

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Cromford CE Primary
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Liz Foster
Pupil premium lead	Liz Foster
Governor / Trustee lead	Gill Donaldson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18005
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20005

Part A: Pupil premium strategy plan

Statement of intent

At Cromford School it is our intent that every pupil not only feels valued but also achieves their potential. We want them to know that whatever the challenges and barriers they have to making progress, Cromford School will help them to overcome them. Our pupil premium strategy will have centre stage in this support.

We always consider each pupil as an individual and recognise their vulnerabilities so that it is possible to identify which interventions and strategies are needed to enable them to achieve.

The main thrust of our strategy is to provide high quality teaching along with tailor-made teaching assistant support and interventions. We also provide appropriate resources to bridge the gaps our disadvantaged pupils face. These approaches also help non-disadvantaged pupils to attain their potential.

Cromford School is also using the finances provided for education recovery following the closures due to the pandemic to identify the gaps caused by missed face-to-face teaching. A higher level teaching assistant has been employed to work with all pupils whose progress and attainment has been effected this way.

Throughout the whole strategy, we have ensured that pupils are properly assessed so that their academic needs can be addressed. However, it is important to recognise the emotional needs of our pupils and developing their emotional resilience to cope with their challenges is paramount to Cromford School. We care about the whole child at all times.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language skills are poor for many of our disadvantaged pupils. This impacts across all areas of the Curriculum
2	Attainment and achievement of disadvantaged pupils across school is lower than that of non-PP pupils in some cohorts and this can impact significantly on whole school data – School recognises there are some in school variances and that there can be a gap between PP and Others against in school data and national data.
3	Nationally, as well as locally, it has been shown that school closures due to Covid 19 have had a greater impact on disadvantaged pupils.

4	Across school there are some identified disadvantaged pupils who have social, emotional and behavioural needs as well as SEND which impact directly on their learning and outcomes
5	Due financial constraints of disadvantaged families, it can be difficult for these pupils to access extra-curricula activities

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
End of year expectations are improved and the vast majority of pupils are working at age related expectations and at least good progress has been secured from their starting points	Disadvantaged pupils make progress, in line with or exceeding the rest of their cohort
Targeted interventions in small groups or 1:1 basis close the gap once difficulties have been identified through testing	Pupils make expected progress in literacy and numeracy
Disadvantaged pupils will be closely monitored and appropriate interventions used to close the gaps exaggerated by school closures	Pupils are able to overcome the gaps in their progress and attainment caused by school closures
Develop emotional resilience for identified pupils	Pupils are aware of their emotions and are enabled to manage them to reduce the negative effect on their progress and attainment.

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: £ 9005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise rate of progress by providing extra TA support	Due to the nature of the mixed age class and the distribution of the disadvantaged children this means that the class teachers have the opportunity to focus on specific groups	1, 2, 3

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention using SEND HLTA to identify and deliver child-centred approaches.	Carefully evaluated and targeted programmes for disadvantaged pupils. Eg daily phonics sessions Reduction in group size for less able children increasing amount of pupil/teacher interaction 1:1 and small group intervention have shown to be effective for improved progress	1, 2, 3

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable vulnerable and disadvantaged children to take part in the full curriculum, including inspirational visits, brass and singing lessons 1:1 mentoring of emotional needs	A holistic approach to any child's education helps develop the child's emotional resilience helping him/her to become a valued member of society. A TA has the role of mentoring pupils with low emotional resilience EEF_Social and Emotional_learning.pdf(educationendowmentfoundation.org.uk)	1, 4, 5

Total budgeted cost: £ 20005

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 2020 to 2021 academic year.

<p>At Key Stage 1, all PP pupils made expected progress in all subject areas.</p> <p>At Key Stage 2, all PP pupils made either expected or greater than expected progress in all subject areas.</p> <p>PP pupils' attendance for the last academic year was actually better than non-disadvantaged pupils by 3%.</p> <p>PP pupils were funded to enable them to attend the school's residential trip in the summer term.</p>
--

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
Nessy	Nessy Learning

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

--