

# Crawley Ridge Junior 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	Crawley Ridge Junior School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sue Knight
Pupil premium lead	Lisa Culligan
Governor / Trustee lead	Edd Bartlett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

At Crawley Ridge Junior School we believe in excellence every day for every pupil so we continually strive to support our pupils from disadvantaged backgrounds. We want them to develop emotionally, socially and academically so that they are prepared for the next stage in their education and for life beyond school. We want to be able to identify any potential barriers to their success, put remedial actions in place and ensure that they have the same opportunities as their peers.

There are three key strands to our strategy:

1. To ensure Quality First Teaching for all pupils which will lead to good outcomes for disadvantaged pupils. High quality teaching is recognized as the greatest factor in Pupil Premium pupils closing the gap with their peers. We will ensure that the curriculum is inclusive of all pupils and is motivating for all.
2. To provide targeted academic support having gained a thorough knowledge of our Pupil Premium pupils and their barriers to learning.
3. To provide wider support for our Pupil Premium Pupils so that they successfully access all elements of school life. Pupil Premium pupils need to be supported to attend trips, workshops etc., to have high levels of attendance and to have their physical, emotional and mental health needs recognised and addressed.

### Challenges

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

Challenge number	Detail of challenge
1	Several of our Pupil Premium children are needing additional emotional support. This is around friendship, dealing with difficulties at home and issues around self-esteem.
2	Academic support is needed for some of our pupils, particularly in the area of writing.
3	Some pupils have limited access to our extra-curricular opportunities.
4	Many of our Pupil Premium children also fit into another vulnerable group such as Special Educational Need.

## 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
Our Pupil Premium pupils will be emotionally resilient and able to self-regulate so that they are well-prepared for learning	Our Pupil Premium pupils will have had the appropriate emotional support through the ELSAs, Forest School, Zones of Regulation and Emotion Coaching.
Our Pupil Premium pupils will have accessed a wide range of opportunities.	Registers will show that Pupil Premium pupils have attended clubs after school, all trips and any extra-curricular activity that interests them.
Our Pupil Premium pupils will have had the support they need to reach the appropriate ARE.	Summative assessment will show that all pupils will have achieved ARE.
Pupil Premium pupils who have special educational needs will have received the appropriate interventions to help them progress.	Data analysis will show improved outcomes for these pupils.

## 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

Budgeted cost: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all teachers in the delivery of Quality First Teaching	EEF research shows that good teaching is the most significant factor in improving outcomes for disadvantaged pupils. The Inclusion leader will continue to use staff meeting time to ensure that all teaching staff understand Quality First Teaching.	2,4
Training for staff in attachment, ASD, ADHD etc,	Evidence has shown that the more the teachers understand the whole child, the better the outcomes for that child will be as learning can be structured appropriately.	2

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

Budgeted cost: £22,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Leader to meet with teachers in the termly Pupil Progress Meetings to identify barriers to learning and to put in place the necessary interventions.	Data shows that targeted interventions improve outcomes for all children who are at risk of falling behind their peers.	4
Teaching Assistants to enable interventions to take place.	Provision mapping and careful analysis of data shows the impact of targeted interventions.	2 & 4

Regular reading with an adult	Reading deepens vocabulary, enhances writing and unlocks large parts of the curriculum.	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for mental health and well-being.	<p>Zones of Regulation is used across the school to enable children to communicate their feelings in a positive way. Children report receiving help when they put themselves in the 'Blue' zone.</p> <p>Forest school sessions support well-being, resilience, teamwork and communication. Leaders take baselines of how the children feel and then assess again after the sessions.</p> <p>Trick Box to provide additional strategies to help pupils regulate.</p> <p>Leader in Me supports pupils to think about positive behaviours. The language is being used across the school.</p> <p>ELSAs provide individual work where necessary.</p>	1.
Embedding of OPAL play	OPAL provides an inclusive, active lunchtime that helps all children to thrive.	1 & 3
Support for extra-curricular activities	Paid clubs can be beyond the budget of families on low incomes and it is important that these children have an equality of access.	3
Support for school trips	School trips are a key element of our curriculum and it is vital that all children are able to attend.	3

**Total budgeted cost: £36,640**

## 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 2021 to 2022 academic year.

In the summer term of 2022 our PP children achieved well in maths and reading. 68% were at or above expected age related expectations in maths and 77% in reading but only 45 % achieved in writing. Attainment in writing was also low for our non PP children, however. In terms of progress, the group did very well with 91% making expected or accelerated progress in all 3 areas. Progress was particularly good in reading with 41% making accelerated progress.

Whilst we were delighted to see some of our Pupil Premium pupils achieving highly, the gap between many and their peers is something we are looking at carefully. The children received support in the form of pre-teaching and interventions such as Literacy for All.

Pupil Premium pupils were provided with access to extra-curricular activities such as after school clubs, trips (including residential) and experiences such as the Young Voices Choir.

Supporting good mental health is a strength of the school and this is reflected in the provision for all children, but carefully and appropriately focussed at Pupil Premium pupils. ELSAs are a particularly valuable resource for these children and 'check in' on them regularly as well as running targeted interventions.

Attendance for our Pupil Premium pupils continues to be good, which reflects the fact that these children feel safe and supported here.

### 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
Spelling Shed	Education Shed

Education City	Education City
Nessy Reading and Spelling	Nessy Learning
Twinkl	Twinkl
Kapow – Art & DT	Kapow Primary Ltd

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service Premium was pooled with our Pupil Premium to provide emotional or educational support as required. (see above)
What was the impact of that spending on service pupil premium eligible pupils?	Our pupils were able to access the support they need. They were given full access to the extra-curricular activities of the school.