

Pupil premium strategy statement CROOKHAM C OF E (AIDED) INFANT SCHOOL

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	14 children (9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	April 2024
Date on which it will be next reviewed	September 2026
Statement authorised by	Hannah Inglis (Headteacher)
Pupil premium lead	Cathy Garvey (Inclusion Lead)
Governor / Trustee lead	Andrew Friend (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,245

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all children, irrespective of their background or the challenges they face, engage well with the school's curriculum, make good progress, achieve well and make a positive contribution to the life of the school. This intention aligns with our school vision statement:

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as loving, courageous and joyful individuals, ready to branch out and be good news in an ever-changing world.

Our team of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

Jesus told them a parable: "The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter."

The focus of this strategy is to support disadvantaged children to achieve the goals of this statement. As part of our strategy, we also consider how we will support other vulnerable children who do not necessarily meet the DfE definition of disadvantaged, for example children with mental health needs, medical needs, young carers or children with a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether or not they meet the DfE criteria for disadvantaged.

Our plan follows the structure suggested by the Education Endowment Framework and guidance from the DfE document 'Using pupil premium guidance for schools'. It ensures that targets for spending are set around the tiered approach:

Tier 1: Quality First Teaching as the main approach: ensuring consistently good teaching across the school through effective CPD and a culture of continual improvement

Tier 2: Targeted academic support: effective and timely interventions informed by accurate assessment processes, where children are enabled to keep up rather than catch up wherever possible

Tier 3: Wider strategies: an effective focus on behaviour support, ensuring good attendance and providing social and emotional support
High quality teaching, with a focus on areas in which disadvantaged children require the most support, is proven to have the greatest impact on children's progress.

As a small school with low numbers of children in receipt of the Pupil Premium, our approach is one of focusing on the individual child's circumstances, strengths and needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: below whole school and non-Pupil Premium attendance
2	Attainment: Gaps in attainment between some PP children and Non-PP children in phonics.
3	Attainment: Gaps in attainment between some PP children and Non-PP children – end of KS1.
4	Mental Health: Significant Emotional & Mental Health needs for several PP and other children.
5	Wider family needs impacting on the progress, attainment & personal development of some PP children.
6	Financial difficulties sometimes impacting on access to opportunities

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
1. Attendance improves for children whose where this is causing concern, through individual, targeted support	Tracking over time shows improvement in attendance of PP children whose attendance is not good enough
2. A greater number of PP children will develop secure phonics skills	Phonics tracking data shows good progress and effective use of assessment data. Year 1 phonics pass rate data will increase for PP children.
3. At the end of KS1 a greater number children will reach expected in Maths, Reading and Writing.	End of KS1 data shows good progress in all subjects. An effective use of assessment data allows teachers to target children and use Quality First Teaching such as the CPA approach and pre-learning to breakdown barriers to learning.

4. Pupil premium children feel supported and are regulated, and therefore able to access the curriculum.	Children are able to access the full curriculum and reach their full potential.
5. Support for wider family impacts positively on children's learning and well-being.	Evidence of effective support and intervention for wider family needs
6. All PP children accessing a broad curriculum, including extra-curricular provision, through ongoing offer of financial support	Club registers show an increase in PP attendance; all children accessing and benefiting from enrichment activities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development focussed on effective support for a range of SEN needs through Quality First Teaching	EEF Pupil Premium menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils 1.2: Professional Development on evidence-based approaches	2,3
Crookham Toolkit - staff meetings CPD CPA models All in (Oracy) Focus on pre-learning (sneaky peak) and learning walls especially for children who may have missed/or miss key knowledge/skills due to low attendance. .	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils 1.2: Professional Development on evidence-based approaches	1, 2, 3, 4
Senior Leadership time & Subject Leader time for dedicated curriculum development and looking at assessment.	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils 1.2: Professional Development on evidence-based approaches	2,3

HAM model for Maths, Reading, Writing. Training for Foundation subject assessment - SLT lead teacher.		
Senior Leadership time where attendance is reviewed and discussed.	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils	1, 4, 5, 6
Senior Leadership time and Teacher time for dedicated pupil progress meetings where attendance is also reviewed and barriers discussed.	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils	1, 2, 3, 4
Subscription to Arbour Track Assessment system	EEF Pupil Premium menu 1.1: Developing high quality assessment 1.5: Technology to support high quality teaching & learning	2,3
Subscription to Phonics tracker to track phonics attainment.	EEF Pupil Premium menu 1.1: Developing high quality assessment 1.5: Technology to support high quality teaching & learning	2,3
Sounds Write Phonics Programme: subscriptions, continuing to build resources, staff CPD, purchase of reading books. Keep up considered for those children affected by low attendance.	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils 1.2: Professional Development on evidence-based approaches 1.5: Technology & other resources focussed on supporting high quality teaching & learning	1, 2,3
Purchase of Maths diagnostic tool from Hants. To identify barriers to next steps in Maths. Keep up considered for those children affected by low attendance.	EEF Pupil Premium Menu 1.1: High quality teaching, assessment & curriculum which responds to the needs of pupils	1, 3

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

Budgeted cost: £4,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra support staff time where children have non-diagnosed SEN / emotional needs (and therefore no additional SEN funding)	EEF Pupil Premium Menu 2.3 Teaching Assistant Deployment & Intervention	1, 2,3,4
Structured interventions (CPD, delivery & resources) covering various areas of need, including Play Therapy & Stormbreak	EEF Pupil Premium Menu 2.1 Interventions to support language development, literacy, and numeracy 2.2: Specific needs of disadvantaged pupils with SEN	1, 2,3,4
EP Time: 3 days per year of Hampshire Attached EP	EEF Pupil Premium Menu 2.2: Activity & resources to meet the specific needs of disadvantaged pupils with SEND	2,3,4

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

Budgeted cost: £4,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health days – Yellow Day	EEF Pupil Premium Menu 3.1: Supporting children’s social, emotional & behavioural needs and attendance.	1, 2, 3, 4
Stormbreak	EEF Pupil Premium Menu 3.1: Supporting children’s social, emotional & behavioural needs and attendance.	1, 2, 3, 4
ELSA: training, supervision, resources & ELSA delivery. Also focussing on those children whose	EEF Pupil Premium Menu 3.1: Supporting pupils’ social, emotional & behavioural needs	1, 2, 3, 4

transition into school can be a barrier. ELSA provided for Service Children at times of deployment or transition, as required or requested.		
Subsidising of school trips (including residential trips) for FSM PP children. Therefore supporting mental well-being and enjoyment.	EEF Pupil Premium Menu 3.3: Extra-curricular activities	1, 4, 6
Providing relevant support and information for all parents in line with school curriculum & approaches, in a range of formats. Highlighting the importance in attending school.	EEF Pupil Premium Menu 3.6: Communicating with & supporting parents	1, 5
CPOMs subscription to identify behaviour needs, patterns & trends and use tracking to plan and implement appropriate support. Identifying reasons and patterns in absences.	EEF Pupil Premium menu 3.1: Supporting children's social, emotional & behavioural needs 3.6: Communicating with & supporting parents	1,4,5
New ARBOR School Information Management System: subscription costs, staff CPD, training time, implementation time; specific benefit of analysing children's attendance	EEF Pupil Premium menu 3.2: Supporting attendance	1,5
Behaviour Support approaches, including professional development e.g. Professional reading, PBS courses, PBS consultancy	EEF Pupil Premium menu 3.1: Supporting pupils' social, emotional & behavioural needs	4

DSL Training, Safeguarding training for all staff, Early Help Hub courses & supervision, DSL supervision	EEF Pupil Premium menu 3.5: Supporting parents	1, 5
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Data 2024/2025</p> <p>Year R 40% (2) of PP children achieved GLD</p> <p>Year 1 Reading: 37.5% (3) Maths: 37.5% (3) Writing: 12.5% (1) Phonics Screening: 66.7% (4)</p> <p>Year 2 Reading: 0% Maths: 0% Writing: 0% Phonics Screening: 100% (1)</p> <p>We use this data as part of our tracking & self-evaluation in order to identify any trends or patterns, however we are also mindful of the small number of children and the low confidence intervals associated with this. Several children who are eligible for PP are also on the SEN register and this impacts on their progress and attainment.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sounds Write	Sounds Write
Storm Break	Storm Break
Zones of Regulation digital curriculum	Zones of Regulation

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
To mitigate the emotional impact of parental deployment & family mobility, support was focussed on pastoral support, for example: - ELSA time for some SPP children (as required)
The impact of that spending on service pupil premium eligible pupils
GLD achieved in Year R.