

## 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

Detail		
School name	Crockenhill Primary School	
Number of pupils in school	205	188
Proportion (%) of pupil premium eligible pupils	20% (41 children)	29% (55 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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
Statement authorised by	Karen Dodd	Karen Dodd
Pupil premium lead	Clare Hudson/Liz Carter	Clare Hudson / Liz Carter
Governor / Trustee lead	Isabel Sheppard/ Robbie Cooke	Isabel Sheppard / 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 as 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.

## 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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,235

# 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.

### 1. 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 among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gap in attainment between PP children with no SEND and non PP 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 pupils
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 mindset 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.

<p>Ensure that pupils in receipt of PP funding maintain the best attendance level that they can in the current climate (COVID)</p>	<p>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.</p>
<p>To improve the wellbeing of children across the school.</p>	<p>Pupil voice and adult use of Leuven to display improved wellbeing.</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: £ 25, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review – DEC 2022
Teaching and Learning focus on evidence based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching a key aspect of successful schools.	1,2,3,4,6	ECT training program followed. PP teacher supporting ECT in year 2. LC staff meeting – quality first KD and LC learning walk Staff meetings focused on T & L
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 program CH providing 1:1 support when needed CH supporting TAs to deliver 1:1 and targeted intervention.
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 chn for phonics across KS1 and yr 3. Increased voluntary helpers

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.
Use of the Leuven scale by all TA's 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 Leuvan with CTs. CTs and TAs using the scoring for chn who struggle or disengage with learning.

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

Budgeted cost: £20,763

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Differentiated reading comprehension strategies in Year 5 and 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.
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 and 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)
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)	1,2,4,6	CH is taking a leading role with SEMH, CH – mental health lead

			training completed CH has a pastoral timetable and is providing daily support for KS2. SEMH program (Bounce forward) to be introduced in January 23. FLO and SENCo making "wellbeing referrals." (5 made since Sept 22)
Academic intervention and tuition	Evidence indicates that one to one tuition can be effective, delivering approximately 5 months progress on average (EEF 2021)	1,2,3,4,6	First space Maths group. Bookmark reading. Impact to reviewed Jan23.
Dedicated Teaching Assistants to support targeted interventions using data from Target Tracker	EEF Improving Literacy guidance (2019) recommendation is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2,3	CH supporting class interventions. TA supporting Reading and writing in KS2. TA training more available – BEAM

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

Budgeted cost: £ 14, 672

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Ensure all identified PP students with poor attendance to school have access to key staff including the Family Liaison Officer	Many PP pupils have low attendance so by the FLO supporting these families in improving their children's attendance there is evidence that these pupils will then engage more in their learning and aspirations for their future.	4,5,6	This is a focus for Spring term. Previously termly reports have been collated, parents contacted and supported. Early help referrals made if needed. New FLO to be appointed.



<p>Social and emotional learning interventions to improve attendance, behaviour, wellbeing.</p>	<p>Social and 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)</p>	<p>2,6</p>	<p>Mental health action plan in place. Counsellor working with specific chn. FLO, SENCO and PP lead supporting families. Sensory circuits offered to chn who struggle to come into school. Time to talk – started in KS1 Specific support with PP teacher when identified by home or school.</p>
<p>Improve family/home school liaison and relationships by supporting potential attendance barriers.</p>	<p>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.</p>	<p>5</p>	<p>Termly reports for attendance. FLO available for parents to contact. SENCO and PP teacher supporting families, referrals and support.</p>
<p>To continue investing in a whole school PSHE and RSE scheme.</p>	<p>By providing a progressive and inclusive scheme, all children in the school will benefit from the opportunities to discuss and reflect on the topics that are covered through sharing their thoughts and feelings in a safe environment- Pupil voice data.</p>	<p>2,4,6</p>	<p>PSHE in place and used by all classes. Reviewed July 22 – pupil and teacher voice. RSE – PP teacher is the lead for this area. Sessions ran for children in Summer 22.</p>
<p>To ensure pupils have access to extra- curricular activities, residential trips and school uniform.</p>	<p>By providing funding to access activities/resources that families may not be able to provide.</p>	<p>2,4,6</p>	<p>PP support for families who need support with uniform, trips etc. Review of funding allocation for parents re – b.club and asc. Residentials are discounted for PP chn, to</p>

			encourage participation.
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**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.</p> <p>Support was offered for all Pupil premium pupil children whether in school or virtually, all PP chn were offered a laptop to support home learning.</p> <p>Pupil wellbeing was continually being monitored by staff and well-being touch bases were offered to those chn who were unable to return to school, as well as lessons and review sessions.</p> <p>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 but in particular those who are not making the expected progress.</p> <p>Data below shows percentages of Pupil premium children who have made expected or better than expected progress.</p>	
Year R	<p>Reading – 83% made expected progress</p> <p>Writing – 75% made expected progress</p> <p>Maths – 100% made expected progress</p>
Year 1	Reading, Writing and Maths – 75% made expected progress

Year 2	Reading – 45% made expected progress Writing – 63% made expected progress 18% made more than expected progress Maths – 45% made expected progress
Year 3	Reading, Writing and Maths – 100% made expected or more than expected progress
Year 4	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
Year 5	Reading – 100% made expected progress Writing – 60% made expected progress Maths – 40 % made expected progress
Year 6	Reading and Writing – 100% made expected progress. Maths – 60% made expected progress

## 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 funding

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

Measure	Details
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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)

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