

Crockerton Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Mrs Nic Ilic</i> , Head teacher
Pupil premium lead	<i>Kate Woodley</i>
Governor / Trustee lead	XXXXX, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1455 per pupil £8730
Service premium funding allocation this academic year	£335 £1340
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£10,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. The focus of our pupil premium strategy is to support disadvantaged learners to make good progress by overcoming a wide range of barriers which may impact their learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments indicate that some disadvantaged pupils are falling further behind age-related expectations.
2	Teacher assessments currently indicate that 33% of PP pupils are not on track to meet ARE in reading and writing.
3	Teacher assessments currently indicate that 50% of PP pupils are not on track to meet ARE in maths.

4	50% of pupils who qualify for pupil premium funding also have specific SEND needs.
5	67% pupils eligible for PPG have low attendance.

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
All children to receive quality-first	All children to receive quality-first
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/6 show that all of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/6 show that all of disadvantaged pupils met the expected standard.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Absence of PPG pupils will continue to reduce. Overall attendance of PPG pupils will increase to 95%
Pupils receive a breadth of enriching life experiences, in addition to an engaging and varied curriculum.	Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the school day. The proportion of PP families engaging with the school's enrichment offer increases.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on developing quality first teaching across the school, focusing on developing meta-cognition and self-regulated learning.</p> <p>Fund staff training and development through training days and staff meetings.</p> <p>Sustain our 4 class structure</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Can Maths and teach this with single cohort focus</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Boost intervention in KS1 and KS2.</p> <p>Reading intervention for children who have not passed their phonics check in Year 1</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Pupils with send have the greatest need for excellent teaching.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	1, 2, 4, 5

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

Budgeted cost: **£900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Fund/part fund after school club, residential trips and educational visits for specific families.</p>		All

Total budgeted cost: £10,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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%	

76 pupils	Below	On Track	Higher	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.
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%)	

6 pupils	Below	On Track	Higher	FSM children Good percentages for Reading and writing. Consider Maths and greater depth.
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%)	

70 pupils	Below	On Track	Higher	Not FSM children
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%)	

Externally provided programmes

Programme	Provider
Talk Boost	Talk Boost
Can Do Maths	Buzzard

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
ELSA support (groups and 1:1) targeted individuals and children with common contexts and emotional well-being needs. Targeted TA support and /or intervention where identified for children with gaps in learning and at risk of working at age related expectations.
The impact of that spending on service pupil premium eligible pupils
Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- We have consider NPQ qualifications for staff. The Head teacher has completed NPQH.