

## Pupil premium strategy statement

This statement details Crockham Hill CE Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 academic 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	<b>Crockham Hill CE Primary School</b>
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	1.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Mrs Lisa Higgs
Pupil premium lead	Mrs Ghislaine Lakin-Hall
Governor / Trustee lead	Sally Dodson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4304.93
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£6304.93

# Part A: Pupil premium strategy plan

## Statement of intent

In direct support of our key objectives in our 2021-22 School Development Plan, Crockham Hill CE Primary School intends *to use Pupil Premium Funding to enable all disadvantaged pupils to 'make faster progress from their starting points'*. This is to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

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.

### Our Priorities

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

### Our Implementation Process

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
- Drive faithful adoption and intelligent adaption
- 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. The impact of all targeted pupil premium interventions are measured and reported at these 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/SENDCo 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 to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

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 role

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.

### Children Looked After Children

Looked After are funded in the same way as Pupil Premium students and money is allocated to the school on a monthly basis. The Deputy Head/SENDCo, is responsible for reviewing any PEPs for each looked after child we might have and to monitor provision for their academic and pastoral needs. PEPs will be updated to reflect actions to be taken and costing put in place to reflect the support needed for each child. Funding requests will be discussed at PEP reviews every six months.

### School Overview

- Academic year covered by statement 2021/22
- Total number of pupils 137
- Publish date October 2021
- Pupil Premium Lead: Ghislaine Lakin-Hall
- Proportion of disadvantaged pupils 1.4%
- Review date October 2022
- Governor Lead: Sally Dodson
- Premium allocation this year £6,304.93

## 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 their learning
2	Reduced ability to be resilient/independent in their learning.
3	Reduced physical development impacting gross and fine motor skill
4	Anxiety – wanting to fit in and be the same as their peers
5	

## 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
No difference in progress between advantaged and disadvantaged pupils	<i>100% of disadvantaged pupils make progress from their starting points appropriate to their level of ability.</i>
No difference in achievement between advantaged and disadvantaged pupils	<i>100% of disadvantaged pupils pass the KS1 Phonics Screener or achieve 100+ in end of Y6 SATs.</i>
Extend language/vocabulary	<i>Vocabulary understanding and usage has increased by at least 9 months from starting points.</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: £ 4,485 (TA hourly rate x 10 hours per week x 39 weeks)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Meetings - training on key strategies	Improvement in provision during Leadership observations	1, 2, 3, 4
<i>Retention of an extra TA to deliver the 1-1 support as well as fulfil her part-time TA role.</i>	Previous year's progress.	1, 2, 3, 4

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

Budgeted cost: £1,719.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 language programme</i> ( £361 - 38 hours x £9.50 per hour)	SPEECH AND LANGUAGE Therapy recommendations	1, 2, 4
<i>Single year group tuition across school £ 738</i> (0.4 of teacher average salary £36,900 divided by number of pupils accessing x 2 year groups)	Pupil progress last year in KS2 when this approach was implemented	1, 2, 4
<i>Physical development programme</i> ( £308.75 – 32.5 hours x £9.50 per hour)	Occupational Health recommendations	3
<i>1:1 IT enrichment programme</i> 8 x £39 per hour = £312	Leading Lights Computer Technician Training and support with specialist	4

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

Budgeted cost: £ 90 (18 x 1.5 hours Forest School Access divided by number of pupils accessing) + Individual Club costs (£10)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Preferential access to clubs</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.	3, 4
<i>Forest School</i>	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	3, 4

**Total budgeted cost: £ 6.304.75**

## 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 2020 to 2021 academic year.

Pupil Well-being improved
End of year in-school Teacher assessments showed good progress from their starting points
Transition to new Year Groups were very successful
Reading levels were high.

### 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

### 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?	School-led tutoring out of school hours
What was the impact of that spending on service pupil premium eligible pupils?	End of year attainment was comparable to non-disadvantaged pupils with similar levels of ability.

**Further information (optional)**