

Crockenhill Primary School



Learning together. Working together. Achieving together.

Pupil Premium Strategy Statement

Date: December 2022

Review: December 2023

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Details		Review Dec 22	Review Dec 23
School Name	Crockenhill Primary School		
Number of pupils	205	188	194
Proportion (%) of pupil premium eligible pupils	20% (41 children)	29% (55 children)	31% (61 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024		
Date this statement was published	January 2022		
Date on which it will be reviewed	Interim Reviews – March 2022, 2023 and 2024 Full Review – July 2024	Review December 2022	Review December 2023 Full review September 2024
Statement authorised by	Karen Dodd	Karen Dodd	Karen Dodd
Pupil Premium Lead	Clare Hudson Liz Carter	Clare Hudson / Liz Carter	Clare Hudson / Liz Carter
Governor / Trustee Lead	Isabel Sheppard / Robbie Cooke	Isabel Sheppard / Robbie Cooke	Jo Pennell / Robbie Cooke

December 2022 – Pupil numbers have changed since the original strategy was published. However, the percentage of PP children in school continues to rise. SLT and Governing body have discussed the changes and have identified that Crockenhill's demographic is changing, with percentages for children in receipt of PP and recognised SEN, being above average (IDSA)

Further consideration regarding the impact of this change will take place for the rest of this financial year.

With the strategy being reviewed and altered in March 2023

Staffing is reviewed termly and we are currently in the process of appointing a new FLO.

December 2023 – Pupil numbers continue to rise and new PP pupils have replaced previous PP pupils on the register. New pupils already have a range of needs and require academic support.

A new FLO is no longer financially viable.

Staffing plan was reviewed for summer 2023 and autumn 2023, taking into account the reduction of TAs and significant changing to teachers and PPA staff.

CH role continues to be supporting the Pastoral needs of the school, parents and teachers. This is taking up a huge amount of CH time. Some Pastoral support explored with EWT (Emotional Wellbeing Team – Kent), to see if they can offer in school support and reduce the demand on CH.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,145
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,235
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

Statement of intent

Crockenhill Primary School is committed to creating a happy, safe, caring, inspiring and inclusive learning environment, supported by the core mutual values of respect, trust and a sense of belonging. At Crockenhill we encourage self-respect, respect for each other, for property and for the environment. Pupils thrive in an environment of high expectations and are rightly proud of their school. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum.

In providing a secure and challenging learning environment, where mutual respect and trust amongst every member of the school and wider community is fostered. We strive to enable every learner to reach their full potential regardless of their social and academic circumstance.

Our Pupil Premium plan aims to address the main barriers our children face and through meticulous tracking, careful planning and targeted support and intervention, therefore providing all children the access and opportunities to enjoy academic success.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge Number	Details of the challenge
1	Gap in attainment between PP children with no SEND and non PP children with no SEND
2	Maintaining high levels of resilience, positivity and engagement in learning for PP children
3	Limited language skills impacting on writing and comprehension
4.	Lack of experiences and aspiration for some PP children
5.	Attendance of some PP children
6.	The impact of Covid on the wellbeing of children across the school

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
Reduce the gap between non PP and PP pupils achieving expected in Reading, Writing and Maths at the end of KS2	More PP pupils achieving expected in Reading, Writing and Maths at the end of KS2
Support pupil well-being to improve their attitude and engagement to learning with a growth mind-set focus	Wellbeing to be at the forefront of the SLT/FLO/Class teachers discussions Regular communication between adults facilitating any concerns to be raised, families to be contacted and supported More children feeling confident in sharing their thoughts and feelings
Improve children's oral language skills in EYFS/KS1 Improve the comprehension skills in KS2	Children are confident to express their ideas using age appropriate language More children to achieve expected or greater depth levels in reading
Children to develop higher aspirations of themselves and take greater ownership of their learning	Pupil premium team to use Leuven scale to identify the wellbeing and involvement of specific pupils and then planning accordingly. PSHE / Circle Time allowing the children time to discuss and reflect
Ensure that pupils in receipt of PP funding maintain the best attendance level that they can in the current climate (COVID)	FLO/SLT to complete termly attendance reviews. Families to be contacted and supported. To remain a focus due to Covid and family wellbeing being a concern
To improve the wellbeing of children across the school	Pupil voice and adult use of Leuven to display improved wellbeing

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: £25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review December 2022	Review December 2023
Teaching and learning focus on evidence based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)	1,2,3,4,6	ECT training programme followed. PP teacher supporting ECT in year 2. LC staff meeting – quality first KD and LB learning walk. Staff meetings focused on T&L	ECT training programme followed. PP teacher supporting ECT in year 2. LC staff meeting ASC & general SEN staff meetings focused on T&L. KD and LB learning walk
Pupil Premium Teacher to plan, teach and assess targeted children	One to one tuition provides intensive individual support. Evidence suggests that tuition should be additional to, but explicitly linked with, normal teaching (EEF 2021)	1,2,3,4	Maths tutoring Bookmark reading programme CH providing 1:1 support when needed CH supporting TAs to deliver 1:1 and targeted interventions	Maths tutoring no longer taking place. Bookmark continues & is impacting positively. CH ongoing 1:1 support and continues to support TAs with interventions
Oral language interventions by the class teacher and support staff: targeted reading aloud and book discussions, structured questioning and purposeful, curriculum focused, dialogue and interaction	The importance of spoken language and verbal interaction in the classroom which are matched to the learners' current stage of development (EEF 2021)	3	Year R language focus to continue. New SALT in place, currently training. Reviewed reading sessions in all year groups. New phonics scheme in place. Ability grouping of children for phonics across KS1 and Yr3. Increased voluntary helpers	Language remains a focus. Due to staffing changes, SALT TA is still developing her knowledge & skills. MS to continue to develop language in the class (NESSIE). Whole staff reading focus looking at areas, provisions & teaching. Continuing to adapt the new phonics scheme. Phonics ability grouping now extended to Year 4. Increased voluntary helpers for reading & forest school
Subject leader CPD	By subject leaders raising the profile of their subjects in the school therefore addressing the engagement in learning for the pupils.	2	Staff meeting focus on specific subjects – PE, curriculum teams CT attending CPD courses online – PSHCE, RE Release time for leaders	All subject leaders had release time. Action plans updated and shared with staff.

Use of the Leuven scale by all TAs and teachers – CPD in school and part of the Marking and Feedback Policy	By identifying the wellbeing and involvement levels of the children we are able to understand and address the impact on their learning	1,2,4,6	TA training / focus on TCP Revisited Leuven's with CTs. CTs and TAs using the scoring for children who struggle or disengage with learning	Ongoing Yr2/3 use regularly. Other classes using but need encouragement to record. PP teacher following up low Leuven scores
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Targeted academic support (for example, tutoring, one to one support and structured interventions)

Budgeted cost: £20,763

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review December 2022	Review December 2023
Differentiated reading comprehension strategies in Year 5 & 6	Evidence indicates that this strategy is particularly effective with children aged 8+ who are lagging behind with their reading (EEF 2021)	1,2,3	Reading focus group continued. Variety of resources purchased to be used for teaching. Specific PP group	Spring / Summer 2023. Took place and impacted well. Autumn term 23 – Year 5 focus PP group
Small group tuition – teacher working with up to 5 pupils	Research shows that this intensive tuition approach is often beneficial to support lower attaining learners who are falling behind & to teach challenging topics or skills (EEF 2021)	1,3	PP teacher supporting in class / team teaching. CTs and TAs encouraged to work with a focus group (rotated timetable)	PP Groups continue but have reduced in quantity due to staffing.
Social and emotional support for key students	Evidence indicates that the support improves pupils' decision making skills, interaction with others and their self-management of emotions (EEF 2021)	1,2,4,8	CH is taking a leading role with SEMH, CH mental health lead training completed. CH has pastoral timetable and is providing daily support for KS2. SEMH prog (Bounce Forward) to be introduced in Jan 23. FLO and SENCo making wellbeing referrals (5 made since Sept 22)	More pupils accessing 1:1 sessions with CH. EWT sessions to begin Spring 2023 to support pupils and parents. FLO role being disseminated between SLT. SENCo continuing wellbeing referrals
Academic intervention and tuition	Evidence indicates 1:1 tuition can be effective, delivering approx. 5 months progress on average (EEF 2021)	1,2,3,4,6	First space maths group. Bookmark reading. Impact to be reviewed Jan 23.	Maths continued Spring/Summer 23. Bookmark ongoing

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

Budgeted cost: £14,672

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review December 2022	Review December 2023
Ensure all identified PP students with poor attendance to school have access to key staff including the FLO	Many PP pupils have low attendance so by the FLO supporting these families in improving their child's attendance there is evidence that these pupils will then engage more in their learning & aspirations for the future	4,5,6	This is a focus for Spring term. Previously termly reports have been collated, parents contacted & supported. Early help referrals made if needed. New FLO to be appointed	Spring/Summer 23 SENCo began analysing attendance to look for patterns and persistent absence. Autumn 23 SENCo working with attendance officer to formalise reviews, improve communication with parents and improve specific pupil attendance. FLO not being appointed.
Social and emotional learning interventions to improve attendance, behaviour & wellbeing	Social & emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF 2021)	2,6	Mental health action plan in place. Counsellor working with specific children. FLO SENCO and PP lead supporting families. Sensory circuits offered to children who struggle to come into school. Time to talk – started in KS1 specific support with PP teacher when identified by home or school	Mental health action plan in place. Counsellor working with specific children. 6 children per block (spring/summer 23) SLT SENCO and PP lead supporting families. Counselling reduced to 4 slots (Autumn 23). EWT beginning to support school. Sensory circuits was offered to specific children. Spring term 24 – Time to talk/ language interventions by CH
Improve family/ home school liaison and relationships by supporting potential attendance barriers.	Ensure parents of PP pupils feel safe and confident engaging with school. FLO to arrange regular meetings (in person, virtual, phone call). EEF Toolkit Parental engagement suggests +3 months progress	5	Termly reports for attendance. FLO available for parents to contact SENCo and PP teacher supporting families, referrals and support	SENCO, SLT to contact families who need support. SENCo working with attendance officer to formalise reviews, improve communication with parents and improve specific pupil attendance. FLO not being appointed
To continue investing in a whole school PSHE and RSE scheme	By providing a progressive and inclusive scheme, all chn in the school will benefit from the opportunities to discuss & reflect on the topics that are covered through sharing their thoughts	2,4,6	PSHE in place and used by all classes. Reviewed July 22 – pupil & teacher voice. RSE – PP teacher is the lead for this area. Sessions ran for children in Summer 22	Parent review of PSHE in Autumn 23. Positive feedback, parents supported with questions or concerns

	and feelings in a safe environment – Pupil voice data			
To ensure pupils have access to extra-curricular activities, residential trips and school uniform.	By providing funding to access activities/resources that families may not be able to provide	2,4,6	PP support for families who need support with uniform, trips etc. Review of funding allocation for parents re bclub & ASC. Residentials are discounted for PP chn, to encourage participation.	Summer 2023 – Uniform vouchers provided for all PP chn. Some extra support provided but this needs to be developed further. Trips and residential costs supported.

Total budgeted cost: £61,235

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>Pupil premium support was constantly under review due to Covid, lockdown and the day to day varying needs of the children. Support was offered for all pupil premium children whether in school or virtually, all PP children were offered a laptop to support home learning. Pupil wellbeing was continually being monitored by staff and well being touch bases were offered to those children who were unable to return to school, as well as lessons and review sessions. Progress has continued to be monitored and tracked however, there is a clear impact of Covid on some classes results. Careful planning and monitoring for the future will target support needed to support all pupil premium children who have made expected or better than expected progress.</p>	
Year R	<p>Reading – 83% made expected progress Writing – 75% made expected progress Maths – 100% made expected progress</p>
Year 1	<p>Reading, Writing and Maths – 75% made expected progress</p>
Year 2	<p>Reading – 45% made expected progress Writing – 63% made expected progress - 18% made more than expected progress Maths – 45% made expected progress</p>
Year 3	<p>Reading, Writing and Maths – 100% made expected or more than expected progress</p>
Year 4	<p>Reading - 55% made expected or more than expected progress Writing - 64% made expected or more than expected progress Maths - 55% made expected or more than expected progress</p>
Year 5	<p>Reading - 100% made expected progress Writing - 60% made expected progress Maths - 40% made expected progress</p>
Year 6	<p>Reading & Writing - 100% made expected progress Maths - 60% made expected progress</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	
TT Rockstars	Education City
MyMaths	Phonics Play
Charanga	Third Space Learning – Maths
Book Mark Reading	

Service pupil premium fund

For schools that receive this funding, you may wish to provide the following information

Measure	Details
Howe 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)

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