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 the effect that last year's spending of pupil premium had within our school.

PUPIL PREMIUM STRATEGY STATEMENT

School overview

Detail	Data
School name	Crookhill Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kristine McCormack/Governors
Pupil premium lead	Kristine McCormack
Governor lead	Mel Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**2024-2025** £85 400 (Amount has decreased from £105 675)
Recovery premium funding allocation this academic year (ended 2023-2024, no funding 2024-2025)	**2023-2024** £10 645 **2024-2025** £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	£85 400

Part A: Pupil premium strategy plan

Statement of intent

At Crookhill Primary School, our aim is that all pupils achieve the best possible educational and personal outcomes, irrespective of their background or challenges they may face. We want all of our children, including disadvantaged pupils, to become positive, responsible and caring members of society.

High quality teaching, learning and assessment strategies are at the centre of our approach in ensuring good or better outcomes for all pupils. Data analysis, discussions with staff and ongoing monitoring are used to inform the use of pupil premium funding to ensure disadvantaged children receive timely, targeted and effective intervention to support their progress, narrow gaps with peers and address any social and emotional needs. Our strategy is also integral to wider school plans for education recovery.

We recognise that disadvantaged children can face wider barriers which can impact on their educational and personal progress. As part of our strategy, we aim to address these barriers through our curriculum, enrichment activities and partnership work.

Our ultimate objectives are:
Remove barriers to learning for disadvantaged pupils
Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils in school and nationally
Ensure all pupils, including disadvantaged pupils, can read fluently and have good understanding
Improve oral language skills and vocabulary among disadvantaged pupils
Ensure all pupils, including disadvantaged pupils, demonstrate resilience and confidence
Develop Cultural Capital through a variety of experiences and opportunities
Improve attendance and punctuality for identified pupils

How does your current pupil premium strategy plan work towards achieving those objectives?
All staff have access to high quality CPD
Targeted intervention addresses gaps in learning
All pupils have access to experiences and opportunities to participate in enrichment activities e.g. sports coaching, extra-curricular clubs, Forest School, residential, trips
Information and activities to support and engage families
Targeted support to engage hard to reach families
School wide priority to develop resilience
Support for pupils with social and emotional needs
Targeted support for pupils with low attendance and/or punctuality

What are the key principles of your strategy plan?
High adult to pupil ratio enables staff to implement regular, focussed intervention
Use of proven programmes for intervention
Ongoing support and CPD to ensure pupils receive high quality teaching
Staff CPD and support to develop resilience and emotional wellbeing
Support for parents with the costs of educational visits and residentials
School staff and external agency support for families with low attendance and engagement

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions show that the progress and attainment of many of our disadvantaged pupils is lower than other pupils. Their education was also impacted by the pandemic and class/pupil isolations to a greater extent than for other pupils. These findings are supported by national studies. While progress has been made, there are still knowledge gaps leading to pupils falling behind age-related expectations in all areas.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Generally, disadvantaged pupils have poorer speech, oral language skills and vocabulary than other pupils (typically each cohort has a significant number of pupils with speech and language issues on entry).
4	Disadvantaged pupils often have lower resilience and confidence than other pupils
5	Lack of engagement and parental support for some families
6	**2023-2024** Whole school attendance = 94.4% (National attendance = 92.8%, 94.5% in primary schools) Pupil Premium = 92.6% National Pupil Premium = 89.9% Persistent absentees = 16.9% National Persistent absentees = 20.7%

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
Strong progress and outcomes in reading, writing and maths for disadvantaged pupils	Disadvantaged pupil outcomes at the expected level are in line with national levels for disadvantaged pupils at the end of KS2
Strong progress and outcomes in reading and phonics for disadvantaged pupils	Y1 Phonics outcomes are at least in line with national Reading outcomes at KS2 for disadvantaged pupils at the expected level and greater depth are in line with national levels for disadvantaged pupils Progress is at least in line with national
Improved oral language skills and vocabulary among disadvantaged pupils.	In school monitoring and evidence (assessments, work scrutiny, staff and pupil

	discussions) show improved speech and language. Disadvantaged children's vocabulary (written and oral) improves
Sustained engagement at school and with homework (children and parents)	In school evidence (assessments/data, work scrutiny, staff and pupil discussions) shows: - strong engagement in homework - positive attitudes to learning - attendance at extra-curricular activities - attendance at school events e.g. open afternoons, workshops and parent consultations
Increase resilience and confidence of disadvantaged pupils	Pupils demonstrate resilience when faced with challenges. They have the confidence to tackle new experiences and approach their work with a can do attitude.
Improved attendance	Attendance for all pupils is at least 95%. The attendance gap between disadvantaged pupils and non-disadvantaged is reduced and is broadly in line. The percentage of persistent absentees for all pupils, including disadvantaged is reduced.

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: £46 187

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff continue to receive Read Write Inc training to deliver the scheme effectively including ongoing support and CPD TLR for leadership of RWI/Early Reading –	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Read Write Inc is a proven programme for improving reading, writing and phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
Read Write Inc taught in small groups daily Including follow up intervention Extra staffing	Read Write Inc is a proven programme for improving reading, writing and phonics Impact of smaller group support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Use of Accelerated Reader to increase reading for pleasure	Accelerated Reader has a positive impact on engagement and progress in reading fluency and comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3
Continue to work with Maths hub. Continue to embed maths mastery approaches across all year groups	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf Mastering Number Programme - gives schools the opportunity to secure firm foundations in additive relationships and the development of good number sense for all children from Reception through to Year 1	1

Mastering Number programmes used in Reception, Y1, Y2, Y4 and Y5. Also used to support pupils in Y3 and Y6

Release for maths lead to complete maths specialist training and deliver training to teaching assistants

Intervention programmes – Power of 2, Mastering Number | and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number relationships that exemplifies good number sense. Attention will be given to key knowledge and understanding needed in Reception classes and progression through KS1 to support progression in the future.

Mastering Number KS2 - Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum and is the gateway to success at secondary school. It is also a key area that pupils often struggle with. Automaticity with multiplication tables relieves cognitive load and develops pupils' confidence to achieve success.
The project helps teachers to develop the knowledge and skills to secure good multiplicative number sense and automaticity in times tables.

The EEF guidance is based on a range of the best available evidence:
Improving Mathematics in Key Stages 2 and 3 | |
| Develop oral language and vocabulary across school –

Review Oracy curriculum across school

Implement SALT approaches, ELKAN, use of strategies from Talk Boost, RWI.

In house CPD on language and vocabulary (ELKLAN)

Deliver ELKLAN programme in KS1 and Reception | Oral language interventions can have a positive impact on pupils' language skills.
Oral language interventions | EEF (educationendowmentfoundation.org.uk)

Evaluation Reports | Elklan Training Ltd | 3 |

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

Budgeted cost: £ 37 213

Activity	Evidence that supports this approach	Challenge number(s) addressed

Small group interventions in maths and English for disadvantaged pupils falling behind age-related expectations/other pupils	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: [One to one tuition | EEF (educationendowmentfoundation.org.uk)](#) And in small groups: [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)	1,2,3
One to One, small group tutoring e.g. Fast Track, Precision Teach	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: [One to one tuition | EEF (educationendowmentfoundation.org.uk)](#) And in small groups: [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)	1,2,3
Develop oral language and vocabulary across school –Elkan strategies in Rec, Y1, 2	Oral language interventions can have a positive impact on pupils' language skills. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](#) [Evaluation Reports | Elklan Training Ltd](#)	3

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

Budgeted cost: £ *2000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with low engagement (HT/SBM/SLT) through: • Regular positive information/messages to parents about learning in school, supporting homework and learning at home • Access to online learning tools/online homework	Research shows that there is a positive association between parental engagement in children's learning and learning outcomes. [https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement](#) [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](#)	4,5

• Provide access to devices as needed • In person events – parent consultations, open afternoons, 'Meet the Teacher' sessions • Homework club • Parent outreach and engagement activities		
Widening experiences of disadvantaged/all pupils (impact on vocabulary, readiness to learn, Cultural Capital) • Y6 Residential (access for all pupils) • Educational visits • Visitors and workshops in school • Enrichment opportunities e.g. enrichment workshops in school, sports coaching • Projects and activities in the local community e.g. Remembrance service, local history projects, tree lighting • Creativity weeks/days to deepen children's understanding of topics and issues e.g., environment • Extra-curricular activities (breaktimes, after school) – Playground Friends, coaches, Tas • Leadership opportunities e.g. Playground friends, house captains, school council	Enrichment opportunities, extra-curricular and personal development activities can impact positively on engagement at school and longer term outcomes Life skills and enrichment	EEF (educationendowmentfoundation.org.uk)	4
Improving attendance • Use of strategies and principles from DfE's	Evidence shows pupils with excellent school attendance are more likely to reach higher standards of achievement and be at less risk of exposure to crime and other safeguarding risks.	4, 5

Improving School Attendance advice. • Advice and support from LA • Referral to outside agencies/LA • Parent outreach and engagement activities – HT/SBM • Team Around the Family meetings	Pupils who attend regularly are more likely to achieve better results than their peers that do not, both at Key Stage 2 tests in primary school, and in GCSE's at secondary school. Excellent attendance enables pupils to be part of the school community and develop a sense of belonging. This further supports each pupil's development socially, morally, and ethically, enhancing personal well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Working with Parents to Support Children's Learning	EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance - GOV.UK	
Developing resilience and emotional wellbeing, whole school approach • Participation in resilience and emotional wellbeing network • Sharing strategies and CPD • Whole school action plan • Nurture groups • External agencies e.g. RISE, Time • Targeted support e.g. Theraplay	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; 2. Universal programmes which generally take place in the classroom with the whole class; and 3. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Social and emotional learning	EEF	

Total budgeted cost: £ *85 400*

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 2023 to 2024 academic year.

Aim	Outcome
Pupils will be able to use phonic knowledge and read fluently and accurately.	Read Write Inc assessments show that children are making good progress in reading and phonics. Monitoring shows that pupils are reading fluently and accurately. Disadvantaged pupils' outcomes are still lower than other pupils in school. 50% of pupil premium children achieved a good level of development in reception (75% comprehension, 50% reading, writing) 100% of pupil premium children passed Y1 phonics screening check
To improve rates of progress for pupil premium children which impacts on attainment To ensure children are on track to make expected (or better) progress by the end of each key stage. Outcomes in reading, writing and maths	**OVERVIEW OF PROGRESS –** **Disadvantaged Pupils** Internal tracking and assessments show improving progress for some children. Writing is generally weaker across school and is a whole school focus. More pupils are now on track to meet expected standards by the end of each key stage. However, the gap in attainment with other pupils remains in some cohorts. End of key stage 2 data shows the attainment gap persists, however, outcomes are cohort specific.
Strategies to improve speech, oral language skills and vocabulary	Read Write Inc has increased opportunities to develop vocabulary and language. Although this has increased pupil confidence when speaking and pupils are using a wider range of vocabulary, this remains a priority in school. Elklan strategies will be used across school. Staff use strategies across school to develop vocabulary and oral language skills through choice of texts, modelling good use of language and vocabulary and ensuring opportunities for purposeful discussion. Continued focus on oral language skills and vocabulary through Read, Write Inc and strategies used in class .Review of oracy curriculum. Some children who have poor speech on entry and are awaiting support from SALT.
Parental Engagement	Staff have worked hard to communicate regularly with parents. There are regular messages home via texts/Marvellous Me, Facebook posts, website, newsletters.

	Staff are visible and accessible and talk to parents regularly.
	In person parent consultations are well attended.
	Homework club in Y5/6 was well attended.
	The majority of homework set is online, although paper copies are available for families who prefer this. Online homework has been successful in engaging most pupils. However, there are still some disadvantaged families who are difficult to engage in home learning, but staff will continue to support and encourage.
	Any pupils who do not regularly read at home, have increased opportunities for reading in school with an adult.
	September 2024 – Reading Open Afternoons for parents where staff shared messages about how to support pupils at home.
	High parent attendance at events in school (Celebration afternoon, sports day, open afternoons, class assemblies)
	Parental surveys were overwhelmingly positive
	The school counsellor supported families with a number of issues such as bereavement, poor mental health, anxiety, behaviour. Feedback was very positive.
	Newsletters published termly with different focus e.g. Physical and Mental Wellbeing, Homework, Attendance/Safeguarding.
	Strategies have continued as above and good levels of parent engagement in lots of areas of school. A number of disadvantaged families remain difficult to reach and engage in homework.
Improve attendance	Targeted work with specific families has been successful in improving attendance and punctuality for some but not all families (Meetings with Headteacher, TAF, counsellor, Legal Intervention)
	Staff continue to work with targeted families with poor attendance. Referrals to LA have improved attendance for some but this is not always sustained over a longer period.
	Persistent absentee rates below national.
	Some persistent absenteeism is due to holidays in term time.

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