



Crockerton Primary School
Pupil Premium Strategy Statement
2020-2023

1. Summary Information

Academic Year	2020-2021	Total PP Budget	£13965	Date of most recent review	Feb 2021
Total number of pupils	95	Number of pupils eligible for PP	15	Date of next review	July 2021

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

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

2. Review of 2019-2020

Outcomes for PP children at the end of Key Stage 2 in 2020. Context: 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		
	Pupil eligible for PP	Pupils not eligible for PP

% achieving the expected standard or above in reading, writing and maths	67%	62% 23% Achieving GD
% making expected progress in reading	100% (67% achieved greater depth)	100% (69% achieved greater depth)
% making expected progress in writing	100% (67% achieved greater depth)	92% (39% achieved greater depth)
% making expected progress in maths	100% (0% achieved greater depth)	100% (23% achieved greater depth)

3. Review of expenditure 2019-2020

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.	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.
	Total cost:	£11040

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"> Immediate intervention in the classroom as a result of assessment for learning through target tracker High quality intervention in small groups. Careful monitoring of interventions measuring impact. 	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"> The Headteacher will identify children and families needing support. SENco/ HT/PP Governor will meet with parents and children to ensure positive impact. 	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"> Free late club for vulnerable children. 	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"> High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost Small steps in learning in order to deepen knowledge. Well planned and delivered lessons Parent workshops 	HT	£3000 SW £2000 CDM £465 TB
			Total cost:	£13965

Review of 2020-2021

Outcomes for PP children at the end of Key Stage 2 in 2021. Context: 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		
	Pupil eligible for PP	Pupils not eligible for PP
% achieving the expected standard or above in reading, writing and maths	100% 33% achieving GD	83% 8% Achieving GD
% making expected progress in reading	100% 33% achieving GD	91.7% 17% Achieving GD
% making expected progress in writing	100% 100% achieving GD	91.7% 17% Achieving GD
% making expected progress in maths	100% 67% achieving GD	83% 17% achieving GD

Outcome																			
1	The number of children at ARE at the end of the year is not an increasing gap for PP versus non-PP children Whole school																		
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%)														
Children with PP										Children non PP									
15 pupils		Below	On Track or higher	Higher	63 pupils		Missing Assessment	Below	On Track or higher	Higher									
Reading		3 (20.0%)	12 (80.0%)	2 (13.3%)	Reading		1 (1.6%)	11 (17.7%)	51 (82.3%)	16 (25.8%)									
Writing		8 (53.3%)	7 (46.7%)	3 (20.0%)	Writing		1 (1.6%)	18 (29.0%)	44 (71.0%)	8 (12.9%)									
Mathematics		5 (33.3%)	10 (66.7%)	3 (20.0%)	Mathematics		1 (1.6%)	15 (24.2%)	47 (75.8%)	11 (17.7%)									
Combined		Below in one or more	On Track or higher in all	Higher in all	Combined		Missing Assessment in one or more	Below in one or more	On Track or higher in all	Higher in all									
		8 (53.3%)	7 (46.7%)	1 (6.7%)			1 (1.6%)	22 (35.5%)	40 (64.5%)	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"> Immediate intervention in the classroom as a result of assessment for learning through target tracker High quality intervention in small groups. Careful monitoring of interventions measuring impact. 	<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"> The Headteacher will identify children and families needing support. SENco/ HT/PP Governor will meet with parents and children to ensure positive impact. 	<p>During the pandemic, children receiving PP grant have sufficient support to ensure that home-learning can take place effectively.</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"> Free late club for vulnerable children. 	<p>Advertising and encouraging Late Club for all children who receive PP grant, free of charge so that additional and regular reading after school</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.
4. Accelerated progress in English and maths	<ul style="list-style-type: none"> • High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost • Small steps in learning in order to deepen knowledge. • Well planned and delivered lessons • Parent workshops 	Reading, writing and maths attainment continues to be in line with National average. See 1. No National standards testing due to second lockdown during pandemic.

Planned expenditure for 2021-2022

What is the desired outcome?	Why has this outcome been chosen?	How will this be implemented?	Staff Lead	Cost
2.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"> • Immediate intervention in the classroom as a result of assessment for learning through target tracker • High quality intervention in small groups. • Quality first teaching • Intervention within the classroom to support children. 	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"> • Attendance reviews 6x a year • Regular letters that will encourage meetings with CT/HT/Parent and child 	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"> • Free late club for vulnerable children. 	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"> • High resources to support teachers in delivery. Sounds Write/Can do Maths/Talk boost • Small steps in learning in order to deepen knowledge. • Well planned and delivered lessons • Parent workshops 	HT	£3000 SW £1000 CDM £500 TB
			Total cost:	£12760

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		
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in maths		