



Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 – 2024-2025

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	29% (129)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alison Small
Pupil premium lead	Alison Small/Satbir Sidhu
Governor / Trustee lead	Renu Sudera

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,540
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£200,540

Part A: Pupil premium strategy plan

Statement of intent

In January 2020, during the school's most recent Ofsted inspection, it was noted that, 'Highly effective use is made of pupil premium funding. Disadvantaged pupils make good progress and typically achieve as well as other pupils nationally.'

What is Pupil Premium funding?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families and their peers.

If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2023-24, this continues to be £1,455 per pupil, with the sum of £2,530 per LAC or post LAC pupil. A provision is also made for pupils who have a parent in the armed services.

Crane Park Primary School is committed to ensuring maximum progress for all groups of pupils and strives to close any gaps.

Crane Park actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Headteacher /Deputy Headteacher leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors via the Teaching and Learning committee, ensuring that the school is held to account for the impact of spending. The multi-faceted approach for the support of disadvantaged pupils enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group which are above those found nationally.

Key Priority: To ensure that the disadvantaged gap is closed by addressing inequalities and raising the attainment of those pupils in low-income families or who are LAC/post LAC.

What we expect to see:

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extracurricular experiences. All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make substantial progress leading to narrowing of any attainment gaps.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills combined with a reduced understanding of vocabulary is below expected for many disadvantaged pupils on joining our school and can slow progress across the curriculum.
2	Depth of understanding and fluency within concepts remains lower for our disadvantaged pupils when compared to other pupils across the curriculum in maths.
3	Limited resources available outside school to provide out of hours learning support and experiences to develop pupils' cultural capital
4	Self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and extra-curricular activities.
5	A higher percentage of pupils entitled to free school meals have SEND than within the wider cohort.

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
Equal opportunity in access to extra-curricular activities and to workshops and trips to broaden their experience and understanding of cultural capital.	The percentage of pupils entitled to pupil premium grant/LAC/PLAC accessing extracurricular opportunities is in line with or greater than that of the cohort. All PPG/LAC/PLAC pupils will attend workshops and visits. The percentage of pupils entitled to pupil premium grant/LAC/PLAC attending sports competitions will be at least in line with that of peers.
Closing of learning gaps between disadvantaged pupils and the cohort.	At the end of EYFS, the percentage of disadvantaged pupils achieving GLD will be in line with or above that of the cohort. In the phonics screening assessment, the percentage of disadvantaged pupils will be in line with or above that of the cohort. All middle and high attaining disadvantaged pupils will achieve at least the expected standard across subjects at the end

	of KS2, monitored across the school. The percentage of disadvantaged pupils passing the phonics screening test and scoring above 20 in the multiplication tables check will be at least in line with that of the cohort.
Enhanced oracy skills - use of topic vocabulary across subjects is secure	Pupils across all phases speak confidently about their learning using topic vocabulary accurately.
Disadvantaged SEND pupils make good progress across all phases.	The percentage of disadvantaged SEND pupils making at least sustained progress over time is in line or above that of other pupils.
Disadvantaged pupils are confident to describe and express how they are feeling.	Disadvantaged pupils can articulate an age-appropriate range of feelings. Disadvantaged pupils can use the Zones of Regulation independently and have a range of strategies to help them achieve an 'alert calm' state ready to learn. Disadvantaged pupils are confident when speaking with peers and adults and this is reflected in learning walks and pupil interviews.

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff in all year groups across the school -	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." (EEF report, June 2019)	1,2,5

Continuing Professional Development for all support staff to support overcoming barriers for disadvantaged pupils	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (EEF report, June 2019) “Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.” (EEF report, June 2019)	
Maths Mastery: To develop further fluency in number for pupils across all phases	“Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.” (EEF report, June 2019) Teachers to engage with programme from the Maths hub, utilising the expertise of Maths hub lead and Maths Lead	1,2,
Training from the Thrive Approach for all staff on emotions coaching and developing positive relationships with pupils		3,4

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

Budgeted cost: £60,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant Support Support for key pupil groups within lessons and to embed key skills	Teacher efficacy Hattie Visible learning Feedback EEF T&L toolkit	1,2
Tuition Support Teaching Assistants provide tuition to small groups of pupils who have identified gaps in learning.	Teacher efficacy Hattie Visible learning Feedback EEF T&L toolkit	1,2
Phonics Groups	The Rose report. DFE reading framework.	1,2

Through additional groups, pupils benefit from smaller groups and targeted support	Reading from key topical professionals such as Christopher Such Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	
Bespoke RWInc training	A rolling programme of all staff attending RWInc training – Ruth Miskin Hub. Targeting bottom 20% of pupils Early Reading Lead to develop the coaching model to support colleagues/delivery	1, 4, 5

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

Budgeted cost: £66,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team Support Including: ELSAs and additional TAs	Nurture UK EEF T&L toolkit (social and emotional learning)	4,5
Additional adult for Thrive - Nurture Club activities	Nurture UK EEF T&L toolkit (social and emotional learning)	4
Leadership Opportunities Support for pupils to lead activities in the playground (Sports Leaders) and to take on responsibility around the school (Range of leadership activities)		2,4,5
Financial support Support for uniforms, kit, equipment where needed	Sutton Trust, promoting access to schools and academic achievement	3
Attendance Support Attendance Officer support to overcome barriers to attendance	Improving attendance, the key for school leadership summary of research and case studies EEF T&L toolkit, parent engagement	3,4

<p>Extra-curricular subsidy To support opportunities to attend extracurricular clubs and lessons, music tuition, school journey, etc</p>	<p>Newcastle University (Nuffield Foundation) after school clubs and academic performance Music in school – sound partnerships The importance of music – DfE ArtsEd research, music and academic performance SEL – EEF</p>	<p>2,3,4</p>
<p>Play Therapy To support key pupils across the school PHE, link between wellbeing and attainment</p>	<p>Trauma informed schools, Beacon house Centre for education neuroscience Nurture UK EEF T&L toolkit (social and emotional learning)</p>	<p>2,5</p>
<p>Support from Behaviour Advisory Teacher</p>	<p>To support key pupils across the school EEF Research Report 'Improving Behaviour in Schools'</p>	<p>4,5</p>

Total budgeted cost: £ 216,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS:

The percentage of disadvantaged pupils who achieved GLD in 2023-2024 was 64%.

Phonics:

The percentage of Year 1 disadvantaged pupils who passed the phonics screening check in June 2024 was 81%.

The percentage of disadvantaged Year 2 pupils who achieved the pass mark in the phonics screening check - June 2024 was 100%

Key Stage 1:

In June 2024, the percentage of Year 2 disadvantaged pupils who achieved the expected standard at the end of Key Stage 1 was 56% in Reading and Maths and 44% in Writing. The percentage of disadvantaged pupils achieving at the expected standard was impacted positively by the use of targeted interventions.

Key Stage 2:

In individual subjects, the percentage of disadvantaged pupils achieving the expected standard at the end of Key Stage 2 was 82% in Reading, 73% in Writing and 73% in Maths. The percentage of disadvantaged pupils achieving the expected standard or above in Reading, Writing and Maths was 64%. These results were above the National disadvantaged cohort in Reading, Writing and Maths.

The progress and development of all disadvantaged pupils remains a focus as part of the school's development plan (see SDP Plan 2024-25).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Timetables Rockstars	
RWInc	
PiXL	PixL Partnership
HEP: Staff CPD	Hounslow Education Partnership