadvantaged children and provide them with the opportunities needed to close the gap, through targeted support, intervention and quality first teaching.
6. To achieve and sustain improved attendance for all pupils, including our disadvantaged pupils.	Persistent absence levels for all children, including disadvantaged pupils will decrease from baseline figure. Parental engagement and support around attendance will improve – parents working in partnership with attendance officer, family support worker and the wider school team to share information.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.	1, 3, 4, 5
Phonics development, including CPD for all staff members to re-fresh/retrain on teaching phonics and the principles of this. English Hub Support	EEF - Evidence shows that teaching phonics is the best way to teach children to read. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. (+5 months)	1, 3, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to support planning units of Maths (including Teaching Reasoning).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3, 5
Developing oracy within classrooms from EYFS-Y6 - Voice 21 Oracy School Level 3 CPD opportunities from Oracy Champions ELKLAN training EYFS	Transform Teaching and Learning through Talk: The Oracy Imperative – Voice 21 EEF – Oral language interventions (impact +6 months)	1
Developing pedagogy in the wider curriculum through CPD.	Rosenshine's Principles in Action – effective questioning, modelling, guided practice and retrieval opportunities to ensure that learning is a change to long term memory over time.	3,4,5
Retrieval Practice Embedding approaches to retrieval practice within all curriculum subjects to enable pupils to make links with learning over time.	Kate Jones – Retrieval Practice: Research & Resources for every classroom: Resources and research for every classroom EEF – Guest Blog retrieval practice Still gathering evidence – not yet enough	3, 4, 5

Writing moderation alongside One Education Literacy Specialist to develop accurate teacher feedback and assessment	EEF Teaching and Learning Toolkit – Feedback (impact +6 months)	1, 3, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic delivery of Wellcomm across Early Years and KS1	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 5
Offering school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 5
Additional teacher in Y6/Y5 (am) Teacher delivering tuition (pm)	EEF Teaching and Learning toolkit – small group tuition (impact +6 months) EEF Teaching and Learning toolkit – one to one tuition (impact +5 months)	1, 3, 5
Teaching assistants leading targeted structured interventions – EYFS-Y6	EEF Teaching and Learning toolkit – one to one tuition (impact +5 months) EEF Teaching and Learning toolkit – small group	2, 3, 5

-Reading & Maths	tuition (impact +6 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retaining Family Support Worker & Attendance Analyst Recruitment of KS2 Lead – Pastoral/behavior focus	EEF Teaching and Learning Toolkit states that supporting parental engagement, including general support with reading and supporting families in crisis can have a moderate effect on pupil progress (+4 months), as well as improving attendance.	2, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for attendance staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Not sure we are using this?	6
eqe membership to support with social and emotional interventions	EEF evidence: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Also, being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	
Breakfast Club to enable a secure start to the day for targeted families	EEF Magic breakfast report Skilled professionals providing the most ???	2, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £197,000

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 2020 to 2021 academic year.

Due to COVID-19, performance has been measured by internal assessment measures taken over the course of the COVID-19 pandemic. Assessments are subject to our school moderation processes but not standardised and there are no national data sets available for 2020-2021 due to COVID-19 national restrictions. Where assessments are missing, pupils will be assessed on EAL Ladders, Wakefield Progression (SEND) or were new to the school around the time of assessment.

End of Y6 data: Summer 2021

61 pupils		On Track or Higher
Reading	No. (%)	Sum2 20-21
All Pupils	61 (100%)	72.1%
Pupil Premium	23 (37.7%)	78.3%
Difference:		6.2
Pupil Premium	23 (37.7%)	78.3%
Not Pupil Premium	38 (62.3%)	68.4%
Difference:		9.9

61 pupils		On Track or Higher
Writing	No. (%)	Sum2 20-21
All Pupils	61 (100%)	65.6%
Pupil Premium	23 (37.7%)	65.2%
Difference:		0.4
Pupil Premium	23 (37.7%)	65.2%
Not Pupil Premium	38 (62.3%)	65.8%
Difference:		0.6

61 pupils		On Track or Higher
Mathematics	No. (%)	Sum2 20-21
All Pupils	61 (100%)	59.0%
Pupil Premium	23 (37.7%)	65.2%
Difference:		6.2
Pupil Premium	23 (37.7%)	65.2%
Not Pupil Premium	38 (62.3%)	55.3%
Difference:		9.9

End of Y5 data: Summer 2021

62 pupils		Missing Assessment	On Track or Higher
Reading	No. (%)	No. (%)	Sum2 20-21
All Pupils	62 (100%)	3 (4.8%)	69.5%
Pupil Premium	25 (40.3%)	0 (0%)	68.0%
Difference:			1.5
Pupil Premium	25 (40.3%)	0 (0%)	68.0%
Not Pupil Premium	37 (59.7%)	3 (8.1%)	70.6%
Difference:			2.6

62 pupils		Missing Assessment	On Track or Higher
Writing	No. (%)	No. (%)	Sum2 20-21
All Pupils	62 (100%)	3 (4.8%)	64.4%
Pupil Premium	25 (40.3%)	0 (0%)	60.0%
Difference:			4.4
Pupil Premium	25 (40.3%)	0 (0%)	60.0%
Not Pupil Premium	37 (59.7%)	3 (8.1%)	67.6%
Difference:			7.6

62 pupils		Missing Assessment	On Track or Higher
Mathematics	No. (%)	No. (%)	Sum2 20-21
All Pupils	62 (100%)	3 (4.8%)	66.1%
Pupil Premium	25 (40.3%)	0 (0%)	60.0%
Difference:			6.1
Pupil Premium	25 (40.3%)	0 (0%)	60.0%
Not Pupil Premium	37 (59.7%)	3 (8.1%)	70.6%
Difference:			10.6

End of Y4 data: Summer 2021

60 pupils		Missing Assessment	On Track or Higher
Reading	No. (%)	No. (%)	Sum2 20-21
All Pupils	60 (100%)	4 (6.7%)	58.9%
Pupil Premium	28 (46.7%)	1 (3.6%)	48.1%
Difference:			10.8

60 pupils		Missing Assessment	On Track or Higher
Writing	No. (%)	No. (%)	Sum2 20-21
All Pupils	60 (100%)	4 (6.7%)	48.2%
Pupil Premium	28 (46.7%)	1 (3.6%)	40.7%
Difference:			7.5

60 pupils		Missing Assessment	On Track or Higher
Mathematics	No. (%)	No. (%)	Sum2 20-21
All Pupils	60 (100%)	3 (5.0%)	45.6%
Pupil Premium	28 (46.7%)	0 (0%)	32.1%
Difference:			13.5

End of Y3 data: Summer 2021

59 pupils		Missing Assessment	On Track or Higher
Reading	No. (%)	No. (%)	Sum2 20-21
All Pupils	59 (100%)	5 (8.5%)	48.1%
Pupil Premium	24 (40.7%)	2 (8.3%)	45.5%
Difference:			2.6
Pupil Premium	24 (40.7%)	2 (8.3%)	45.5%
Not Pupil Premium	35 (59.3%)	3 (8.6%)	50.0%
Difference:			4.5

59 pupils		Missing Assessment	On Track or Higher
Writing	No. (%)	No. (%)	Sum2 20-21
All Pupils	59 (100%)	5 (8.5%)	53.7%
Pupil Premium	24 (40.7%)	2 (8.3%)	50.0%
Difference:			3.7
Pupil Premium	24 (40.7%)	2 (8.3%)	50.0%
Not Pupil Premium	35 (59.3%)	3 (8.6%)	56.2%
Difference:			6.2

59 pupils		Missing Assessment	On Track or Higher
Mathematics	No. (%)	No. (%)	Sum2 20-21
All Pupils	59 (100%)	5 (8.5%)	53.7%
Pupil Premium	24 (40.7%)	2 (8.3%)	59.1%
Difference:			5.4
Pupil Premium	24 (40.7%)	2 (8.3%)	59.1%
Not Pupil Premium	35 (59.3%)	3 (8.6%)	50.0%
Difference:			9.1

End of Y2 data: Summer 2021

56 pupils		Missing Assessment	On Track or Higher
Reading	No. (%)	No. (%)	Sum2 20-21
All Pupils	56 (100%)	2 (3.6%)	50.0%
Pupil Premium	18 (32.1%)	0 (0%)	44.4%
Difference:			5.6
Pupil Premium	18 (32.1%)	0 (0%)	44.4%
Not Pupil Premium	38 (67.9%)	2 (5.3%)	52.8%
Difference:			8.4

56 pupils		Missing Assessment	On Track or Higher
Writing	No. (%)	No. (%)	Sum2 20-21
All Pupils	56 (100%)	2 (3.6%)	55.6%
Pupil Premium	18 (32.1%)	0 (0%)	50.0%
Difference:			5.6
Pupil Premium	18 (32.1%)	0 (0%)	50.0%
Not Pupil Premium	38 (67.9%)	2 (5.3%)	58.3%
Difference:			8.3

56 pupils		Missing Assessment	On Track or Higher
Mathematics	No. (%)	No. (%)	Sum2 20-21
All Pupils	56 (100%)	2 (3.6%)	48.1%
Pupil Premium	18 (32.1%)	0 (0%)	44.4%
Difference:			3.7
Pupil Premium	18 (32.1%)	0 (0%)	44.4%
Not Pupil Premium	38 (67.9%)	2 (5.3%)	50.0%
Difference:			5.6

Phonics Screen Check Y2 Dec 2020

Year 3 (56 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	56 (100%)	31.0	13 (26.0%)	34 (68.0%)
Pupil Premium	18 (32.1%)	27.2	7 (41.2%)	10 (58.8%)
Not Pupil Premium	38 (67.9%)	33.1	6 (18.2%)	24 (72.7%)

End of Y1 data: Summer 2021

58 pupils		Missing Assessment	On Track or Higher
Reading	No. (%)	No. (%)	Sum2 20-21
All Pupils	58 (100%)	4 (6.9%)	66.7%
Pupil Premium	23 (39.7%)	2 (8.7%)	61.9%
Difference:			4.8
Pupil Premium	23 (39.7%)	2 (8.7%)	61.9%
Not Pupil Premium	35 (60.3%)	2 (5.7%)	69.7%
Difference:			7.8

58 pupils		Missing Assessment	On Track or Higher
Writing	No. (%)	No. (%)	Sum2 20-21
All Pupils	58 (100%)	4 (6.9%)	59.3%
Pupil Premium	23 (39.7%)	2 (8.7%)	61.9%
Difference:			2.6
Pupil Premium	23 (39.7%)	2 (8.7%)	61.9%
Not Pupil Premium	35 (60.3%)	2 (5.7%)	57.6%
Difference:			4.3

58 pupils		Missing Assessment	On Track or Higher
Mathematics	No. (%)	No. (%)	Sum2 20-21
All Pupils	58 (100%)	4 (6.9%)	55.6%
Pupil Premium	23 (39.7%)	2 (8.7%)	42.9%
Difference:			12.7
Pupil Premium	23 (39.7%)	2 (8.7%)	42.9%
Not Pupil Premium	35 (60.3%)	2 (5.7%)	63.6%
Difference:			20.7

Externally provided programmes

Programme	Provider
Oracy School Stage 2	Voice 21
Early Talk	I CAN
Play Therapy	eGe

Further information (optional)

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