

Pupil premium strategy statement 2025

This statement details Crockham Hill CE Primary School's use of pupil premium (and recovery premium for the 2025 to 2026 financial year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crockham Hill CE Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	7.7% (Previously 4.4%)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Nov 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Lisa Higgs
Pupil premium lead	Mrs Holly Taylor
Governor / Trustee lead	Maria Boxley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,465
Recovery premium funding allocation this academic year	£0
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	£15,465

Part A: Pupil premium strategy plan

Statement of intent

In direct support of our key objectives in our 2025-26 School Development Plan, Crockham Hill CE Primary School intends to use *Pupil Premium Funding* to encourage children to develop skills which help them to become well-rounded individuals, with the confidence to make a difference.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We receive funding for each disadvantaged pupil and use the funding flexibly to maximise impact. The percentage of our pupils eligible for pupil premium is significantly lower than the national average for primary schools.

At Crockham Hill CE Primary School, we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences. We will:

- Identify a key priority that we can address
- Develop a clear, logical and well-specified plan
- Support staff and solve any problems using a flexible leadership approach
- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge good implementation practices

Our Review Process

The progress of pupil premium pupils is a crucial part of pupil progress meetings. Once the year has been completed, a new strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

The Deputy Head Teacher and Head Teacher are responsible for ensuring a pupil premium strategy is always in effect.

Accountability

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our students.

The Head Teacher and Deputy Head/SENCO will be responsible for implementing the Pupil Premium Strategy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities.

It will be the responsibility of the Head Teacher to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The school Finance Officer will monitor the use of the Pupil Premium Grant on a regular basis to track the allocation and use of pupil premium funding in order to see that it is providing value for money.

Teaching staff

We will implement successful strategies to accelerate progress of students and narrow the gaps. These include;

- maintaining the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promoting an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- planning and delivering lessons to a high standard and supporting the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- supporting disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keeping up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Lower oracy skills and the impact on learning
2	Reduced ability to be resilient across areas of school life
3	Difficulties with emotional regulation and independently using the tool to help support this
4	Attendance gap compared with peers

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.

Challenge number	Intended outcome	Success criteria
1	No difference in oracy skills between disadvantaged children and their peers	<i>100% of disadvantaged pupils make progress from their starting points appropriate to their level of ability with regards to oracy skills. Progression seen in document speech and language tracker, mapping this area</i>
2 & 3	No difference in emotional regulation and resilience in the classroom between	<i>100% of disadvantaged pupils will show emotional regulation in the classroom, resilience in the light of challenge through positive</i>

	advantaged and disadvantaged pupils	<i>disposition and attempts at problem solving with the help of an adult. At times where this is challenged, disadvantaged children will use the resources around them to regulate independently.</i>
4	The gap closes with regards to attendance between advantaged and disadvantaged children	<i>Disadvantaged children will be within 10% of advantaged children with regards to attendance (ie-comparison against persistent absence/ severe absence)</i>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Single year group tuition EYFS/ Key Stage 1 for Phonics</i>	Smaller class sizes enables a more focused, enhanced learning support (more teacher contact)	1
<i>Additional TA hours to work with small groups</i>	Previous year's progress and excellent transition for Y1 pupils from YR.	1
<i>'Stepping Stones' nurture provision</i>	It is well-researched that a calming space enables children to emotionally regulate. This is supported by staff to enable full participation in school life and leading to improved attendance	2, 3, 4

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

Budgeted cost: £5,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>'Stepping Stones' nurture provision – sensory room</i>	It is well-researched that a calming space enables children to emotionally regulate. This is supported by staff to enable full participation in school life and leading to improved attendance. The sensory room is an element of this and is used by all PP children.	2, 3, 4
<i>Preferential access to clubs and school clubs are free.</i>	Callanan M, Laing K, Chanfreau J, Paylor J, Skipp A, Tanner E, Todd L. The value of after school clubs for disadvantaged children. Briefing paper 3. London: NatCen Social Research, 2016. Out of school activities & the education gap 3.	1, 4
<i>Priority on list for learning a musical instrument with help with tuition and loan of an instrument from Y3.</i>	"Music ignites all areas of child development and skills for school readiness , including intellectual, social-emotional , motor, language, and overall literacy." (Bright Horizons Feb 2022)	1-4
<i>Forest School</i>	Forest School and its impacts on young children: Case studies in Britain Liz O'Briena,, Richard Murrayb Urban Forestry & Urban Greening 6 (2007) 249–265	1-4

Total budgeted cost: £15,465

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 the 2024 to 2025 academic year.

The previous year's pupil premium statement focussed predominantly on teaching and the opportunity to create smaller class sizes. Whilst this was successful in some areas with closing the attainment gap, there continued to be a focus around disadvantaged children's emotional regulation and resilience. The majority of disadvantaged children felt safe in the school environment but were lacking the skills to independently regulate and be in a state ready for learning.

Next year's pupil premium strategy statement aims to focus on emotional regulation in greater detail. Crockham Hill CE School has introduced the Stepping Stones nurture provision to create a space whereby children can regulate, take part in a bespoke nurture curriculum (as appropriate) and be ready to succeed in areas of school life.

Next academic year, disadvantaged children's progress will also be tracked more closely outside of the parameters of the core subjects. For example:

Name	Transition	Attendance	Emotional regulation	Maths	Writing	Reading	Next steps

This allows us to track progress via a RAG rating system so we can track disadvantaged children exactly against the challenges set out above. Collectively, this approach will enable conversations to be had when they need to happen to have the most impact and will tackle all challenges above including attendance.

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

Programme	Provider
Speechlink/Languagelink	Speechlink Multimedia Ltd
Widgit online	Widgitonline.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How 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