



Crowcombe VA Church of England Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plan as recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Termly and full review November 2024
Statement authorised by	Mrs Kate Lewis
Pupil premium lead	Mrs Kate Lewis
Governor / Trustee lead	Mrs Catrin Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,275
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,205
Total budget for this academic year	£18,817

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about using Pupil Premium funding, we have considered research conducted by the EEF and the usefulness of different strategies and their value for money. When we consider the challenges faced by vulnerable pupils (for example those who are looked after / previously looked after, have a social worker and young carers), we need to make decisions that provide the highest possible outcomes whilst providing the highest value for money so we can implement more. The activity we have outlined in this statement is also intended to support all needs, regardless of whether they are disadvantaged or not.

Our aim is for pupils at Crowcombe and Stogumber to make the expected progress in all areas of the curriculum, through quality-first teaching. Therefore high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and concurrently will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

EEF research has found that disadvantaged children have been worst affected by partial school closures and the attainment gap has therefore widened. However our approach will not only be responsive to common challenges, but individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure disadvantaged pupils have access to quality interventions focused on their individualised needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that we have a relational approach in order to not just aid academic ability, but SEMH needs as well

Our school is underpinned by a Christian ethos and therefore we also want to encourage children to feel confident when expressing their own beliefs and to have an awareness of diversity around them. We hope that children will become responsible citizens in their communities and we will enable them to succeed in our ever changing modern world, emboldened with our school values of Generosity, Optimism, Determination, Creativity and Courage.

Challenges

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

Challenge number	Detail of challenge
1	<p>Underdeveloped oral language skills and vocabulary gaps</p> <p>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.</p>
2	<p>Phonics and Early Reading attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with obtaining phonics and early reading than their peers.</p>
3	<p>Early Maths attainment</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils in KS1 is significantly below national expectations.</p>
4	<p>Attendance, behaviour & Social and Emotional Wellbeing</p> <p>Our attendance data over the few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and that suspensions have been higher for disadvantaged pupils than non-disadvantaged pupils.</p>
5	<p>Social and Emotional well-being</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to trauma and attachment needs, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Low ambition linked to life experiences & challenging home environments</p> <p>Through observations, discussions and pupil conferencing it is apparent that our disadvantaged pupils have less life experiences which impacts on their intrinsic motivation. Breakdown of relationships, poor parenting skills, previous trauma, poor attendance, lack of support, lack of encouragement and low parental expectations identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.</p>

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 phonics and reading attainment among disadvantaged pupils.	EYFS attainment in Language and Communication and Literacy, KS1 Phonics screener and KS2 reading outcomes shows a greater % of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils especially in KS1	EYFS attainment in Mathematics Literacy, KS1 maths attainment and KS2 maths outcomes shows a greater % of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: The overall unauthorised absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <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
Quality First Teaching and staff confidence in supporting pupils through quality observations, assessment, feedback, adaptive teaching and timely interventions increases and impacts positively on pupils outcomes.	Leadership monitoring and staff voice evidences increase in staff knowledge and confidence and pupil attainment increased in core and foundation subjects. Evidence of CPD programme of support for whole staff team to develop whole school practice and individual staff development.

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.

High Quality Teaching

Budgeted cost: £7,435

Activity	Evidence that supports this approach	Challenge number(s)
Embed teaching of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. This includes regular update training for staff and purchase of supportive materials including teaching aids and phonetically decodable books that align with the scheme.	Effectively implementing a systematic phonics programme is recommendation 3 in the EEF Literacy for KS1 guidance report. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading ...particularly for disadvantaged pupils. (EEF Teaching and Learning toolkit) In order for all pupils including those who are disadvantaged to succeed with phonics, staff need the correct training to know how to teach the new programme allowing children to improve their accuracy of reading. <i>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i> (EEF guidance on professional development)	1 and 2
Subscription to assessment tools to support staff with ongoing assessment to identify gaps in knowledge to ensure timely intervention e.g phonics tracker, GL assessments, star reader.	Assessing pupil understanding regularly supports teachers to assess learning gaps and adapt teaching <i>'to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward'</i> (EEF Teacher Feedback to improve pupil learning guidance).	2 and 3
CPD programme using instructional coaching approach to explore cognitive science, adaptive teaching and metacognitive approaches to develop high quality teaching	Evidence tells us that teachers should prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support pupils, especially vulnerable learners. This means understanding the needs of individual pupils and weaving specific approaches into every day, high quality classroom teaching. (EEF Guidance on supporting pupils with SEND)	1, 2 & 3
CPD programme using instructional coaching approach to develop use of feedback and assessment (formative and summative assessment)	Ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice is a key recommendation in the EEF Professional development guidance. Assessing pupil understanding regularly supports teachers to assess learning gaps and adapt teaching	2 & 3

	(EEF Teacher Feedback to improve pupil learning guidance).	
Specialist English Support from Cornerstones English Hub to raise attainment in phonics, reading and writing across the school through English Leadership CPD, whole staff CPD and development of a phonics and reading strategy	Ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice is a key recommendation in the EEF Professional development guidance. The EEF states that mentoring from external experts can support teachers in creating an environment of quality first teaching in their classroom. (EEF guidance report on Special Educational Needs in mainstream schools recommendation 3 and 4)	1 & 2
Specialist Maths Support from Boolean Maths Hub to raise attainment in maths across the school including embedding mastering number in EYFS & KS1, developing mastering number in KS2 and providing CPD for using a mastery approach, including effective assessment especially with EYFS & KS1.	Ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice is a key recommendation in the EEF Professional development guidance. The EEF states that mentoring from external experts can support teachers in creating an environment of quality first teaching in their classroom. (EEF guidance report on Special Educational Needs in mainstream schools recommendation 3 and 4)	3
Access to Educational Psychologist hours, who will conduct class observations and training surrounding as identified in annual planning meeting.	When EP's are used effectively they can identify training needs for teachers in areas that will support children most effectively. They can also complete more specific diagnostic assessments on specific children from their observations. (EEF guidance on SEND recommendation 2)	1 & 5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will include training on attachment, relational approaches and emotion coaching	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4 & 5
Metacognition CPD training and cascade the implementation of this (Learning to Learn)	EEF research shows that SEND students benefit from teachers using metacognitive strategies within their classrooms and these strategies are good practice for all pupils. (EEF guidance report on Metacognition and Self-Regulation recommendation 2, 3 and 4)	2,3,4 & 5
Curriculum development to ensure a coherent and well sequenced curriculum which is effectively implemented building on prior learning and considering cognitive science in	Providing a broad, balanced yet exciting curriculum will allow children opportunities to aspire to more. The DFE states a well sequenced, scaffolded and knowledge rich curriculum allows all pupils to access the curriculum and raise attainment across core	1, 5 & 6

how children learn and securing knowledge in long term memory. Leadership cover will be provided to enable subjects leaders dedicated time to monitor and support colleagues.	subjects. https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum	
Access to homework club for all pupils and subscription on online programme to support learning in English and Maths that can be personalised and accessed at home e.g subscription to doodle	Children are given a broad and balanced curriculum and the opportunity to work alongside staff to deepen their understanding of class work. This also provides an opportunity for children who have difficult circumstances at home a place where they can complete work in a calm environment as stated by the EEF these strategies combined have the greatest impact. (EEF Teaching and Learning toolkit)	2, 3 & 6
Specialist Learning Outside the Classroom Teacher to lead on bringing the curriculum alive through fieldwork, scientific investigation and local studies	All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions. Teach SEL skills explicitly. Reinforce SEL skills through whole-school ethos and activities. (EEF Improving social and emotional learning in primary schools recommendation 1 and 5)	1, 5 & 6
Specialist Art & Design and Music teachers to ensure enhanced curriculum offer with enrichment opportunities for all.	EEF states that whilst these subject areas discreetly would have benefit to children in increasing life opportunities, they also state the added benefits of these subjects on wider attainment especially in core subjects. (EEF Teaching and Learning toolkit)	4, 5 & 6

Targeted academic support

Budgeted cost: £8,238

Activity	Evidence that supports this approach	Challenge number(s)
Funding of additional adult support to act as a PP Tutor for catch up purposes and intervention support. This trained member of support staff will deliver interventions within UKS2 5 mornings per week	Tuition targeted at specific needs and children's individual gaps in knowledge and understanding are addressed in 1:1 or small group situations with tailored specific support from a trained TA. These members of staff liaise closely with class teachers to ensure consistency and further enhance pupil understanding by supporting them to transfer skills taught in 1:1 or small group sessions across the curriculum. (EEF Making Best use of teaching assistants guidance report and Recommendation 4 from SEND in mainstream school guidance report)	2 & 3
Tailored interventions to support pupils with narrowing the gap and	Use TAs to deliver high quality one-to-one and small group support using structured interventions	1,2 & 3

addressing barriers to learning e.g phonics, precision teaching, mastering number, ILL, reading	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. (EEF guidance report on Making the best use of TAs Recommendation 5 and 6 and recommendation 4 in SEND in mainstream school guidance report.	
Booster sessions lead by a qualified teacher for identified children in UKS2	Tuition targeted at specific needs and children's individual gaps in knowledge and understanding are addressed in 1:1 or small group situations with tailored specific support from a trained teacher.	2 & 3
Effective deployment of teaching assistants to support each class including training a member of leadership through the Somerset Research School	Research shows that when TAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional progress. (EEF Making best use of teaching assistants recommendation 1-7 & Recommendation 5 from SEND in mainstream guidance report)	1, 2, 3 & 4
Targeted Educational Psychologist time (4 hours) to support regarding individual pupils	Following on from general observations the EP can be used to complete more specific diagnostic assessments on specific children allowing staff to deepen their understanding of the children in their class. Build an ongoing, holistic understanding of your pupils and their needs. (EEF guidance on SEND recommendation 2)	4, 5 & 6
Enrichment activities (external school trips, internal school enrichment activities and residential trips)	Through funding school trips, children are given a broad and balanced curriculum and the opportunity to broaden their learning experiences outside of the classroom. (EEF Teaching and Learning toolkit)	4 & 6

Wider strategies:

Budgeted cost: £2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. (EEF Working with parents to support children's learning recommendation 1)	4
Joint funding with the TVP for a shared PFSA for drop in parenting support and tailored individual support	A PFSA is someone who works in school providing help for parents and families. They support parents with some of the everyday problems that they might be having with their children so that the children are happy to attend school and engage in their learning. (EEF Working with parents to support children's learning recommendation 1)	4 & 6

<p>Emotional Literacy Support Assistant (ELSA) to work with individuals and small groups to develop social, emotional, communication and wellbeing interventions.</p>	<p>With the ever increasing pressure on young children and the rise in mental health problems, it is essential that we include emotional wellbeing and mental health as part of our curriculum. Giving children opportunities to learn about the importance of looking after our bodies including our emotional health and wellbeing, is key, as well as teaching children strategies to manage their emotions in a range of situations, that may include ways to calm, ways to be still and ways to be quiet. Providing children with opportunities to challenge themselves and take risks builds their resilience and boosts self-confidence and self-esteem. ELSA pre /post data will show an improvement in an identified area of specific need such as emotional awareness, social skills, friendship skills, self-esteem or anger management. This will be evident through both staff and pupil ELSA assessments. This will include higher self-image profiles. (EEF Teaching and Learning toolkit)</p>	<p>4,5 & 6</p>
<p>Targeted Forest School Intervention</p>	<p>Small group Forest school provision for identified individuals. Through Forest School disadvantaged pupils gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. It increases confidence and independence and allows children to succeed in non-academic areas. (https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/)</p>	<p>5</p>
<p>Music lessons (1:1 or 2:1)</p>	<p>Through funding additional music lessons, children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences. Peripatetic teaching.</p>	<p>4 & 6</p>
<p>Wrap around care provision including a range of Breakfast club, After school Club (munch bunch), homework club, sport and creative opportunities</p>	<p>Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences. The number of children (EEF Teaching and Learning toolkit) engaged in physical activity out of normal school hours increases. (EEF Teaching and Learning toolkit)</p>	<p>4 & 6</p>
<p>Targeted school based alternative provision linked with Theraplay to manage attachment and emotional needs</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. (EEF Teaching and Learning toolkit)</p>	<p>5</p>
<p>Parent workshops targeting core of the curriculum (phonics and maths)</p>	<p>EEF states that positive parental engagement is key to raising attainment. Engaging with parents in helping them to understand how and why we teach something will increase their chances of confidently helping their own children. (EEF Working with parents to support children's learning recommendation 1)</p>	<p>6</p>

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 2022-2023 academic year at both Crowcombe and Stogumber C of E Primary Schools

We have analysed the performance of our schools' disadvantaged pupils during the 2022-2023 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data; KS1 Phonics Screener Check results, KS2 Multiplication Tables Check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. It is worth noting that due to the size of the schools and low numbers in each year group, the % for each pupil is higher than average. The data demonstrates that:

End of KS2 Attainment Data

Reading attainment: Our pupils performed above the local and national average, including our disadvantaged pupils, whose performance was in-line with non- pupil premium children within our cohort.

	Crowcombe	Stogumber	Crowcombe & Stogumber	Somerset	National
Whole Cohort	100%	75%	88%	73%	74%
Pupil Premium	100%	75%	83%	56.7%	60.2%
Non-Pupil Premium	100%	75%	90%	-	-

Writing attainment: Overall our pupils performed above the local and national data, including our disadvantaged pupils, however our disadvantaged pupils did not perform as well as the non-pupil premium children within our cohort.

	Crowcombe	Stogumber	Crowcombe & Stogumber	Somerset	National
Whole Cohort	100%	62.5%	81.25%	68.4%	71.5%
Pupil Premium	100%	50%	67%	53%	58.1%
Non-Pupil Premium	100%	75%	90%	-	-

Maths attainment: Overall our pupils performed above the local and national data, although our disadvantaged pupils performed in-line with local data and below national data. Our disadvantaged pupils did not perform as well as the non-pupil premium children within our cohort.

	Crowcombe	Stogumber	Crowcombe & Stogumber	Somerset	National
Whole Cohort	87.5%	62.5%	75%	66.7%	72.9%

Pupil Premium	50%	50%	50%	50.5%	58.8%
Non-Pupil Premium	100%	75%	90%	-	-

KS1 Phonics Screener data (% reaching the threshold of 32 out of 40) Overall our pupils performed below the local and national standards, and our disadvantaged pupils did not perform as well as the non-pupil premium children within our cohort. Therefore this has been identified as an area of development within our school development plan and through our pupil premium strategy.

	Crowcombe & Stogumber	Somerset	National
Whole Cohort	60%	77%	78.9%
Pupil Premium	33%	64%	66.8%

EYFS Attainment Data (% achieving a Good Level of Development (GLD) Overall our pupils performed in-line with local and national standards and our disadvantaged pupils performed above the local and national standards for pupil premium pupils.

	Crowcombe & Stogumber	Somerset	National
Whole Cohort	67%	67%	67%
Pupil Premium	67%	47.2%	51.7%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including **attendance, behaviour and wellbeing:**

Overall, our attendance is in line with national averages NA: 92.5%; Crowcombe: 94.2% and Stogumber 92.6%. However our attendance for disadvantaged pupil is below that of non-pupil premium pupils and in particular our persistent absence for disadvantaged pupils is higher than that of non-pupil premium pupils. Our behaviour data also indicates that there is a higher number of behaviour incidents reported from disadvantaged pupils and of the 8 suspensions during the 2022-2023 academic year they were all for disadvantaged pupils. Our internal data for families supported through early help and our PFSA, ELSA & traded EP time indicates that the support for disadvantaged families is significantly higher than non-pupil premium families.

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
PSHRE (SCARF)	Coram Life Education
Pearson Bug Club (Phonics)	Pearson

French (Language Angels)	Language Angels
Music (Bandlab)	Bandlab for Education
Maths (Times Table Rockstars)	Maths Circle
Core subjects (Doodle)	EZ Education limited
Reading (Accelerated Reader)	Renaissance Learning
Communication (Class Dojo)	Renaissance Learning