



Crowcombe 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	51
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	Termly and full review November 2023
Statement authorised by	Mrs Kate Lewis
Pupil premium lead	Mr Tom Flynn
Governor / Trustee lead	Mrs Catrin Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9335
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5122
Total budget for this academic year	£15457

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.

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	Challenging home environments sometimes leading to poor engagement in learning opportunities. 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.
2	Low ambition linked to life experiences Through observations, discussions and pupil conferencing it is apparent that our disadvantaged pupils have less life experiences which impacts on their intrinsic motivation.
3	Social and Emotional well-being Our assessments and observations indicate that the social and emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.
4	Underdeveloped oral language skills and vocabulary gaps Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. According to assessments, disadvantaged pupils generally have greater difficulties with phonics and assessments show lower progress and attainment for our disadvantaged pupils in KS1 pupils in reading.
5	Attainment in core subjects Our assessments and observations indicate that knowledge gaps lead to disadvantaged pupils falling further behind age-related expectations, especially in Writing and SPaG throughout KS2 and phonics in KS1.

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
<p>All staff have an acute understanding and knowledge of how to effectively support all Pupil Premium children with their metacognition and self-regulated learning</p>	<p>All staff have acquired the professional understanding and skills to develop the children's metacognitive knowledge.</p> <p>All staff explicitly teach children metacognitive strategies, introducing how to plan, monitor and evaluate their learning.</p> <p>All staff model their own thinking to help children develop their metacognitive and cognitive skills.</p> <p>All staff set appropriate levels of challenge to develop children's self regulation and metacognition.</p> <p>Metacognitive talk is promoted well within the classroom.</p> <p>Children are explicitly taught how to organise and effectively manage their learning.</p>
<p>To ensure staff receive high quality CPD, enabling the school to effectively support social and emotional learning across the school, with a particular focus on Pupil Premium children.</p>	<p>SEL (Social and Emotional Learning) is explicitly taught across the school.</p> <p>SEL skills are integrated and modelled through daily teaching.</p> <p>A SAFE curriculum (Sequential, Active, Focussed and Explicit) is embedded throughout the school.</p> <p>SEL skills are reinforced through a whole-school ethos.</p> <p>SEL implementation is carefully planned, supported and monitored.</p>

<p>To work closely with the families, to ensure that all stakeholders are aspirational for our children.</p>	<p>The school provides practical strategies to support learning at home (support and guidance information and explanation sessions, support surgeries, after school club)</p> <p>The school tailors communications to encourage positive dialogues about learning.</p> <p>The school offers a more sustained and intensive support process, where needed.</p>
<p>To promote attendance of enrichment opportunities and ensure that pupil premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>Prioritised places are available on trips for PP learners to ensure fair access.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> <p>Teachers help identify barriers to attendance of clubs, such as transport.</p>
<p>To promote the attendance of Pupil Premium pupils, ensuring that it meets the school's attendance target of 96%</p>	<p>The attendance of PP learners meets the school target of 96%.</p> <p>PP Leads meet regularly with the headteacher and have a clear plan in place for pupils with low attendance.</p> <p>Staff are aware of difficulties that may impact PP learners and with the guidance of the PP lead have plans in place to support these.</p> <p>PP Lead to contact families of children whose attendance is dipping and find out what the issues are so they can be addressed in a timely manner.</p>

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: £7,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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. (EEF Teaching and Learning toolkit)	4 and 5
Using external expertise such as Sarah Cook (Somerset Literacy Network lead), Anne Harvey (Phonics lead practitioner), Jo Cronin (Mathstopia lead) to help monitor impact of quality first teaching on writing and reading for all pupils.	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)	4 and 5
Training for staff on the new DfE validated Synthetic Phonics Programme.	<p>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.</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.(EEF guidance on professional development)</p>	4 and 5

<p>Access to Educational Psychologist hours, who will conduct class observations and training surrounding vision and ethos (6 hours)</p>	<p>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)</p>	<p>3</p>
<p>Metacognition CPD training with other linked schools.</p>	<p>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)</p>	<p>4 and 5</p>
<p>Training for the whole school on newly developed school based SEND graduated response identified through a recent external SEND review and a focus of our SDP.</p>	<p>All schools should have a clear approach to identifying and responding to SEN. All those who work with children and young people should be alert to emerging difficulties and respond early. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions. SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. (SEND Code of Practice)</p>	<p>3 and 5</p>
<p>Curriculum development to have a coherent and well sequenced curriculum</p>	<p>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 subjects. https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</p>	<p>2 and 5</p>

<p>Funding of an experienced teacher to act as a PP Tutor for catch up purposes and intervention support. This teacher will be class based 3 mornings a week in the highest need classroom.</p>	<p>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 qualified teacher. 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.</p> <p>Evidence tells us that teachers should prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. 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)</p>	<p>3, 4 and 5</p>
<p>Homework club and Doodle subscription</p>	<p>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)</p>	<p>2</p>

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

Budgeted cost: £5,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual Literacy Intervention (ILI) taking place with pupils requiring extra support.	<p>This is an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups with Literacy.</p> <p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p>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)</p>	4 and 5
ILI refresher training	<p>Extra refresher training will be provided so staff will be up to date with latest developments and therefore able to make the most impact.</p> <p>Schools should provide sufficient time for TA training (EEF guidance report on Making the best use of TAs Recommendation 4)</p>	4 and 5
Rapid phonics programme and Bug Club CPD costs	<p>Aligned with the SSP already in school, this scheme provides rapid catch up to those pupils with the biggest phonics gaps.</p> <p>Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions (EEF guidance report on Making the best use of TAs Recommendation 7)</p>	4 and 5
Mastering number-Maths mastery intervention delivered by trained TA/Teacher every afternoon to targeted pupils. .	<p>NCETM research shows that a mastery approach to teaching maths allows all children to achieve with the correct scaffolding. (https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/)</p>	5

<p>Funding of a trained ELSA (3 afternoons)</p> <p>Social, emotional and communication interventions for example Socially speaking</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>3</p>
<p>Targeted Forest School (Josh afternoons, TA support and TA training)</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>2 and 3</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. Parapertectic teaching.</p>	<p>2</p>
<p>Wrap around care provision including a range of breakfast club, munch bunch, 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)</p>	<p>2</p>

	engaged in physical activity out of normal school hours increases. (EEF Teaching and Learning toolkit)	
School 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)	2
Targeted EP 4 hours	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)	3 and 5
Targeted alternative provision linked with Thrive to manage attachment and emotional needs	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)	3 and 5

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

Budgeted cost: £2,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Art and Music and PE teachers for both curriculum and extra-curricular learning.	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)	2
Forest School	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)	2 and 3

Lunchtime sports clubs	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. (EEF Teaching and Learning toolkit)	2 and 3
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)	1
TAs in class	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)	3, 4 and 5
EP training on attachment and motivation – Promoting Independent learners and the role support staff (2 hours)	Children learn more from this sort of activity, and they retain that learning better. Intrinsically motivated children are more involved in their own learning and development. If children are intrinsically motivated, they achieve a better sense of satisfaction and reward. (EEF guidance on SEND recommendation 2)	2 and 3
Joint funding with the TVP for a shared PFSA	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)	1 and 2
Parent workshops and targeting core of the curriculum (phonics and maths)	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)	4 and 5















Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2021 - 2022 the school invested in a range of assessment tools to support teacher assessment including PIRA, PUMA, FFT, Accelerated reader and Star reader as this was an identified weakness in previous years.

Whilst not statutory to publish the schools end of KS2 SATs assessments these have given good indications of children's attainment and progress due to smaller sample sizes. The range of assessment tools means the school has a robust range of data to analyse despite having low numbers of pupils for each data set.

KS2 Pupil groups performance 2022 [Change indicators](#)

			Actual results			Pupil progress		
		Pupils	% Expected standard+ Reading DFE	% Expected standard+ Writing DFE	% Expected standard+ Maths DFE	% Expected standard+ Reading	% Expected standard+ Writing	% Expected standard+ Maths
Summary	All Pupils 	12	100%	42%	75%	+10%	-46% 	-5%
Gender	Male 	2	100%	100%	100%	+1%	+2%	+1%
	Female 	10	100%	30% 	70%	+11%	-56% 	-6%
Pupil Premium	FSM (in last 6 years) 	1	100%	0%	0%	+3%	-97%	-91%
	Not FSM (in last 6 years) 	11	100%	45% 	82%	+10%	-42% 	+3%
FSM	FSM 	1	100%	0%	0%	+3%	-97%	-91%
	Not FSM 	11	100%	45%	82%	+10%	-42% 	+3%
FSM Ever	FSM (ever) 	1	100%	0%	0%	+3%	-97%	-91%
	Not FSM (ever) 	11	100%	45% 	82%	+10%	-42% 	+3%

KS2 Pupil groups performance 2022 [Change indicators](#) ▼

			Actual results		Pupil progress	
Pupils			% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Summary	All Pupils ›	12	42%	0%	-32% ⊖	-12%
Gender	Male ›	2	100%	0%	+4%	-34%
	Female ›	10	30%	0%	-39% ⊖	-8%
Pupil Premium	FSM (in last 6 years) ›	1	0%	0%	-88%	-9%
	Not FSM (in last 6 years) ›	11	45%	0%	-27%	-13%
FSM	FSM ›	1	0%	0%	-88%	-9%
	Not FSM ›	11	45%	0%	-27%	-13%
FSM Ever	FSM (ever) ›	1	0%	0%	-88%	-9%
	Not FSM (ever) ›	11	45%	0%	-27%	-13%

Following school evaluation of data available to us, we have identified improving outcomes for vulnerable pupils needs to be a priority focus. Therefore this has become a significant whole school focus for 2022-2023.

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
PE (Jasmine)	Create Development
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