



## **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.

[July 2022 updates in blue](#)

# PUPIL PREMIUM STRATEGY STATEMENT

## School overview

Detail	Data
School name	Crookhill Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021, reviewed July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kristine McCormack/Governors
Pupil premium lead	Kristine McCormack
Governor lead	<a href="#">Mel Graham</a>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>2021-2022</b> £95 495 £100, 345 <b>2022-2023</b> <a href="#">£100 345</a>
Recovery premium funding allocation this academic year	<b>2021-2022</b> £10 585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<a href="#">£100 345</a>

# 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

Develop Cultural Capital through a variety of experiences and opportunities

[Improve attendance and punctuality for identified pupils](#)

[Ensure pupils are ready to learn through increased family engagement](#)

### **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, music tuition, Forest School, residential, trips

Information and activities to support and engage families

Targeted support to engage hard to reach families

Support for pupils with social and emotional needs

### **What are the key principles of your strategy plan?**

High adult to pupil ratio enables staff to implement regular, focussed intervention (each class has full-time/almost full-time support)

Use of proven programmes for intervention

Ongoing support and CPD to ensure pupils receive high quality teaching

Support for parents with the costs of educational visits and residential

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	<p>Assessments, observations and discussions show that the education of many of our disadvantaged pupils has been impacted by the pandemic and class/pupil isolations to a greater extent than for other pupils. There was a much lower level of engagement in remote learning by disadvantaged pupils than other pupils.</p> <p>These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in all areas.</p>
2	<p>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.</p>
3	<p>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).</p>
4	<p>Lack of engagement and parental support for some families</p>
5	<p>Poor attendance and punctuality (2020-2021 94% compared to 97.5% for other pupils, <a href="#">2021-2022 92.7% for disadvantaged pupils compared to 93.8%</a>). <a href="#">55% of persistent absentee children are disadvantaged pupils.</a></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
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	<p>Y1 Phonics outcomes are at least in line with national</p> <p>Reading outcomes at KS2 for disadvantaged pupils at the expected level and greater depth are in line with national levels for disadvantaged pupils</p> <p>Progress is at least in line with national</p>
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: <ul style="list-style-type: none"> <li>- strong engagement in homework</li> <li>- positive attitudes to learning</li> <li>- attendance at extra-curricular activities</li> <li>- attendance at school events e.g. open afternoons, workshops and parent consultations</li> </ul>
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: £56 559

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff <b>continue</b> to receive Read Write Inc training to deliver the scheme effectively including ongoing support and CPD</p> <p>TLR for leadership and implementation of RWI/Early Reading – <b>permanent position from Sept 2022</b></p>	<p>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:</p> <p>Read Write Inc is a proven programme for improving reading, writing and phonics</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3
<p>Read Write Inc taught in small groups daily Including follow up intervention</p> <p>Extra staffing</p>	<p>Read Write Inc is a proven programme for improving reading, writing and phonics</p> <p>Impact of smaller group support</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3
<p>Use of Accelerated Reader to increase reading for pleasure</p>	<p>Accelerated Reader has a positive impact on engagement and progress in reading fluency and comprehension</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,3

<p>Continue to work with Maths hub. Purchase resources and deliver CPD to embed maths mastery approaches across all year groups</p> <p>Maths hub programme for Rec and KS1 from Sept 2022 – Mastering Number Release for maths lead and staff CPD, resources</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf</p> <p><a href="#">Mastering Number Programme</a> - 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 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.</p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Develop oral language and vocabulary across school – implement SALT approaches, use of strategies from Talk Boost, RWI. In house CPD on language and vocabulary</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £ 33 186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions in maths and English for disadvantaged pupils falling behind age-related expectations/other pupils</p>	<p>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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3

One to One, small group tutoring in KS2	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
Develop oral language and vocabulary across school – Talk Boost in Y1,2	<p>Oral language interventions can have a positive impact on pupils’ language skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £ 10 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support families with low engagement (HT/SBM/SLT) through:</p> <ul style="list-style-type: none"> <li>• Regular positive information/messages to parents about learning in school, supporting homework and learning at home</li> <li>• Access to online learning tools/online homework</li> <li>• Provide access to devices as needed</li> <li>• In person events – parent consultations, open afternoons, ‘Meet the Teacher’ sessions</li> <li>• Homework club</li> <li>• Parent outreach and engagement activities</li> </ul>	<p>Research shows that there is a positive association between parental engagement in children’s learning and learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5

<p>- Student social worker (placement TBC)</p>		
<p>Widening experiences of disadvantaged/all pupils (impact on vocabulary, readiness to learn, Cultural Capital)</p> <ul style="list-style-type: none"> <li>• Y6 Residential (access for all pupils)</li> <li>• Educational visits</li> <li>• Visitors and workshops in school</li> <li>• Enrichment opportunities e.g. music in Y5, theatre visit, enrichment workshops in school, sports coaching</li> <li>• Projects and activities in the local community e.g. Remembrance service, local history projects, Path Head watermill link</li> <li>• Creativity weeks/days to deepen children's understanding of topics and issues e.g. diversity, environment</li> <li>• Extra-curricular activities (breaktimes, after school) - <a href="#">Sports apprentice</a>, coaches, TAs</li> </ul>	<p>Enrichment opportunities, extra-curricular and personal development activities can impact positively on engagement at school and longer term outcomes</p> <p><a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Improving attendance</p> <ul style="list-style-type: none"> <li>• Use of strategies and principles from DfE's Improving School Attendance advice.</li> <li>• Advice and support from LA</li> <li>• Referral to outside agencies/LA</li> <li>• Parent outreach and engagement activities – HT/SBM/<a href="#">Student</a></li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>

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**Total budgeted cost: £ 100 345**

## 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 2021 to 2022 academic year.

Aim	Outcome																																	
<p>Pupils will be able to use phonic knowledge and read fluently and accurately.</p>	<p>Strong outcomes and progress across school. 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 but the gap is narrowing.</p> <table border="1" data-bbox="592 790 1193 1518"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>Reception</b></td> </tr> <tr> <td>Word Reading</td> <td>74%</td> <td>70%</td> </tr> <tr> <td>Comprehension</td> <td>70%</td> <td>60%</td> </tr> <tr> <td><b>Y1 Phonics</b></td> <td>89.7%</td> <td>73%</td> </tr> <tr> <td colspan="3"><b>Y2 Reading</b></td> </tr> <tr> <td>Expected+</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>Greater Depth</td> <td>20%</td> <td>15%</td> </tr> <tr> <td colspan="3"><b>Y6 Reading</b></td> </tr> <tr> <td>Expected+</td> <td>78%</td> <td>69%</td> </tr> <tr> <td>Greater Depth</td> <td>19%</td> <td>15%</td> </tr> </tbody> </table>		All Pupils	Pupil Premium	<b>Reception</b>			Word Reading	74%	70%	Comprehension	70%	60%	<b>Y1 Phonics</b>	89.7%	73%	<b>Y2 Reading</b>			Expected+	76%	69%	Greater Depth	20%	15%	<b>Y6 Reading</b>			Expected+	78%	69%	Greater Depth	19%	15%
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<p>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.</p> <p>Outcomes in reading, writing and maths</p>	<p style="text-align: center;"><b>OVERVIEW OF PROGRESS – Disadvantaged Pupils</b></p> <p>Progress across school has improved. Internal tracking and assessments show improving progress in all subjects. Writing is generally weaker across school. More pupils are now on track to meet expected standards by the end of each key stage and the gap with other pupils in school is narrowing.</p> <table border="1" data-bbox="628 1827 1406 2054"> <thead> <tr> <th colspan="3"><b>RECEPTION 2022</b></th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">GLD = 59% PPG = 60%</td> </tr> <tr> <th colspan="3"><b>LITERACY</b></th> </tr> <tr> <td colspan="3" style="text-align: center;">17/27 = 63% PPG= 6/10=60%</td> </tr> <tr> <td>Comprehension</td> <td>Word Reading</td> <td>Writing</td> </tr> </tbody> </table>	<b>RECEPTION 2022</b>			GLD = 59% PPG = 60%			<b>LITERACY</b>			17/27 = 63% PPG= 6/10=60%			Comprehension	Word Reading	Writing																		
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Strategies to improve speech, oral language skills and vocabulary	<p>Talk Boost has been delivered to pupils in Y1 and Y2 and this has helped children’s speech, language and vocabulary.</p> <p>Read Write Inc has increased opportunities to develop vocabulary and language. This has increased pupil confidence when speaking and pupils are using a wider range of vocabulary.</p> <p>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.</p>																												
Parental Engagement	<p>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 in March 2022 were very well attended – almost all parents attended.</p> <p>Homework club in Key Stage 2 was well attended.</p> <p>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. There are still some disadvantaged families who are difficult to engage in home learning but staff will continue to support and encourage.</p> <p>Staff in Reception and KS1 have seen increased reading at home since the introduction of Read Write Inc. Any pupils</p>																												

	<p>who do not regularly read at home, have increased opportunities for reading in school with an adult.</p> <p>Very high parent attendance at events in the summer term (Celebration afternoon, sports day)</p> <p>Parental surveys were overwhelmingly positive</p> <p>The student social worker and school counsellor supported families with a number of issues such as bereavement, poor mental health, anxiety, behaviour. Feedback was very positive.</p>
Improve attendance	Targeted work with specific families have been successful in improving attendance and punctuality (student social worker, TAF, counsellor, Legal Intervention)

## 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