

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	182
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	4 th November 2024
Date on which it will be reviewed	July 21st, 2026
Statement authorised by	Kate Pelazza
Pupil Premium Lead	Jill Mills
Local Committee Member	Eimear O'Carroll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,491.75
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£82,491.75

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: £2678.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3</p>
<p>CPD, resources and coaching in English Talk for Writing, reading, spelling, mathematics, behaviour and assessment.</p>	<p>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”</p>	<p>3</p>

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

Budgeted cost: £69,491.60

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. <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u>	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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	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 <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u>	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 <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u>	1,2,3,4

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

Budgeted cost: **£10,322**

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</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>	2,4,5

Part B: Review of outcomes in the previous academic year (2024-5)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- **Objectives for our disadvantaged pupils**

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- **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: £4,73787

Activity	Evidence that supports this approach	Review
<p>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</p>	<p>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</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>All staff have completed the Little Wandle online training. Time out for staff to work with White Knights phonic consultant. Consistent approach to phonics teaching across the school now embedded. Big Cat Fluency books purchased for use in Year 2 and 3. A set of flashcards bought for each Teaching Assistant.</p> <p>80% of children who were entered for the Year 1 Phonics Screen passed. Year 2 Phonics Screen retake pass rate = 58%</p>
<p>CPD and coaching, English writing and mathematics), and assessment</p>	<p>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</p>	<p>CPD for whole staff and subject leads developing the curriculum, assessment and moderation work. Focus on Talk for Writing and Reading, Writing moderation in English and adaptive teaching across all subjects.</p>

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

Cost: £80,876.16

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. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	This has been used in Reception class to support children who scored below average in the Talk Boost assessment. By the end of the year all children were scoring in the average range.
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 Phonics Toolkit Strand Education Endowment Foundation EEF	This has been delivered across the whole school to pupils who have gaps in phonic knowledge. 58% of pupils who had not passed the Phonic Screening Test in Year 1, passed in Year 2. 61% of pupils in Year 4 and 5 who were working on the phonic programme at the start of the year had completed the programme.
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	Individual sessions provided 3 x week by Teaching Assistant. SEND children achieved targets set by the Speech and Language Therapist or SENCo.
SENCo time to identify SEND children, 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	Phonic, reading, maths, language, social skills interventions set up and monitored. Ongoing training for staff in interventions and adaptive teaching provided weekly.

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

Cost: £9,413,97

Activity	Evidence that supports this approach	Review
Thrive Approach intervention provided by Home School Link worker	Thrive Approach helps to develop emotional and social skills, wellbeing and resilience in young people.	Thrive Approach sessions provided to 10 children across school in groups and in one-to-one sessions.
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	In 24-25, attendance of whole school has improved from 90.27% to 91.58%. Attendance of Pupil Premium pupils has improved from 86.99% to 88.55% in 24-25. Attendance of Pupil Premium pupils was lower than Non-Pupil Premium by 3% compared with 5% in 22-23.
Develop understanding and use of metacognition and self-regulation as a means of improving behaviour for learning. Zones of Regulation subscription. CDP for staff on Metacognition and Zones of Regulation.	The potential impact of metacognition and self-regulation approaches is high. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	Zones of Regulation curriculum delivered in Year 1–6. There was a 76% reduction in logged behaviour incidents between the Autumn and Summer term 24-25.

<p>Enrichment activities</p>	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 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>	<p>Year 5 and 6 residential trip to CYE. Staff provided after school activities such as gymnastics, board games and art clubs. Lunch time sports activities such as basketball provided by sports coach. Choir provided as a lunchtime club. Funding provided to supplement parent contributions for a class trip for each year group.</p>
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