

# Pupil premium strategy statement

1. Summary information					
School	Crockham Hill C E Primary School				
Academic Year	2020-21	Total PP budget (Sept 20-Mar21)	£8,974	Date of most recent PP Review	Sept 20
Total number of pupils	138	Number of pupils eligible for PP	3	Date for next internal review of this strategy	Dec 20
2. Current attainment (2020-21)					
			Pupils eligible for PP20-21		
% achieving Expected+ level in reading			No current data due to COVID 10		
% achieving Expected+ level in writing			No current data due to COVID 10		
% achieving Expected+ level in maths			No current data due to COVID 10		
% achieving Expected+ level in reading, writing & maths (or equivalent)			No current data due to COVID 10		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Social, Emotional, Mental and Health Needs – Some children lack self-confidence, lack self-esteem and sometimes struggle with a specific subject. We need to build their resilience and help them overcome any anxieties they may have.				
External barriers (issues which also require action outside school, such as low attendance rates)					
B.	n/a				
4. Desired outcomes (Desired outcomes and how they will be measured)				Success criteria	
A.	Children make increased progress so that by the end of the year the gap in achievement has diminished.			At Pupil Progress meetings in Term 1 teachers will indicate current standards and we will track this.	
B.	Children will have increased confidence to tackle learning in class.			The children can complete more learning in class without support. At Pupil Progress meetings in Term 1 teachers will indicate current independence and we will track this.	

5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children make increased progress so that by the end of the year the gap in achievement has diminished	Additional teacher in KS1.  Teach KS2 classes in Year Groups of 20 children in mornings.	The EEF Toolkit recognises that reducing class size appears to result in additional progress for pupils.	Both the additional teachers supported by members of SLT.  Monitor progress at Pupil progress meetings.	SS/AJ  JI	Terms 1,2,3,4,5,6
Children will have increased confidence to tackle learning in class.	Provide a Recovery Curriculum which addresses well being and emotions as well as the specific gaps in learning due to COVID 19.	Educationalists eg, Barry Carpenter, DfE and Local Authority all recommending schools need to prepare to address well being and be prepared to fill the gaps caused by children being away from school from March-July.	Staff completed online training. Regular checks at staff meetings about the children. SENDCo provides strategies for staff to use	GLH	Term 1 2020
					£25,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will have increased confidence to tackle learning in class.	Use TA to provide targeted support to small group.	Some of the children need targeted support to catch up and become more confident that they can tackle learning independently.	Employ additional staff across the school to ensure gaps in learning can be addressed immediately. Staffing will allow additional sessions as pre-teaching or follow up ,	JI	December 2020

	Use of play therapist and counsellor to support more anxious children to help build understanding of resilience, to build self-esteem and	In play therapy, children are able to express their experiences and feelings through a natural, self-guided and self-healing process. Children will be helped towards healthier and better social integration, growth and development.		J1	December 2020
<b>Total budgeted cost</b>					£2,000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
n/a	n/a	n/a	n/a	n/a	n/a
<b>Total budgeted cost</b>					n/a

## 6. Review of expenditure

### Previous Academic Year 2019-20

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children make increased progress so that by the end of the year the gap in achievement has diminished	Teach KS2 classes in Year Groups of 20 children in mornings.	Due to the COVID 19 pandemic schools were not able to measure end of year progress and did not submit achievement data.	Due to the lockdown children accessed learning to varied degrees from March to July. From September 2020 ¾ of our Pupil Premium children are in Key Stage 2 so we will continue to teach Maths in year groups of 20. English will be taught in mixed aged classes across the school but we will	£15K
Children will have increased confidence to tackle learning in class.	Provide well differentiated activities to suit the learning of all children in the class.	Due to the COVID 19 pandemic schools closed. We were able to offer differentiated activities through our online learning platform and some PP children engaged well with this. Some however did not. We opened school for	We are not certain how are children will be feeling as they return to school. We are planning to provide a Recovery Curriculum from September to address individual children's needs. In order to do this we will employ additional staff to provide teaching and follow-up. We will also have the support	

		vulnerable children and key worker children and this enabled us to continue teaching many but not all of our PP children.	of a play therapist and counsellor to support more anxious children.	
There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class.	Whole school Behaviour Policy implemented consistently across school.	We reviewed and implemented a new policy in September and it was updated with the COVID 19 expectations. Up to the school closure in March 2020 behaviour issues in class decreased for the specific children.	From September 2020 we will have 4 Pupil premium children. Behaviour issues for these children will be minimal.	None

## ii. Targeted Support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will have increased confidence to tackle learning in class.	Use TA to provide targeted support to small group.	Due to the COVID 19 pandemic schools closed. We cannot comment further on the impact.	We will be increasing the level of TA and teacher support in September to support a recovery curriculum with our PP children in mind.	Already accounted for
There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class	Provide TA support and use strategies for children's specific needs.	1:1 TAs were effective on behaviour in class and impacted on their children's learning up to lockdown.	Our 1:1 children left in July. We have recruited TAs to support each class and have 1 additional TA for KS1 and an additional for mornings only in KS2.	

## iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
n/a	n/a	n/a	n/a	