

Pupil premium strategy statement – Croxby Primary 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	349
Proportion (%) of pupil premium eligible pupils	22% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	K. Mason
Pupil premium lead	C. Neighbour
Governor / Trustee lead	D. Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,660
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£118,660

Part A: Pupil premium strategy plan

Statement of intent

The school draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Some Disadvantaged pupils have gaps in their maths and English due to being significantly less likely to have come from a rich home learning environment.
2	On entry to EYFS, 16% of children are below age related expectations in Prime Areas. Specific significant gaps in moving and handling and writing.
3	Lower attendance figures and higher persistent absenteeism of disadvantaged children when compared with non-disadvantaged pupils.
4	Limited life experiences, travel and learning outside the immediate community and reduced learning motivations as a result of low aspirations.

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 improve the quality of teaching and ensure that all children consistently achieve highly, particularly the most disadvantaged.	Every teacher is deemed to be delivering quality first provision.

<p>To provide work to children which will be coherently planned and sequenced to ensure cumulatively sufficient knowledge, vocabulary and skills across the foundation subjects.</p>	<p>Disadvantaged Children are retaining at least 60% of all knowledge and vocabulary term on term and one year later.</p> <p>The gap between the disadvantaged and non-disadvantaged pupils has reduced with regards to the amount of knowledge and vocabulary they have retained.</p>
<p>To develop communication and language skills and ensure that any gaps in learning in maths and English are narrowed in order to facilitate future learning.</p>	<p>Disadvantaged Children in receipt of Mable S & L will achieve at least 75% of their targets and be in line with non-disadvantaged pupils.</p> <p>The gap in attainment in maths and English between disadvantaged and non-disadvantaged pupils will have reduced.</p>
<p>To ensure intervention in phonics is in addition to the rigorous approach to the teaching of reading and develops learners' confidence and enjoyment in reading.</p>	<p>Disadvantaged Children in Year 1 and 2 will increase their phonics score in the phonics screening test. (Year 1 target 75%) and the gap between the disadvantaged and non-disadvantaged pupils will have reduced.</p>
<p>To enable children to access a different learning pathway in reading, maths and writing as required.</p>	<p>Disadvantaged Children are making progress in maths, reading and writing, in line with non-disadvantaged pupils or the gap between them is reduced.</p>
<p>To provide a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. This is further enhanced by a wide range of curriculum enrichment opportunities for all pupils.</p> <p>There is strong take-up by pupils of the opportunities provided by the academy and the most disadvantaged children consistently benefit from this.</p>	<p>All children will access NAPA over a term.</p> <p>All pupils will have accessed a range of enrichment opportunities linked to the curriculum.</p> <p>At least 50% of disadvantaged children will have attended at least one of the after-academy clubs run by staff.</p> <p>75% of disadvantaged children will take at least one graduate award.</p>
<p>To increase the attendance of disadvantaged pupils to be in line with their peers.</p>	<p>Attendance figures for disadvantaged and non-disadvantaged pupils will be in line or the gap will be reduced.</p>

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: £49,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly coaching and feedback from monitoring to maximise QFT.	EEF Effective Professional Development	1,2
Staff training to upskill pedagogy using 'walkthrus' and knowledge in the foundation subjects to provide improved feedback	EEF Effective Professional Development	1,2
Daily retrieval lessons including the use of low-threat quizzes, metacognition and collaborative learning to enable knowledge retention.	EEF 4, 11	1,2
High quality individualised feedback during lessons to raise attainment and narrow the gap for DA children.	EEF 6	1,2
Extra Teacher in Year 6 for one hour per day to deliver QFT in Reading creating a smaller class size and targeted feedback.	EEF 6, 22	1

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

Budgeted cost: £49,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of data to provide targeted tutoring (YipiYap - 2 days) to narrow the academic gap in maths.	EEF 13, 26	1,2

HLTA to provide up to 18 hours of reading, English and maths weekly to narrow the gap.	EEF 21, 26	1,2
HLTA (16.5 hours per week) Interventions in phonics will raise attainment in Early Reading and increase the number of children achieving the phonics screening pass mark.	EEF 14, 19, 26	1,2
5-6 children to participate in weekly 1-1 tutoring to develop communication and language skills to develop early reading strategies (Mable).	EEF 14	1,2
14 children to participate in 1-1 speech and language with a trained HLTA to develop communication and language skills.	EEF14	1,2
Targeted support for 6 pupils in year 6 through 1:1 tutoring for pupils to narrow the attainment gap in maths (Autumn Term and Spring Term).	EEF 13	1,2
Targeted support for 6 pupils in year 5 through 1:1 tutoring for pupils to narrow the attainment gap in maths (Summer Term).	EEF 13	1,2
Keep up interventions in EYFS by teacher or TA for 1 hour a day to ensure children are working at ARE in Prime Areas	EEF 14	2

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

Budgeted cost: £9,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents invited to attend performances/coffee mornings/House Class afternoons and regular Sway newsletters sent out to improve parental engagement into school life encouraging attendance.	EEF 32, 16	5
Attendance officer in the academy to improve attendance and foster links with parents (2 hours per week).	EEF 16	3,5

Assistant headteacher with a responsibility for monitoring attendance.	EEF 16	3,5
Social and emotional interventions to be delivered by an ELSA TA for at least 2 hours each day to support the SEMH needs of children.	EEF 29	3,4
Clubs to be delivered at lunchtimes to offer enrichment opportunities to those who cannot access them after school to develop SEMH needs and skills.	EEF 2	1,2,4
All staff to hold termly after-academy clubs to provide additional experiences for children.	EEF 2	1,2,4
A full and robust programme of enrichment activities, including visits and visitors into school, for all pupils.	EEF1	1,2,4

Total budgeted cost: £ 118,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A review of the previous year's outcomes (2023-2024) can be found on the previous PP strategy Statement (2021-2024).

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
Online 1-1 communication and language	Mable Speech Therapy
1-1 and small group tutoring for maths and phonics	YIPIYAP tutoring
Online maths tutoring	Third Space Learning

App

The E
resear
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The T
streng

Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

Social and emotional learning

Moderate impact for very low cost based on very limited evidence



+4

Summer schools

Moderate impact for moderate cost based on limited evidence



+3

Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence



+4

Within class attainment grouping

Low impact for very low cost based on very limited evidence



+2

EYFS

<p>Built environment</p> <p>No impact for low cost based on very limited evidence</p>			<p>0</p>
<p>Communication and language approaches</p> <p>Very high impact for very low cost based on extensive evidence</p>			<p>+6</p>
<p>Digital technology</p> <p>Moderate impact for moderate cost based on limited evidence</p>			<p>+4</p>
<p>Earlier starting age</p> <p>Very high impact for very high cost based on moderate evidence</p>			<p>+6</p>
<p>Early literacy approaches</p> <p>Moderate impact for very low cost based on moderate evidence</p>			<p>+4</p>
<p>Early numeracy approaches</p> <p>Very high impact for very low cost based on extensive evidence</p>			<p>+6</p>
<p>Extra hours</p> <p>Moderate impact for very high cost based on limited evidence</p>			<p>+3</p>
<p>Parental engagement</p> <p>Moderate impact for moderate cost based on moderate evidence</p>			<p>+4</p>
<p>Physical development approaches</p> <p>Moderate impact for very low cost based on limited evidence</p>			<p>+3</p>
<p>Play-based learning</p> <p>High impact for very low cost based on very limited evidence</p>			<p>+5</p>
<p>Self-regulation strategies</p> <p>High impact for very low cost based on limited evidence</p>			<p>+5</p>
<p>Social and emotional learning strategies</p> <p>Moderate impact for moderate cost based on very limited evidence</p>			<p>+3</p>