

# Pupil premium strategy statement: Crawford Primary School

1. Summary information						
<b>School:</b>	Crawford Primary School					
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£196,725	<b>Date of most recent PP Review</b>	September 2019	
<b>Total number of pupils</b>	534	<b>Number of pupils eligible for PP</b>	198/EYPP	<b>Date for next internal review of this strategy</b>	September 2020	

2. KS1 and KS2 results 2019						
	<i>Pupils eligible for Pupil Premium</i>		<i>Pupils not eligible for Pupil Premium</i>		<i>National average (all pupils)</i>	
	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>	<i>Year 2</i>	<i>Year 6</i>
<b>% achieving age related expectations in reading</b>	77%	61%	69%	67%	75%	73%
<b>% achieving age related expectations in writing</b>	73%	78%	69%	83%	69%	78%
<b>% achieving age related expectations in maths</b>	68%	76%	75%	79%	76%	79%

3. Barriers to future attainment	
In-school barriers	
<b>A.</b>	A significant number of pupils are entering the school at Reception with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school
<b>B.</b>	The percentage of children eligible for pupil premium at age related expectations for reading when they enter the school and move on into Year 1 is low. This continues to impact attainment as they move up through the school with higher order comprehension skills (inference, evaluating etc.) identified as a particular barrier to higher attainment higher up the school.
<b>C.</b>	There is a significant vocabulary gap that impacts children's ability to achieve at greater depth.
<b>D.</b>	A significant number of pupils are not able to access enriching extra-curricular activities outside of school.
<b>E.</b>	A significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school
<b>F.</b>	Higher ability pupils who are eligible for pupil premium are less likely to achieve their full potential in Key Stage 1 which further impacts their attainment in Key Stage 2.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

**G.** Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
<b>B.</b>	Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations. The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school. End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 80% of children achieving ARE.
<b>C.</b>	Higher percentage of children eligible for pupil premium are achieving at greater depth. The vocabulary gap is closed allowing children to confidently access a greater range of texts and broaden their learning experiences.	Through learning walks, monitoring visits and books looks, it is evidenced that: Children access a broad and balanced curriculum with access to a wide range of experiences and language; Children have access to a vocabulary-rich environment that supports language development; Children are exposed to excellent models of language and are encouraged to express themselves articulately in full sentences.
<b>D.</b>	All pupils in our schools have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences.	Evidence in books, lesson observations and pupil interviews demonstrates the impact of these enrichment opportunities on pupil outcomes and engagement.
<b>E.</b>	Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.

<b>F.</b>	Higher rates of progress across key stage 1 and 2 for higher ability children.	Pupils eligible for pupil premium identified as high ability make as much progress as all pupils identified as high ability across Key Stage 1 and 2 in maths, reading and writing.
<b>G.</b>	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.

5. Planned expenditure						
Academic year		2019/2020				
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review
B., F.	<p>Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2.</p> <p>Coordination, monitoring and support for this programme is an integral part of the reading specialist team across the federation.</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This is a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.</p>	<p>Identified teachers on each site have been trained as Daily Supported Reading coordinators and have targeted release time to support them in their role. They monitor the programme on a weekly basis and provide support to all staff delivering the programme.</p> <p>The GHF reading specialist team provide wider strategic support and internal audits of the delivery of the programme.</p> <p>Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	DSR lead on each site	Summer 2020	<p>Progress made in reading over the past year (2019 Summer 2 – Autumn 2020): 69% made expected progress and above (disadvantaged 64%)</p> <p>Attainment: 62% expected and above</p>
B., F.	<p>Destination Reader programme in place from Year 2/3 upwards throughout the school</p>	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.</p>	<p>Identified teachers on each site have been trained as Destination Reader leads. They support SLT to monitor the programme and provide support and are models of best practice to all staff delivering the programme.</p> <p>The GHF reading specialist team provide wider strategic support and internal audits of the delivery of the programme.</p> <p>Data tracking and monitoring procedures (observations, work scrutiny, learning walks etc.) as well as termly and mid-termly pupil progress review meetings.</p>	<p>SLT</p> <p>Destination Reader leads</p>	Summer 2020	<p>Progress made in reading over the past year (2019 Summer 2 – Autumn 2020) Yr 3 - 6: 64% expected or above (disadvantaged 66% expected and above)</p> <p>Attainment for reading Spring 2019 Yr 3 - 6: 56%</p>

<b>C., F.</b>	Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	SLT and middle leader learning walks and book looks inform strategic planning for provision and CPD. Constructive feedback to inform next steps for planning as well as wider strategic action planning is shared. Children eligible for pupil premium are always part of any sample.	SLT  Middle Leaders	Summer 2020	Subject leader & Phase leader roles have been developed within our teachers who are middle leaders. ML's have a linked SLT member to support the strategic planning and over view of the school. Action plans for each subject have been developed and are used as an active tool.
<b>A.</b>	Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	Termly reviews/evaluation of universal services and their impact with Head of Inclusion and the independent speech and language therapy team following review/evaluation with Deputy Headteachers for Inclusion and SENCOs.  Annual impact reports for language groups e.g. Chatterbugs.	Head of Inclusion  Deputy Headteachers for Inclusion  SENCOs	Summer 2020	Chatterbugs data for Reception & Nursery: 85% of children who completed the chatterbugs programme left with successful outcomes  Autumn term review for S&LT provision showed children progressed as expected against their individualised targets.
<b>A.</b>	SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	As above – SENCOs and Deputy Headteachers for Inclusion liaise with SENPs prior to review/evaluation meetings.	Head of Inclusion  Deputy Headteachers for Inclusion	Summer 2020	Autumn term review for S&LT provision showed children progressed as expected against their individualised targets.
<b>D., A., C.</b>	Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.	Rigorous monitoring cycle to quality assure music provision. Director of Music oversees music curriculum to maximise curriculum links and opportunities as well as to ensure progression of skills	Director of Music  Specialist music teaching team	Summer 2020	The music teacher was monitored by Deputy Head from the Federation with a specialist in music to ensure quality first teaching and learning.

<p><b>E., G.</b></p>	<p>Specific CPD planned for and delivered to support teachers to understand and address the impact on learning/progress of social and emotional difficulties as well as environmental pressures. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice. Deputy Headteacher qualifying this year as a Trauma Informed Schools</p>	<p>Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential. This is in line with national trends. There is a national and local agenda to reduce down the number of exclusions and ensure that all pupils are prepared for lifelong</p>	<p>Deputy Headteacher for Inclusion is the strategic lead for developing trauma-informed practices and ensuring a universal approach to support children's social, emotional and mental health. Deputy Headteacher works in close collaboration with Head of Inclusion. Reduction in number of exclusions and in number of behaviour incidents that are a barrier to children maximising their potential. Vulnerable children and families are supported to work in partnership with the school to reduce barriers to learning.</p>	<p>Head of Inclusion  Deputy Headteacher s for Inclusion  SENCOs  FSOs</p>	<p>Summer 2020</p>	<p>Deputy Head teacher qualified as Trauma Informed Schools practitioner. This has positively impacted across the school through a number of strategies and processes (e.g. Inclusion meetings, TAC meetings, HLTA responsive support, development and delivery of staff training)  Behaviour systems for</p>
----------------------	--	--	---	--	--------------------	---

<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review</b>
<b>A., B., C., F.</b>	Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. lego-therapy, HeadFirst, FRIENDS.	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle.	SLT SENCOs	Summer 2020	Impact of provision Maths data Year 6: 77% EXS+ Year 5: 47% EXS or above (spring)  Reading data Year 6: 67% EXS+ Year 2: 67% EXS+  Phonics data Year 2: 73%  <i>Revision Message:</i>
<b>A., B., C., F.</b>	Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence-based and directly impact pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. lego-therapy, HeadFirst, FRIENDS.	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle.	SLT SENCOs	Summer 2020	Impact of provision Maths data Year 6: 77% EXS+ Year 5: 47% EXS or above (spring)  Reading data Year 6: 67% EXS+ Year 2: 67% EXS+  Phonics data Year 2: 73%  <i>Revision Message:</i>
<b>A., B., C., F.</b>	Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO and deputy headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role.	Termly reviews of impact of interventions and detailed discussions regarding targets and next steps at pupil progress meetings and class provision map meetings. Interventions are targeted to the identified need and are adapted where needed. Embedded approach to the assess/plan/do/review cycle.	SLT	Summer 2020	Maths data Year 6: 77% EXS+ Year 5: 47% EXS or above (spring)  Reading data Year 6: 67% EXS+ Year 2: 67% EXS+

E.	Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs.	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	Termly reviews/evaluation of creative arts therapy services and their impact with Head of Inclusion and the creative art therapy team lead following review/evaluation with Deputy Headteachers for Inclusion and SENCOs.  Half-termly caseload review meetings between SENCO and creative art therapist.	Head of Inclusion  Creative Art Therapy Team Lead  Deputy Headteachers for Inclusion  SENCOs	Summer 2020	Provision Mapper reviews show that progress made by individuals within sessions over the course of therapy was either as expected or more than expected
E.	Chill-out provision at lunchtime and mentoring/transition groups run by TAs and HLTAs	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	Reviewed as part of the termly class provision map review cycle. Chill-out provision reviewed regularly according to need.	SENCOs  SLT	Summer 2020	Provision Mapper reviews show that children receiving Chill Out support in both KS1 & 2 made expected progress against their targets



<b>iii. Other approaches</b>						
<b>Desire d outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review</b>
<b>D.</b>	Commitment to a range of enrichment activities throughout the school year subsidised/paid for from the school budget for all pupils to access e.g. curriculum trips, residential trips, theatre workshops, art workshops etc.	A number of children do not have access to extra-curricular and enrichment activities. This impacts language development, physical development, social development, aspirations etc.	Curriculum provision including access to curriculum enrichment will be reviewed by SLT and middle leaders to ensure equity of provision, equality of opportunity and broad access.	Middle leaders SLT	Summer 2020	Children access a range of trips throughout the year. Cultural capital is enhanced through trips and workshops which are linked to learning or to need of the year group.
<b>E.</b>	Partnership with Future Men for a full-time project worker across all the sites in the federation	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety etc.	Reviewed as part of the termly class provision map review cycle. Tracking according to the targets and projected outcomes of the programme. Termly review meetings with Head of Inclusion Future Men project worker following review meeting with Deputy Headteachers for Inclusion/SENCOs.	Head of Inclusion Deputy Headteachers for Inclusion SENCOs.	Summer 2020	Provision Mapper reviews show that children receiving either group or individual support from Future Men made either expected or more than expected progress.
<b>A., B., C., F.</b>	Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	Impact of the CPD programme on teacher practice to be reviewed as part of the appraisal process. Learning walks and book looks will evidence impact of range of CPD opportunities.	Head of CPD SLT	Summer 2020	Through monitoring & appraisals, areas of staff need and development are identified and used to plan future CPD to meet individual and whole school need.
<b>G.</b>	Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children's learning.	Vulnerable children trackers and review of trackers. Regular cycle of half-termly full inclusion meetings to review vulnerable children, their provision and adaptations needed. Deputy Headteacher meets weekly with SENCO and FSO in order to support active case management to impact outcomes for pupils and families.	SLT Family Services Officer	Summer 2020	Inclusion Meetings take place every two weeks with all SLT, FSO & SENCO  Processes and tracking tools were developed to ensure school were in touch with all children during lockdown  School remained open to vulnerable children during

						lockdown with access to support from DSLs, including introduction of breakfast boxes and FSM vouchers.
<b>B., D., F.</b>	Purchase of high-quality texts to support delivery of high-quality reading provision.	Impact of access to high quality texts on pupil engagement, language development, reading and writing outcomes.	Pupil progress meetings. Termly review of reading targets with pupils to include discussion regarding the range of texts they are accessing and encouraging broadening the genres that they read. Learning walks focused on vocabulary rich environments inspired by high quality texts. Reading for pleasure part of whole-school strategy.	SLT Middle Leaders for Reading Teachers	Summer 2020	<p>Children were identified through teacher assessment and pupil progress meetings for target reading or additional support.</p> <p>Following advice from Ofsted, additional training in setting and reviewing SMART targets has been planned for staff development.</p> <p>The Book Bus visited school to engage children and families, promote reading within the community</p> <p>Literacy Week - reading focus, pupil voice to find texts children were interested in and would like to read that week</p> <p>High quality texts used in topic planning and DR</p> <p>New Library to promote reading for pleasure</p> <p>Vocabulary focus in science (chatterbees packs)</p> <p>DSR: Progress made in reading over the past year (2019 Summer 2 – Autumn 2020): 69% made expected progress and above (disadvantaged 64%)</p>

						<p>Attainment: 62% expected and above</p> <p>DR: Progress made in reading over the past year (2019 Summer 2 – Autumn 2020) Yr 3 - 6: 64% expected or above (disadvantaged 66% expected and above)</p> <p>Attainment for reading Spring 2019 Yr 3 - 6: 56%</p>
<b>E.</b>	<p>Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional well-being. Consultant support targeted to support new teachers, NQTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school – work around empowering pupils to tackle racism in society is currently underway.</p>	<p>Evidence-base from a range of research as referred to by PSHEE Association.</p>	<p>Learning walks inform evidence of the range of PSHEE provision. Pupil voice regularly gathered including through pupil leadership teams embedded in the school.</p>	SLT	Summer 2020	<p>Pupil voice gained through monitoring cycles, peer mediators, the Pupil empowerment team and Behaviour team.</p> <p>Ofsted included pupil voice on a range of areas.</p> <p>Additional support provided by Health and Wellbeing consultant on needs basis.</p>
<b>E., G.</b>	<p>Pupil leadership teams including a high number of pupils eligible for pupil premium drive strategic action planning for the school</p>	<p>Evidence-base of the impact of pupil empowerment on attainment and engagement</p>	<p>Pupil leadership teams are active across the school and are directly involved in actions identified in the school development plan.</p>	<p>Pupil Empowerment Champion</p> <p>Pupil Empowerment Leaders</p> <p>SLT</p>	Summer 2020	<p>Peer mediators across Year 3- 6 provide support for children during playtime to resolve conflict.</p> <p>Active school council and school ambassador role developed.</p> <p>Behaviour team worked developed strategic management of playtimes</p>

						to support children's regulation of emotions.
--	--	--	--	--	--	---