

Pupil premium strategy statement

This statement details our 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	Crowton Christ Church CE Primary School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026 in aims – funding focused on current school year.
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chair of Governors
Pupil premium lead	Heather Bettley Headteacher
Governor / Trustee lead	Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7040

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- For all disadvantaged pupils in school to meet or exceed national expected progress rates in order to reach age related expectation at the end of Year 6, therefore being secondary ready.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To raise the expectations and aspirations of both these pupils and their families

How does your current pupil premium strategy plan work towards achieving those objectives?

- We provide specific staff with CPD for specified researched interventions to be run with targeted groups of children.
- We subsidise educational visits, workshops, and residential for every year group.
- We have Increased technology resources to support pupils in accessing learning at home
- We support funding of forms of targeted interventions to enable the whole child to succeed academically, physically and mentally.
- We subsidise music tuition so children have the opportunity to learn an instrument if they wish.

This is not an exhaustive and will change according to the needs and support of the pupils as the academic year progresses.

What are the key principles of your strategy plan?

At Crowton Christ Church CE, we recognize that supporting the well-being and mental health of our children is equally as important as raising attainment so all our priorities are centred around meeting the needs of the whole child. Children need high self esteem and confidence before they are ready to learn.

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 with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-10% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£2400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Assessment System to enable analysis of data. £400	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Staff CPD £2000	High quality staff CPD is essential to follow EEF principals. This is followed up during Staff Meetings and INSET. Additional leadership time to support leadership of all subject areas.	1, 2, 3, 4

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

Budgeted cost: **£3500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational materials pupils have access to in and outside of school to support progress. Nessie / Other - £1000	We want our pupils to be able to continue to support their learning at home through ensuring applications are available.	2, 3
Improving focus on raising attainment for	Teaching Assistant works primary with groups identified in each year who	5

<p>PP children by monitoring and intervention.</p> <p>1 to 1 programmes using Recovery funding</p> <p>£2500</p>	<p>need intensive intervention to bridge the gap between them and their peers to allow them access to the wider curriculum.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£1140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised trips for all pupils. Simulating extended learning experiences to help develop imagination and language development.</p> <p>Experiences of Cultural Capital.</p> <p>£300</p>	<p>As a school we feel it is vital to support our community with the cost of school trips to ensure pupils benefit from community cultural capital enrichment activities such as school trips.</p>	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for Welfare staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£300</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p> <p>£540</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond</p>	1, 2, 3, 4, 5

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £4270

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.

Our internal and external assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum – particularly in Writing, Spelling, Grammar and Punctuation and Maths. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and ensuring school was open for those children that were vulnerable.

Although overall attendance in 2021/22 was lower than in the preceding years, although it was above with the national average (92.9%) at 94.27%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was ~5% lower than their peers. This gap is lower than in previous years, but still concerning, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.