



# Pupil Premium Strategy Statement

## Cranleigh C of E Primary School

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

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	29%
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	4 <sup>th</sup> Nov 2024
Date on which it will be reviewed	July 21st 2024
Statement authorised by	Kate Pelazza
Pupil Premium Lead	Jill Mills
Local Committee Member	Matthew Parry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,028
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£95,028</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- ***Objectives for our disadvantaged pupils***

*Our aim is that all our children develop resilience and the desire to learn, regardless of the challenges they face, so that they can forge positive relationships, make good progress and attain well across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve that goal.*

- ***Aims of our Pupil premium strategy plan***

*We aim to put measures in place to address the challenges faced by vulnerable pupils. High quality teaching, particularly in English and Maths, is the most effective way we can support our children to make good progress. We will also use targeted teaching, using effective interventions, to close gaps in learning. Disadvantaged pupils will be financially supported in order that they can participate in activities that will enhance their cultural capital and engagement in learning, such as school trips and extra-curricular activities.*

*We aim to support families and work in partnership with outside agencies to enable them to provide the nurture and routines our pupils need in order to make the most of the learning and experience provided at school.*

- ***Key principles of our strategy plan***

*A whole school approach so that all staff take responsibility for monitoring the emotional wellbeing, progress and attainment of all pupils*

*Careful diagnostic assessment, whether regarding levels of family resilience or learning so we can be responsive to needs and changing situations*

*High expectations for all learners*

## Challenge

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

Challenge number	Detail of challenge
1	<p>Spoken language</p> <p>The proportion of pupils with additional needs is also above national average, and the primary need is speech, language and communication. It is therefore essential that we continue to ensure spoken language underpins every part of school life so that children are confident communicators.</p>
2.	<p>Attendance</p> <p>Children missing essential learning through poor attendance. We understand that the varying needs of our pupils mean that they may experience more absence than normal, however this has a great impact and leads to low attainment.</p>
3.	<p>Low attainment in reading, writing, maths and phonics</p> <p>Poor attendance leads to gaps in prior learning</p> <p>Higher number of pupils with additional needs.</p> <p>In many cases, families show low engagement in learning and low academic aspiration</p>
4.	<p>Mental Health and Well-being</p> <p>Increase in social, emotional mental health needs within the school which lead to barriers in being ready to learn. Development of resilience and growth mindset are vital to enable our young people to face the ongoing impact of this situation.</p>
5.	<p>Cultural Capital</p> <p>For a range of reasons, our cohort have a limited range of cultural experiences, impacting upon Language and life experiences</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
All children will develop their spoken English language skills	Pupils with significant needs are identified and supported. Pupils receiving Speech and Language interventions make progress from their starting points.
Excellent attendance of disadvantaged pupils supports their learning	Attendance of PPG chn is at least 95%. The attendance variance for disadvantaged pupils to be < 1% of their peers.
The school will ensure the successful progress and attainment outcomes in core subjects (RWM and phonics) through quality First Teaching and Interventions	Achievement at least in line with national expectations for all pupils.
Pupils will have increased skills and resilience to manage their mental health and well-being.	Pupils will be able to name and use strategies when they encounter challenges. Pupils will be ready to learn and engage in learning.
Pupils will have the awareness, life skills, knowledge and achievements to enable them to access and succeed in the next stage of their education / life.	Pupils have high aspirations for their futures. Pupils can share their future aspirations and justify them.

## Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,73787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued ongoing CPD in teaching Phonics. Purchase of Little Wandle Phonic subscription and resources for whole class and graduated response- Catch Up and SEND phonic programmes Purchase of phonic and fluency reading books	Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy <a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	3
CPD, resources and coaching in English Talk for Writing, reading, spelling, mathematics, behaviour and assessment.	EEF “Effective Professional Development report (8.10.21) states “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom” and should “Ensure that professional development aligns with the needs of the school and is supported by school leadership”	3

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

Budgeted cost: £80,876.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Talk Boost intervention	Oral language skills can have a positive impact on pupils' ability to access the learning in class. <a href="#"><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	1,3
Keep Up/Catch Up phonic groups and 1:1 teaching sessions  Lexia Reading and Spelling Programme	Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy <a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	1,3
1:1 Speech and Language intervention	One to One Tuition Following a structured intervention (by the Speech and Language Therapist) can be effective for pupils with low attainment <a href="#"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a>	1,3
Inclusion Team time to identify children who need additional intervention, refer to outside agencies, support staff to plan and set up interventions, monitor progress.	Interventions are particularly effective when the teaching assistants are well trained and supported <a href="#"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a>	1,2,3,4

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

Budgeted cost: £9,413,97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Intervention provided by Thrive Practitioner	<p>Social and emotional learning approaches have a positive impact, on progress in academic outcomes.... it is important to consider the other benefits of SEL interventions. 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2,3,4
<p>Develop understanding and use of metacognition and self-regulation as a means of improving behaviour for learning.</p> <p>Zones of Regulation subscription</p> <p>CDP for staff on Metacognition and Zones of Regulation</p>	<p>The potential impact of metacognition and self-regulation approaches is high.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1,2,3,4
Home School Link Worker and Attendance Lead to support families to improve attendance and increase parental engagement	<p>Offering sustained and more tailored support to parents can have a positive impact on the child's wellbeing and attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4
Enrichment activities	<p>Participation in extracurricular activities, including physical activity has important benefits in terms of health, wellbeing and physical development, develops skills and increases enjoyment in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2,4,5

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Educational trips enhance learning in curriculum areas and help children engage in school. The EEF states 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'.</p>	
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**Total budgeted cost: £95,028**

## **Part B: Review of outcomes in the previous academic year (2023-24)**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- Objectives for our disadvantaged pupils**

Our aim is that all our children develop resilience and the desire to learn, regardless of the challenges they face, so that they can forge positive relationships, make good progress and attain well across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve that goal.

- Aims of our Pupil premium strategy plan**

We aim to put measures in place to address the challenges faced by vulnerable pupils. High quality teaching, particularly in English and Maths, is the most effective way we can support our children to make good progress. We will also use targeted teaching, using effective interventions, to close gaps in learning. Disadvantaged pupils will be financially supported in order that they can participate in activities that will enhance their cultural capital and engagement in learning, such as school trips and extra-curricular activities.

We aim to support families and work in partnership with outside agencies to enable them to provide the nurture and routines our pupils need in order to make the most of the learning and experience provided at school.

- Key principles of our strategy plan**

A whole school approach so that all staff take responsibility for monitoring the emotional wellbeing, progress and attainment of all pupils. Careful diagnostic assessment, whether regarding levels of family resilience or learning so we can be responsive to needs and changing situations.

High expectations for all learners.

## Teaching (for example, CPD, recruitment and retention)

Cost: £ 24,000

Activity	Evidence that supports this approach	Review
CPD in teaching Phonics. Purchase of Little Wandle Phonics subscription and resources for whole class and graduated response- Catch Up and SEND phonic programmes Purchase of phonic reading books	The Little Wandle phonics programme has been chosen as it suits the needs of our pupils by providing class provision and a graduated approach. Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy  <a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	All new staff have been trained in Little Wandle phonic teaching approach.  Consistent approach to phonics teaching across the school now embedded.  Year 1 Phonics Screen pass rate = 63%  Year 2 Phonics Screen retake pass rate = 82%
CPD and coaching, English writing and mathematics), behaviour and assessment	EEF “Effective Professional Development report (8.10.21) states “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom” and should “Ensure that professional development aligns with the needs of the school and is supported by school leadership” CPD to continue to focus on whole school priorities of English	CPD and coaching for whole staff, English and Maths Leads and individual staff and coaching. Behaviour audit from external consultant. Restructuring of Behaviour policy and procedures CPD on assessment process and procedures. Training for support staff in Little Wandle assessment of reading and phonics

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

Cost: £ 70,115

Activity	Evidence that supports this approach	Review
Speech and Language Talk Boost intervention	Oral language skills can have a positive impact on pupils' ability to access the learning in class. <a href="#"><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	This has been used in Reception to Year 3 classes to support children who scored below average in the Talk Boost Assessment.
Keep Up/Catch Up phonic groups and 1:1 teaching sessions	Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy <a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a>	This has been delivered across the whole school to pupils who have gaps in phonic knowledge. in KS2 who need to develop fluency in number facts.  Pupils with consistent attendance made progress with Phonic and reading programmes
1:1 Speech and Language intervention run by Individual TAs	One to One Tuition Following a structured intervention (by the Speech and Language Therapist) can be effective for pupils with low attainment <a href="#"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a>	SEN children achieved targets set by the Speech and Language Therapist or Senco. Additional language resources bought for groups and individuals- Learning Village online blended language programme, Reception Narrative Pack, Language for thinking, PORIC concepts, Widgit, Clicker 8.
Senco time to identify SEND children, refer to	Interventions are particularly effective when the teaching assistants are well trained and supported <a href="#"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a>	Phonic, reading, maths, language interventions set up and monitored.

<p>outside agencies, support staff to plan and set up interventions, monitor progress.</p>	<p><a href="#"><u>on-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a></p>	<p>Lexia Reading programme bought and set up for KS2 pupils who have completed phonics programme and need to make accelerated progress.  123 Maths Programme bought for pupils  Ongoing training for new staff in interventions and Ordinarily Available Provision.  Training for staff in use of Colourful Semantics to support use of grammar for those with language difficulties.</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Cost: £ 19,480

Activity	Evidence that supports this approach	Review
ELSA provided by Home School Link worker	ELSA helps to develop emotional and social skills, wellbeing and resilience in young people.	ELSA sessions provided to children within KS2. Home School Link Worker trained as Thrive Practitioner and supported 2 children in Yr 6 with Thrive Intervention.
Home School Link Worker and Attendance Lead to support families to improve attendance and increase parental engagement	Offering sustained and more tailored support to parents can have a positive impact on the child's wellbeing and attainment <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	Attendance of Pupil Premium attendance was lower than Non-Pupil Premium by 5%. However, PP attendance increased by 2% from autumn to summer term.
Enrichment activities	Participation in extracurricular activities, including physical activity has important benefits in terms of health, wellbeing and physical development, develops skills and increases enjoyment in learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> Educational trips enhance learning in curriculum areas and help children engage in school. The EEF states 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'.	Year 5 and 6 residential trip to CYE. Staff provided after school sports activities such as tennis.  Lunch time sports activities such as basketball and archery provided by sports coach. Also, Choir provided as a lunchtime club.  Funding provided to supplement parent contributions for class trip for each year group such as Year 1 visit to the Zoo