

# Crockenhill Primary School

## Pupil Premium Strategy Statement - Reviewed 2020 - 21

<b>Summary information</b> (number of pupils and pupil premium grant (PPG) 2020-21	
Total number of pupil on roll	205 pupils
Total number of pupils eligible for PPG	43
<b>Total amount of PPG expected</b>	£73, 760

**Main barriers to future attainment (for pupils eligible for PP)**

- Limited language skills impacting on writing and comprehension – teacher assessment shows that there is a gap between PP no SEND and non PP no SEND for EXS+ in reading and writing.
- Gap in attainment between PP children with no SEND and non PP with no SEND - data from KS2 SATs in 2018 shows that there is a gap between PP no SEN and non PP no SEN for EXS+ in reading (35%), writing (31%) and maths (27%).
- Maintaining high levels of resilience, positivity and engagement in learning for PP children
- Lack of experiences and aspiration for some PP pupils
- Engagement between the school and some PP parents
- Attendance of some PP children

Objectives	End of Year assessment of impact
To increase the % of PP children achieving EXS+ in reading, writing and maths, so that it is at least in line with non-disadvantaged nationally.	Due to lockdown and bubble closures, data is based on teacher assessment.
To increase the % of PP children achieving expected or better progress in reading, writing and maths at the end of KS2.	Data TBC
To ensure children develop higher aspirations of themselves and take greater ownership of their learning. (SDP link)	<p>Pupil premium team using Leuven scale to identify the wellbeing and involvement of specific pupils and then planning accordingly.</p> <p>PSHE / Circle time allowing the children time to discuss and reflect.</p>
To continue to develop oral language skills in EYFS / KS1	<p>Where possible SALT sessions have been delivered by the year group teams, when the children have been in school.</p> <p>Children in year R have been screened using language link, and some support initiated.</p> <p>CONTINUE</p>
To support pupil well being to contribute to happy learners and to encourage all pupils to reflect on their emotions and learning. (SDP link)	<p>Wellbeing has been at the forefront of the SLT/FLO/Class teachers discussions. Plans were implemented during every new phase of Lockdown to ensure that families and pupils needs were met to the best of our ability remotely. Regular communication between adults allowed concerns to be raised, families to be contacted and supported. There were still some children that struggled to fully engage with the home learning. These have been a focus on their return.</p> <p>Return to school well being plan, designed by FLO and SLT.</p>
To provide a range of stimulating, enrichment activities and encourage higher attendance for all children. (SDP link)	<p>Themed days / weeks have been well received and enjoyed by all children.</p> <p>Lockdown has made this more difficult due to Spring home learning but teachers ensured enrichment activities were suggested alongside Core subjects.</p>

To ensure that pupils in receipt of PP funding maintain attendance levels above 95%; with none persistently absent or late. For parents to work with our FLO and outside agencies to improve where possible. (SDP link)	FLO has begin to completed termly attendance reviews. Some families have been contacted, supported and on the whole their attendance has improved. To remain a focus due to Covid and family wellbeing being a concern. DATA TBC
---	---

ACTION PLAN Area of support	Action	Rational	Expected cost	Expected impact	IMPACT
Reading	<p>Upgrade reading books, to ensure that books match phonic levels.</p> <p>Target PP chn, through intervention to help close the gap, challenge and support.</p> <p>To purchase books to enhance the enjoyment of reading – especially for Boys. (LINK TO SDP)</p> <p>TA training for use of Language link across the school</p>	<p>Low level entry and limited language skills impacting on writing and comprehension</p> <p>Gap in attainment between PP children with no SEND and non PP with no SEND</p>	£5000	<p>Increase in % of PP children achieving EXS+ attainment in reading.</p> <p>Increase in % of PP children reaching expected or better progress in reading</p> <p>Maintain % of PP children passing the phonics test in year one or retakes in year 2</p> <p>Increase in % of PP children who enjoy reading.</p>	<p>Reading scheme organised and replenished.</p> <p>KS2 book to be audited and a focus next.</p> <p>Some staff have been able to access Language link. More training sessions are needed but haven't been able to deliver due to staff availability and bubbles.</p>
Writing	<p>Talk for Writing (whole school) -</p> <p>daily teaching with TA or CT focus on PP pupils</p> <p>Continued use of successful interventions for targeted</p>	<p>Limited language skills impacting on writing and comprehension</p> <p>Gap in attainment between PP children with no SEND and non PP with no SEND</p>	£5000	<p>Increase in % of PP children achieving EXS+ attainment in writing.</p> <p>Increase in % of PP children reaching expected or better progress in writing</p> <p>Increase in % of PP children who enjoy writing</p>	<p>Talk for writing in place. PP children remain a focus in class and through virtual home learning.</p> <p>Interventions ran within bubbles by the teams. Some unable to take place due to experience and bubbles.</p> <p>SALT delivered by TAs where possible.</p>

	<p>Continued use of 1:1 Speech and Language interventions for targeted PP children</p> <p>All PPG children have access to Spelling Shed on school iPads or laptops</p> <p>Target PP chn, through intervention to help close the gap, challenge and support.</p>				More devices now available, software review needed.
Maths	<p>Individual or small group support for pupils with a trained teacher to help close the gap and also extend their knowledge further.</p> <p>Additional TA support</p> <p>Target PP chn, through intervention to help close the gap, challenge and support.</p>	<p>Gap in attainment between PP children with no SEND and non PP with no SEND</p>	£5000	<p>Increase in % of PP children achieving EXS+ attainment in maths.</p> <p>Increase in % of PP children who enjoy maths</p> <p>Increase in % of PP children accessing My Maths</p>	<p>This has taken place in school and through virtual Zoom sessions.</p> <p>Positive impact</p>
Social Emotional Well-being	<p>FLO time to support all staff, parents and pupils with emotional well being, behaviour and health.</p> <p>FLO to monitor and communicate with parents whose children are below the expected level of attendance. Support, refer and engage with parents to help improve individual pupils attendance when necessary.</p> <p>'Chatterbox time' to share pupil concerns with pastoral team.</p> <p>Accessing counselling or drawing therapy time to support those with ongoing concerns or anxiety.</p>	<p>Maintaining high levels of resilience, positivity and engagement in learning for PP children</p> <p>Lack of experiences and aspiration for some PP pupils</p> <p>Engagement between the school and some PP parents</p> <p>Attendance of some PP children</p>	£5000	<p>Chn to have access to a range of pastoral support sessions</p> <p>For the number of SEMH incidents at playtime to reduce</p> <p>Increase in % of PP parents engaging with FLO and pastoral staff.</p>	<p>Pastoral plan reviewed during lockdown and on return to school. FLO has been proactive in supporting families. Chatterbox has not been able to take place, in class worry boxes are being used. Referrals to SENCO and FLO for chn who are really struggling. No counselling or drawing for talking available. Boxall profiles – take a long time to complete and implement. Leuven scale used instead Autumn term 2.</p>

	<p>Access to quiet club at lunchtime, when the main playground contributes to anxiety or negative behaviours.</p> <p>Wellbeing assessed and monitored – Boxall profile (Introduced Summer 5)</p> <p>Develop Character education – Growth mindset</p>			<p>Greater awareness of individual pupil need (Sample for Boxall profile)</p> <p>Suggestions implemented following Boxall sample, contributing to</p>	
Opportunities	<p>Attendance at extra-curricular clubs for PP pupils.</p> <p>Subsidised school trips, including residential stays</p> <p>Access to fine and gross motor skills groups when necessary.</p> <p>To develop a greater understanding about Healthy eating, active life styles and good mental health.</p> <p>To ensure wellbeing is integrated into the curriculum. (SDP)</p>	<p>Maintaining high levels of resilience, positivity and engagement in learning for PP children</p> <p>Lack of experiences and aspiration for some PP pupils</p> <p>Engagement between the school and some PP parents</p> <p>Attendance of some PP children</p>	£2300	<p>Increase in % of PP children with high aspirations</p> <p>Increase in % of PP children's attendance at extra-curricular clubs</p> <p>All PP children to maintain attendance at 96% or above, with no persistent absences or lateness.</p>	<p>Affected by lockdown. No school trips or residential have been able to take place.</p> <p>TA supporting fine and gross motor control when possible and within bubbles.</p> <p>PSHE curriculum covered and circle time having a positive impact on pupil's ability to discuss and reflect.</p>