

Crockenhill Primary School



Learning together. Working together. Achieving together.

Pupil Premium Strategy Statement

Date: November 2024

Review: November 2027

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 had within our school.

School overview

Details		Review Nov 25	Review Nov 26	Review Nov 27
School Name	Crockenhill Primary School	Crockenhill Primary School		
Number of pupils	201	203		
Proportion (%) of pupil premium eligible pupils	30% (61 children)	27.6% (56 children)		
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027	2024-2025 2025-2026 2026-2027		
Date this statement was published	January 2025	January 2025		
Date on which it will be reviewed	Interim Reviews – Nov 2025 2026 and 2027 Full Review – Nov 2027	Interim Reviews – Nov 2025 2026 and 2027 Full Review – Nov 2027		
Statement authorised by	Karen Dodd	Karen Dodd		
Pupil Premium Lead	Clare Hudson Liz Carter	Clare Hudson Liz Carter		
Governor / Trustee Lead	Jo Pennell / Robbie Cooke	Lynne Groves		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,000
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	£96,000

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 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 -oracy
4.	Ensure the teaching of phonics early reading is consistently taught across all year groups through whole class teaching (including phonics in EY/Yr 1, Yr 2 and Yr 3 & SPAG/reading skills at KS2).
5.	Ensure the teaching of writing (at length and including planning) is consistently taught across all year groups through whole class teaching (including phonics in EY/Yr 1, Yr 2 and Yr 3 & SPAG at KS2).
6.	Attendance of some PP children

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
1. 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
2. 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/Class teachers discussions Use of Progressive PSHE scheme for all children to access which supports pupil well being. 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
3. 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 Pupils in EYFS to be supported with the NELI language programme
4. Improve children’s early reading skills and level of reading comprehension	More KS1 PP children achieving expected in reading at the end of key stage 1. To continue to achieve good phonics scores in year 1. Chn to have access to home reading books that are inline with the phonics scheme. Chn to experience regular story time and promote and enjoyment for reading.
5. Improve the quality and quantity of the children’s writing	Chn to achieve at least expected in writing by the end of their key stage. Chn to achieve at least expected in EGPS.
6. Ensure that pupils in receipt of PP funding maintain the best attendance level that they can	KD to complete weekly attendance reviews which are shared with the attendance officer and LC. Families to be contacted, supported and referred.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Nov 25	Review Nov 26	Review Nov 27
Teaching and learning focus on evidence based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)	1,2,3,4,5	<ul style="list-style-type: none"> - Using standardised assessments in KS 2 - Reviewed the use of assessments in KS1 - Revision of quality first teaching with staff - Mentoring and coaching of ECTs 		
Pupil Premium Teacher to plan, teach and assess targeted children	One to one and small group tuition provides intensive support. Evidence suggests that tuition can be alongside or/and additional to normal teaching (EEF 2024)	1,2,3,4,5	<p>All in place</p> <ul style="list-style-type: none"> - Regular discussion is regarding pupil need and progress. Using a variety of teaching resources depending on the need. - In addition to and explicitly linked to normal lessons. 		

<p>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</p>	<p>The importance of spoken language and verbal interaction in the classroom which are matched to the learners' current stage of development (EEF 2024)</p>	<p>3</p>	<p>EYFS use of Nelli, including identified in yr 1 who need additional support. Analysis of all KS1 and lower SK2 chn language skills 1:1 and small group language support for identified need using Language link. Use of speech therapist to review and target specific chn.</p>		
<p>Subject leader CPD</p>	<p>By subject leaders raising the profile of their subjects in the school therefore addressing the engagement in learning for the pupils. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)</p>	<p>2</p>	<p>NPQ's being completed by Maths, Behaviour and Culture, Senior leader, English and EYFS leads.</p>		
<p>Use of the Leuven scale by all TAs and teachers – CPD in school and part of the Marking and Feedback Policy</p>	<p>By identifying the wellbeing and involvement levels of the children we are able to understand and address the impact on their learning</p>	<p>1,2,3,4,5</p>	<p>Focus academic sessions and pastoral with CH assessing Leuvan. Some TAs using leuvan when child is struggling.</p>		

Pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	Teachers can demonstrate effective uses of metacognitive and self regulatory strategies by modelling their own thought processes (EEF 2024)	1,2,3,4,5	Zones of regulation in place, chn able to assess their emotions and feelings and discuss the impact it has.		
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Targeted academic support (for example, tutoring, one to one support and structured interventions) Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Nov 25	Review Nov 26	Review Nov 27
Differentiated reading comprehension Strategies-in Year 4	Evidence indicates that this strategy is particularly effective with children aged 8+ who are lagging behind with their reading (EEF 2024)	1,2,4	Completed in year 4. Focus group in year 5, PP teacher supporting HA PP chn. (DATA TO BE ADDED)		
Progressive phonics scheme-differentiated for pupils in YR-Y4	Phonics that is taught in an explicit and systematic approach has a positive impact in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF 2024)	1,4,5	In place, groups are assessed regularly and adjusted if needed. (DATA TO BE ADDED)		
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 2024)	1,3,4	English focus groups in place in yr 5 and 6. CH takes some chn which allows class teachers to take smaller groups. DATA TO BE ADDED		

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 2024)	1,2,3,4,5,6	Wide range of support offered. Pastoral teacher, In house counselling, Emotional wellbeing team available to identified chn. PASS survey confirmed the chn's views.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Nov 25	Review Nov 26	Review Nov 27
Ensure all identified PP students with poor attendance to school have access to key staff	Many PP pupils have low attendance so by the SLT 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. Parental Engagement (EEF 2024) Social and Emotional learning (EEF 2024)	2, 6	Termly attendance meetings with attendance officer, shared with SLT. Daily SLT presence on the gate to welcome, support anxieties and encourage chn into school. Soft start since Sept 25, to help chn settle. Individual plans for chn who are struggling to separate or come into school. Greater analysis of attendance figures, earlier identification of PP attendance issues – use of inclusion officer for persistent absence or lateness.		

<p>Social and emotional learning interventions to improve attendance, behaviour & wellbeing</p>	<p>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 2024)</p>	<p>1,2,6</p>	<p>Zones of regulation shared with all staff and parents. Encourage chn's feelings to be identified and addressed first thing in the morning. New behaviour policy Sept 25. All staff and chn aware and implementing. Behaviour review. Analysis of data to follow.</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. HT and attendance officer to arrange regular meetings (in person, virtual, phone call). EEF Toolkit 2024- Parental engagement suggests +3 months progress</p>	<p>6</p>	<p>KD/ LC and attendance officer meets with key parents. CH/LC work with parents to address worries and low level attendance issues. Some families refusing to engage with school re – attendance. Attendance officer monitoring and considering next steps.</p>		
<p>To continue investing in a whole school PSHE and RSE scheme</p>	<p>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 (Kapow Scheme) and feelings in a safe</p>	<p>1, 2,3,6</p>	<p>All in place. KAPW used regularly with staff and pupils. Pupil voice collated. Assemblies covering a range of topics encouraging awareness, thoughts and</p>		

	environment – Pupil voice data.		feelings of topics. Behaviour policy adopted by all, pupil voice collated.		
To ensure pupils have access to extracurricular activities, residential trips and school uniform.	By providing access to funding for activities/resources that families may not be able to afford	1, 2, 6	Subsidised residential and school trips. School uniform vouchers available (Now supermarkets now available) Extra curricular clubs are available (Run in house) 1 Paid and 1 subsidised place for Rocksteady through PP funding .		

Total budgeted cost: £

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 each academic year.

	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
Year R			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

2024-25	
2025-26	
2026-27	

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.

<u>Programme</u>	
TT Rockstars	Education City
MyMaths	Phonics Play

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

Reviews

Spring 1: Jan 2025

- Review meeting PP teacher and SENCO – update PP register
- PP teacher focus for Spring term – year 6 booster groups in arithmetic and reading alongside pastoral support throughout the school

Spring 2: April 2025

- Review meeting PP teacher and SENCO
- Updated PP register
- Spring clubs attendance reviewed
- Attendance reviewed
- Pastoral support – individual cases discussed

- Attainment data reviewed- PP teacher focus for Summer Term- Year3, 4 and 5 reading and maths. PP TA focus- Year 3 and 4 writing

Autumn 1: September 2025

- Review meeting PP teacher and SENCO
- Updated PP register
- Attainment data reviewed: focus on Yr 5 and 6. PP teacher to support maths, arithmetic and reading comprehension during the Autumn term- morning sessions. LP (PP TA) to also focus on yr 5 and 6 writing- SPAG and writing composition.
- Further investigation into maths resources targeting the PP pupils working below expected level

Autumn 2: November/December 2025

- Review meeting PP teacher and SENCO
- Updated PP register
- Discussion and review of individual PP pupils barriers
- Attainment data reviewed: focus on Yr 5 and 6. PP teacher to support maths, arithmetic and reading comprehension during the Autumn term- morning sessions. LP (PP TA) to also focus on yr 5 and 6 writing- spelling, SPAG and writing composition.
- Dec 25- LP to carry out spelling assessment for both year 5 and 6 (pupils have been working on YR3/4 HFW)