



Pupil premium strategy statement – Crawley Ridge Infant School

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

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils including EYPP	6% (13 children)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Benedict O'Shea
Pupil premium lead	Benedict O'Shea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,013
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,013



Part A: Pupil premium strategy plan

Statement of intent

At Crawley Ridge Infant School we believe that every child should have the same start and chance in school life, regardless of their background and circumstance outside of school. 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.

The school has three key strands to enable this intent to flourish:

- 1) To ensure Quality First Teaching for all pupils which will lead to good outcomes for disadvantaged pupils. High quality teaching is recognised 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, after school clubs 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	Lower speech and language skills to express oneself
2	Lack of experiences outside daily life
3	Lower confidence/ self- esteem
4	Lower reading and writing skills (including phonics knowledge)
5	Lower skills in number and maths

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
To communicate clearly and effectively, with increasing confidence.	PP pupils will be better able to express themselves and communicate with others through spoken language
To develop a greater understanding of the wider world	PP pupils will have the opportunity to immerse themselves in real-life experiences which can help to



	support their understanding of the world and about the topics they study in school
To develop greater self-awareness and confidence, with the ability to recognise and express their emotions and communicate their needs.	PP pupils will be able to recognise their own emotions and communicate their feelings and needs to others
To meet the expected standards in Reading and Writing for the relevant Year Group. To recognise and use taught phonemes and graphemes to blend (read) and segment (spell) words confidently. To communicate through writing, using a cursive style. To demonstrate understanding of the grammar and punctuation expected for the relevant Year Group. To understand what they read.	PP pupils will make at least expected progress in Reading and Writing and will meet the expected standard for their Year Group
To meet the expected standards in Maths for the relevant Year Group. To read, write and count numbers relevant to the year group. To have a secure understanding of number and calculations relevant to their year group. To develop mathematical reasoning skills, relevant to their Year Group	PP pupils will make at least expected progress in Maths and will meet the expected standard for their Year Group

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: £1,500

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.	1, 3, 4, 5
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.	1, 3, 4, 5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIP club (phonic in play) before school club for	Extended school day for children who are pupil premium to have extra time and support with	1, 3, 4



children who are PP.	their phonics.	
Inclusion Leader & Headteacher 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.	2, 4, 5
Teaching Assistants to enable interventions to take place.	Provision mapping and careful analysis of data shows the impact of targeted interventions.	1, 2, 4, 5
Regular reading with an adult.	Reading deepens vocabulary, enhances writing and unlocks large parts of the curriculum.	1, 4
Lunch time club and directed activities with children during lunch time	Directed support and engagement for children during lunch time, additional learning during the school day.	3

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

Budgeted cost: £ 500

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 (The Colour Monster).</p> <p>Forest school sessions support well-being, resilience, teamwork and communication.</p> <p>Trick Box to provide additional strategies to help pupils regulate. The language is being used across the school. ELSAs provide individual work where necessary.</p>	1, 2, 3
Support for extracurricular activities. All children offered an after-school club.	Paid clubs can be beyond the budget of families on low incomes, and it is important that these children have an equality of access.	2
Support for school trips.	School trips are a key element of our curriculum, and it is vital that all children are able to attend.	2
Specific resourcing	Some children require the school to purchase vital educational equipment to have all the tools they need to be included in all forms of school life e.g. book bags, water bottle, uniform.	2, 4

Total budgeted cost: £ 22,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium pupils were provided with access to extra-curricular activities such as after school clubs, trips and experiences including a British Wildlife visit into school.

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 (in line with all children), which reflects the fact that these children feel safe and supported here.

There was a take up of 90% of pupil premium children attending after school clubs funded by the school. Children built their confidence and social skills after attending the clubs (dance, football, playball, drama, coding).

Reading

In Reception, 50% of PP children were at or above age-related expectations. In KS1, the data showed that 14% Yr2 PP children met the expected standard. This is a development area for our school, including children who are not PP. In terms of progress, 0% of PP children in reception made expected progress and 75% made accelerated progress. In KS1, 86% of PP children made expected progress or above and 0% made accelerated progress from Year 2 Baseline.

Writing

In Reception, 50% of children were at or above age-related expectations. In KS1, the data showed that 14% of Yr 2 PP children met the expected standard. This is a development area for our school, including children who are not PP. In terms of progress, 25% of PP children in reception made expected progress and 75% made accelerated progress. In KS1, 100% of PP children made expected progress or above with 28% making accelerated progress from Year 2 Baseline.

Maths

In Reception, 50% of children were at or above age-related expectations. In KS1, the data showed that 14% of Yr 2 PP children met the expected standard. This is a development area for our school, including children who are not PP. In terms of progress, 50% of PP children in reception made expected progress and 25% made accelerated progress. In KS1, 86% of PP children made expected progress or above and 29% made accelerated progress from Year 2 Baseline.

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
Twinkl	Twinkl

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The Service Premium was pooled with our Pupil Premium to provide emotional or educational support as required. (see above)

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