



**Crockerton Primary School**  
**Pupil Premium Strategy Statement**  
**2020-2023**

**1. Summary Information**

<b>Academic Year</b>	2020-2021	<b>Total PP Budget</b>	£13965	<b>Date of most recent review</b>	Feb 2021
<b>Total number of pupils</b>	95	<b>Number of pupils eligible for PP</b>		<b>Date of next review</b>	July 2021

<b>Academic Year</b>	2021-2022	<b>Total PP Budget</b>	£10760 +£2000	<b>Date of most recent review</b>	Oct 2021
<b>Total number of pupils</b>	93	<b>Number of pupils eligible for PP</b>	8 @£1,345	<b>Date of next review</b>	June 2022

<b>Academic Year</b>	<b>Detail</b>	<b>Amount</b>	<b>Total Amount</b>
2022 - 2023	Pupil premium funding allocation this academic year	£1385	£8310
	Service Pupil Premium Grant	£320	£2880
<b>Total Number of pupils:</b>	Recovery premium funding allocation this academic year	£145	£870
98	Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Number of Pupils eligible for PP: 6	<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	£	£12,060
Number of pupils with SPP: 9	<b>School Led Tutoring</b>	60% of the £18 unit cost.	12 children

The school has identified the following barriers to educational achievement;

- A number of pupils need to make accelerated progress in English and maths
- A number of pupils require targeted support in specific areas of learning to enable them to make progress (Cross over between FSM/SPP and SEN) Noticeable due to Covid 19 and school closures.
- A number of pupils have social, emotional and mental health needs which can become a barrier to learning
- There are a number of families that require support to enable them to be better able to support their children
- Language skills are low compared to that of non- pupil premium pupils - SLT referrals are common
- Low attendance rates for some pupil premium pupils remain

## Reviews

### 2019-2020

<b>Outcomes for PP children at the end of Key Stage 2 in 2020.</b>		
<b>Context:</b> 16 Year 6 pupils 3 pupil was eligible for PP 1 FSM (arrived in Jan 2020) and 2 SPP and 13 pupils were not eligible. All Teacher Assessment March 2020 3 SEN children		
	<b>Pupil eligible for PP</b>	<b>Pupils not eligible for PP</b>
<b>% achieving the expected standard or above in reading, writing and maths</b>	67%	62% 23% Achieving GD
<b>% making expected progress in reading</b>	100% (67% achieved greater depth)	100% (69% achieved greater depth)
<b>% making expected progress in writing</b>	100% (67% achieved greater depth)	92% (39% achieved greater depth)
<b>% making expected progress in maths</b>	100% (0% achieved greater depth)	100% (23% achieved greater depth)

### Review of expenditure 2019-2020

<b>What was the desired outcome?</b>	<b>How was this implemented?</b>	<b>What was the impact?</b>
1.PP children will receive high quality intervention and will make sufficient progress to close the gaps between them and their peers.	High quality intervention groups with accurate monitoring. 1 PP child arrived in January 2020 in Y6 Teachers record interventions in passports and SEN Passports Covid 19 resulted in school closure March 2020	Teaching will focus heavily on identifying and addressing the gaps in key skills for all pupils in September 2020.

2.PP children have gaps closed quickly through small group	Using Target tracker and identification of PP children and those who do not qualify for FSM - staff aware of the need to fill these gaps. Timetable allows time.	Regular maths and English booster groups for children just below expected which includes the PP children.
3.For children to have their emotional needs met	Teacher highlights children in need of emotional support through an initial assessment sheet.	Impact is good and parents are well informed. 2 children needed intensive support and had external agencies involved.
4.PP children have additional time set for reading during after school care.	Children who receive PP grant have access to after school care at no cost and their child will have opportunities to read	Not all children chose to use the after school care, but it is encouraged.
5.Pupils are exposed to a wide range of social/cultural and sporting experiences.	Ensure that children have our broad and balanced curriculum that we have taken great pride in to create through careful intervention timetabling. Sports coach was timetabled in on a weekly basis for lunch time to work with less engaged children.	Ofsted noted that intervention was well organised and teachers and children know that they will not regularly miss foundation subjects.
<b>Total cost:</b>		<b>£11040</b>

### Planned expenditure for 2020-2021

What is the desired outcome?	Why has this outcome been chosen?	How will this be implemented?	Staff Lead	Cost
1. PP children will receive high quality intervention and will make sufficient progress to close the gaps between them and their peers.	Some PP children make outstanding progress but for those with additional needs, progress is not always at 'expected'.	<ul style="list-style-type: none"> <li>• Immediate intervention in the classroom as a result of assessment for learning through target tracker</li> <li>• High quality intervention in small groups.</li> <li>• Careful monitoring of interventions measuring impact.</li> </ul>	SENco Class teachers	£1500 £4500
2. PP children and their families will receive regular contact to help them support their child at home and improve attendance	Families experience a range of issues and require support with a range of issues including, positive parenting, managing behaviour and encouraging attendance.	<ul style="list-style-type: none"> <li>• The Headteacher will identify children and families needing support.</li> <li>• SENco/ HT/PP Governor will meet with parents and children to ensure positive impact.</li> </ul>	HT SENco	£2000 supply
3. For children to receive after school club where they can dedicate some to reading.	Some PP children struggle to do regular reading/spellings and times tables. This can be a focus in after school club.	<ul style="list-style-type: none"> <li>• Free late club for vulnerable children.</li> </ul>	HT	£500

4. Accelerated progress in English and maths	Although many children do make good or accelerated progress there are some children who struggle and the gaps widen.	<ul style="list-style-type: none"> <li>High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost</li> <li>Small steps in learning in order to deepen knowledge.</li> <li>Well planned and delivered lessons</li> <li>Parent workshops</li> </ul>	HT	£3000 SW £2000 CDM £465 TB
			<b>Total cost:</b>	<b>£13965</b>

### Review of 2020-2021

<b>Outcomes for PP children at the end of Key Stage 2 in 2021.</b> <b>Context:</b> 15 Year 6 pupils 3 pupil was eligible for PP 3 FSM (arrived in Y3) and 12 pupils were not eligible. All Teacher Assessment July 2021 3 SEN children		
	<b>Pupil eligible for PP</b>	<b>Pupils not eligible for PP</b>
<b>% achieving the expected standard or above in reading, writing and maths</b>	100% 33% achieving GD	83% 8% Achieving GD
<b>% making expected progress in reading</b>	100% 33% achieving GD	91.7% 17% Achieving GD
<b>% making expected progress in writing</b>	100% 100% achieving GD	91.7% 17% Achieving GD
<b>% making expected progress in maths</b>	100% 67% achieving GD	83% 17% achieving GD

Outcome																																			
1	<b>The number of children at ARE at the end of the year is not an increasing gap for PP versus non-PP children</b> Whole school																																		
	<table border="1"> <tr> <th>78 pupils</th> <th>Missing Assessment</th> <th>Below</th> <th>On Track or higher</th> <th>Higher</th> </tr> <tr> <td>Reading</td> <td>1 (1.3%)</td> <td>14 (18.2%)</td> <td>63 (81.8%)</td> <td>18 (23.4%)</td> </tr> <tr> <td>Writing</td> <td>1 (1.3%)</td> <td>26 (33.8%)</td> <td>51 (66.2%)</td> <td>11 (14.3%)</td> </tr> <tr> <td>Mathematics</td> <td>1 (1.3%)</td> <td>20 (26.0%)</td> <td>57 (74.0%)</td> <td>14 (18.2%)</td> </tr> <tr> <td>Combined</td> <td>Missing Assessment in one or more</td> <td>Below in one or more</td> <td>On Track or higher in all</td> <td>Higher in all</td> </tr> <tr> <td></td> <td>1 (1.3%)</td> <td>30 (39.0%)</td> <td>47 (61.0%)</td> <td>6 (7.8%)</td> </tr> </table>	78 pupils	Missing Assessment	Below	On Track or higher	Higher	Reading	1 (1.3%)	14 (18.2%)	63 (81.8%)	18 (23.4%)	Writing	1 (1.3%)	26 (33.8%)	51 (66.2%)	11 (14.3%)	Mathematics	1 (1.3%)	20 (26.0%)	57 (74.0%)	14 (18.2%)	Combined	Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all		1 (1.3%)	30 (39.0%)	47 (61.0%)	6 (7.8%)				
78 pupils	Missing Assessment	Below	On Track or higher	Higher																															
Reading	1 (1.3%)	14 (18.2%)	63 (81.8%)	18 (23.4%)																															
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	1 (1.3%)	30 (39.0%)	47 (61.0%)	6 (7.8%)																															
	Children with PP				Children non PP																														

15 pupils				63 pupils			
	Below	On Track or higher	Higher	Missing Assessment	Below	On Track or higher	Higher
Reading	3 (20.0%)	12 (80.0%)	2 (13.3%)	1 (1.6%)	11 (17.7%)	51 (82.3%)	16 (25.8%)
Writing	8 (53.3%)	7 (46.7%)	3 (20.0%)	1 (1.6%)	18 (29.0%)	44 (71.0%)	8 (12.9%)
Mathematics	5 (33.3%)	10 (66.7%)	3 (20.0%)	1 (1.6%)	15 (24.2%)	47 (75.8%)	11 (17.7%)
Combined	Below in one or more 8 (53.3%)	On Track or higher in all 7 (46.7%)	Higher in all 1 (6.7%)	Missing Assessment in one or more 1 (1.6%)	Below in one or more 22 (35.5%)	On Track or higher in all 40 (64.5%)	Higher in all 5 (8.1%)

What was the desired outcome?	How was this implemented?	What was the impact?
1. PP children will receive high quality intervention and will make sufficient progress to close the gaps between them and their peers.	<ul style="list-style-type: none"> <li>Immediate intervention in the classroom as a result of assessment for learning through target tracker</li> <li>High quality intervention in small groups.</li> <li>Careful monitoring of interventions measuring impact.</li> </ul>	<p>Can Do Maths programme has additional time within school day to ensure all children ready for next steps of learning. Maths on Track time all planned to practise/revisit skills.</p> <p>Sounds Write Phonic programme implemented into KS2 to improve spelling</p> <p>Talk Boost had a big impact in KS1 and LKS2</p>
2. PP children and their families will receive regular contact to help them support their child at home and improve attendance	<ul style="list-style-type: none"> <li>The Headteacher will identify children and families needing support.</li> <li>SENco/ HT/PP Governor will meet with parents and children to ensure positive impact.</li> </ul>	<p><b>During the pandemic, children receiving PP grant have sufficient support to ensure that home-learning can take place effectively.</b></p> <p>Contact was made with our all our PP grant children. We delivered technology to all who needed it - whether they received PP grant or not. 1 child with PP grant was registered to school learning on days where there were spaces, after those key-worker children.</p>
3. For children to receive after school club where they can dedicate some to reading.	<ul style="list-style-type: none"> <li>Free late club for vulnerable children.</li> </ul>	<p><b>Advertising and encouraging Late Club for all children who receive PP grant, free of charge so that additional and regular reading after school</b></p> <p>Children and their families know that late club is available through newsletters and other communication but the majority do not accept a place. Usually 3 of the children in receipt of the grant attend regularly.</p>
4. Accelerated progress in English and maths	<ul style="list-style-type: none"> <li>High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost</li> <li>Small steps in learning in order to deepen knowledge.</li> <li>Well planned and delivered lessons</li> <li>Parent workshops</li> </ul>	<p><b>Reading, writing and maths attainment continues to be in line with National average.</b></p> <p>See 1. No National standards testing due to second lockdown during pandemic.</p>

Planned expenditure for 2021-2022

What is the desired outcome?	Why has this outcome been chosen?	How will this be implemented?	Staff Lead	Cost
1. PP children will receive high quality intervention and will make sufficient progress to close the gaps between them and their peers.	Some PP children make outstanding progress but for those with additional needs, progress is not always at 'expected'.	<ul style="list-style-type: none"> <li>Immediate intervention in the classroom as a result of assessment for learning through target tracker</li> <li>High quality intervention in small groups.</li> <li>Quality first teaching</li> <li>Intervention within the classroom to support children.</li> </ul>	SENco Class teachers	£5600
2. PP children and their families will receive regular contact to help them support their child at home and improve attendance	Families experience a range of issues and require support with a range of issues including, positive parenting, managing behaviour and encouraging attendance.	<ul style="list-style-type: none"> <li>Attendance reviews 6x a year</li> <li>Regular letters that will encourage meetings with CT/HT/Parent and child</li> </ul>	HT SENco	£2000 supply
3. For children to receive after school club where they can dedicate some to reading.	Some PP children struggle to do regular reading/spellings and times tables. This can be a focus in after school club.	<ul style="list-style-type: none"> <li>Free late club for vulnerable children.</li> </ul>	HT	£600
4. Accelerated progress in English and maths	Although many children do make good or accelerated progress there are some children who struggle and the gaps widen.	<ul style="list-style-type: none"> <li>High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost</li> <li>Small steps in learning in order to deepen knowledge.</li> <li>Well planned and delivered lessons</li> <li>Parent workshops</li> </ul>	HT	£3000 SW £1000 CDM £500 TB
			<b>Total cost:</b>	<b>£12760</b>

## Review 2021/22

Outcomes for PP children at the end of Key Stage 2 in 2022.		
Context: 12 Year 6 pupils 3 pupil was eligible for FSM and 9 pupils were not eligible. 1 SEN (EHCP) and 1 Service		
	Pupil eligible for PP	Pupils not eligible for PP
% achieving the expected standard or above in reading, writing and maths	3 pupils R = 66%, SPAG = 66% M = 66% Writing TA= 33%	9 pupils R = 100% SPAG = 100% M = 78% <sup>7/9</sup> Writing TA = 66% <sup>6/9</sup>
% making expected progress in reading	33%	60%
% making expected progress in writing	100%	70%

<b>% making expected progress in maths</b>	100%	40%
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\*Progress based on 23 steps during KS2

each Step as at Year 1 Summer 1						
Subject	1b+	1w	1w+	1s	1s+	2b
Reading	1 (100%)					
Writing	1 (100%)					
Mathematics	1 (100%)					

Year 5 (1 pupil)						
Number of Pupils (%) assessed in each Step as at Year 4 Summer 1						
Subject	3s+	4b	4b+	4w	4w+	4s
Reading					1 (100%)	
Writing						1 (100%)
Mathematics				1 (100%)		

Year 3 (1 pupil)						
Number of Pupils (%) assessed in each Step as at Year 2 Summer 1						
Subject	1w+	1s	1s+	2b	2b+	2w
Reading			1 (100%)			
Writing	1 (100%)					
Mathematics				1 (100%)		

Year 6 (1 pupil)							
Number of Pupils (%) assessed in each Step as at Year 5 Summer 1							
Subject	4b+	4w	4w+	4s	4s+	5b	5b+
Reading							1 (100%)
Writing	1 (100%)						
Mathematics		1 (100%)					

Year 4 (1 pupil)						
Number of Pupils (%) assessed in each Step as at Year 3 Summer 1						
Subject	2s+	3b	3b+	3w	3w+	3s
Reading						1 (100%)
Writing					1 (100%)	
Mathematics				1 (100%)		

Year 7 (3 pupils)						
Number of Pupils (%) assessed in each Step as at Year 6 Summer 1						
Subject	5s+	6b	6b+	6w	6w+	6s
Reading			1 (33.3%)		2 (66.7%)	
Writing		1 (33.3%)	1 (33.3%)		1 (33.3%)	
Mathematics			1 (33.3%)		1 (33.3%)	1 (33.3%)

Across the school attainment, at end of Summer T6.  
SEN register is also considered for children in Y1, 2 5.

Y7 (3 pupils)	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	3*								1 (33.3%)	2 (66.7%)		103.0
Writing					2 (66.7%)	1 (33.3%)			1 (33.3%)	2 (66.7%)		102.3
Mathematics	3*								1 (33.3%)	2 (66.7%)		103.0
Science				1 (33.3%)		2 (66.7%)						

**Reading & Mathematics TA** - Percentage not shown as TA only used for pupils working below the standard of national curriculum assessments

**Writing** - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

**Below** - Includes any P Scale assessments.

**Other** - Includes any assessment codes such as A (absent).

\* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (3 pupils)	Expected Standard	Higher Standard
All Pupils	1 (33.3%)	0 (0%)

**Expected Standard** - a pupil must have a scaled score of 100 or more in reading and mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at greater depth in the expected standard'.

**Higher Standard** - a pupil must have a high scaled score in reading and a high scaled score in mathematics; and have been teacher assessed in writing as 'working at a greater depth'. The high scaled score value in mathematics and reading is released by the DfE, after the key stage 2 tests have been sat in the summer term. This value will remain 'Pending' until that time.

## Planned expenditure for 2022-2023

What is the desired outcome?	Why has this outcome been chosen?	How will this be implemented?	Staff Lead	Cost
1. PP children will receive high quality intervention and will make sufficient progress to close the gaps between them and their peers.	Some PP children make outstanding progress but for those with additional needs, progress is not always at 'expected'.	<ul style="list-style-type: none"> <li>Immediate intervention in the classroom as a result of assessment for learning through target tracker</li> <li>High quality intervention in small groups.</li> <li>Quality first teaching</li> <li>Intervention within the classroom to support children.</li> </ul>	SENco Class teachers	£5600
2. PP children and their families will receive regular contact to help them support their child at home and improve attendance	Families experience a range of issues and require support with a range of issues including, positive parenting, managing behaviour and encouraging attendance.	<ul style="list-style-type: none"> <li>Attendance reviews 6x a year</li> <li>Regular letters that will encourage meetings with CT/HT/Parent and child</li> </ul>	HT SENco	£1000 supply
3. For children to receive after school club where they can dedicate some to reading.	Some PP children struggle to do regular reading/spellings and times tables. This can be a focus in after school club.	<ul style="list-style-type: none"> <li>Free late club for vulnerable children.</li> </ul>	HT	£600
4. Accelerated progress in English and maths	Although many children do make good or accelerated progress there are some children who struggle and the gaps widen.	<ul style="list-style-type: none"> <li>High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost</li> <li>Small steps in learning in order to deepen knowledge.</li> <li>Well planned and delivered lessons</li> <li>Tutoring</li> </ul>	HT	£2000 SW £1000 CDM £500 TB £1360 T
			<b>Total cost:</b>	<b>£12060</b>

## Review 2022/23

Outcomes for PP children at the end of Key Stage 2 in 2023.		
Context: 16 Year 6 pupils; 1 pupil was eligible for FSM and 15 pupils were not eligible. PP also SEN		
	Pupil eligible for PP	Pupils not eligible for PP
% achieving the expected standard or above in reading, writing and maths	0%	67%
% making expected progress in reading	0%	100%
% making expected progress in writing	0%	73%
% making expected progress in maths	0%	87%

All children at the last Data drop in Summer 1 term



76 pupils	Below	On Track	Higher
Reading	15 (19.7%)	32 (42.1%)	29 (38.2%)
Writing	28 (36.8%)	41 (53.9%)	7 (9.2%)
Mathematics	19 (25.0%)	45 (59.2%)	12 (15.8%)

All children Y1-Y6. Different figures from the start of academic year as we lost 5 children to other local school with Wrap Around Care.

6 pupils	Below	On Track	Higher
Reading	1 (16.7%)	4 (66.7%)	1 (16.7%)
Writing	3 (50.0%)	3 (50.0%)	0 (0%)
Mathematics	4 (66.7%)	2 (33.3%)	0 (0%)

FSM children  
Good percentages for Reading and writing.  
Consider Maths and greater depth.

70 pupils	Below	On Track	Higher
Reading	14 (20.0%)	28 (40.0%)	28 (40.0%)
Writing	25 (35.7%)	38 (54.3%)	7 (10.0%)
Mathematics	15 (21.4%)	43 (61.4%)	12 (17.1%)

Not FSM children