

PUPIL PREMIUM STRATEGY STATEMENT 2024



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crowthorne CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	2024/25 = 4.8% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 Years (2024 – 2027)
Date this statement was published	December 2024
Date on which it was last reviewed	October 2024
Date of next review	September 2025
Statement authorised by	Mrs Hicks
Pupil premium lead	Holly Mitchell
Governor / Trustee lead	Mark Owens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/25	£16,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2023 / 24 Spend - £17,713.10 (-1,709.10)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,113 (£4,833 above received allocation Allocated-£16,280

Part A: Pupil Premium Strategy Plan

Statement of intent

At Crowthorne CE Primary School, our vision is to *inspire and enable our school community to live life to the full, promoting excellence and nurturing compassion, courage, hope, honesty, trust, thankfulness and respect.*

We believe that every child is entitled to an education and experiences of the highest quality. The targeted and strategic use of the Pupil Premium Grant supports us in achieving our aim of helping every child to achieve their full potential. We strive to 'lift the lid' and ensure no limit is placed on any child. We seek to achieve this by:

- Ensuring the best possible delivery of learning experiences
- Establishing positive and respectful relationships between pupils and teachers to ensure each child is known as an individual, having their own individual needs met and removing any barriers to learning or engagement with school life
- Providing a well-planned, carefully sequenced and structured curriculum that ensures all children have the opportunity to thrive, experience success and achieve well in all subjects
- Using every area of school life as an opportunity for learning and development
Social, emotional and academic.

We relentlessly seek to ensure that no child is disadvantaged within the classroom, or in the wider learning experiences that school can provide. We constantly review provision and expenditure to ensure it is being used effectively to remove any barriers that might be preventing a child from benefitting from the full range of experiences and opportunities our community offers.

We encourage our children to become fully involved in the life of the school through engagement with their learning across the curriculum, the wide range of extra-curricular clubs, trips and numerous opportunities for pupil voice.

We endeavour for all children (and their families) to feel part of our community, and to benefit from the sense of belonging that this brings. We are conscious that every interaction, and every relationship, is significant in ensuring this sense of belonging is realised.

We have high expectations - academic, behaviour and social - for every member of our community. We set aspirational targets for our children, and then ensure that the correct support and resources are in place to help the children achieve them. The expectation is that behaviour in the classroom and around the school is excellent, and all adults are role models. As a result, learning behaviours are excellent and children engage well with their learning.

Subject Leadership is strong as leaders endeavour to ensure that every pupil can benefit from the high quality teaching and curriculum within their subject area. Leaders ensure that every child is assessed accurately and that difficulties in one subject area do not impact on another – For example, we ensure that any child who might struggle to record learning through writing, is given other ways to record and demonstrate their understanding, thus supporting pupils to excel in any area of the curriculum.

Our Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately

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assessed and addressed

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Pupil Premium funding is allocated following a needs analysis which will identifies priority classes, groups or individuals
- Pupil Premium is used to support pupils in all areas of school life, ensuring that no child is excluded from an opportunity or experience for financial reasons

Challenges

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

Challenge number	Detail of challenge
1	Attendance (for some pupils)
2	Low prior attainment in core areas and levels of SEND
3	Identifying barriers to ensure pupils are making strong progress in foundation subjects
4	Identifying children and families who are not already eligible for PPG but who are considered vulnerable and whom may be eligible later in education
5	Engagement with wider opportunities (for example School Council, Pupil Voice, Extra-curricular clubs)
6	Provision for pupils with SEND and/or EAL

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
Improve attendance for all pupils identified as vulnerable	<ul style="list-style-type: none"> • No pupil identified as a PA, with target of attendance being 97%+ • School-wide approach to addressing attendance quickly for any pupils below 97% • Parental Engagement to discuss barriers to attendance is high and demonstrates improvement
Improve attainment in Reading, Writing and Maths for all pupils identified as 'vulnerable', including those with an additional need (SEND, EAL); Pupils eligible for PPG achieve threshold in Y1 Phonics Check and Y4 MTC	<ul style="list-style-type: none"> • Reduction in number of pupils assessed as WT in Reading, Writing and Maths • Misconceptions in learning are addressed quickly and effectively by staff • Pupil voice suggest high engagement in lessons and articulation of their knowledge

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	<ul style="list-style-type: none"> • Pupils eligible for PP meet threshold in Phonics check • Pupils eligible for PP meet the threshold (identified by school) in the MTC
Improve attainment across the foundation subjects	<ul style="list-style-type: none"> • Reduction in number of pupils assessed as WT in foundation subjects across the three years -27 children are assessed as working towards ARE in one or more of the Foundation Subjects (2023) -2 PP and 6 SEN pupils were assessed at WT in RE (2024) • Identifying pupils strengths in subjects and utilising this evidence to improve attainment
Improve the identification process and support for children and families who may be considered vulnerable and review PPG eligibility	<ul style="list-style-type: none"> • Information shared with all parents in our school annually • Parents are able to access information for eligibility via our newsletter and Meet the Teacher sessions
For children eligible for PPG (and other vulnerable groups) to engage with opportunities for pupil voice and attend extra-curricular clubs	<ul style="list-style-type: none"> • Disadvantaged families are informed of the support available to them from the school, which includes financial support • Attendance for pupils on residential trips continues to remain at 100% • Analysis of attendance at extra-curricular clubs shows increased participation

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: £9,358 (£10,150 – 2023/24)

Activity	Evidence that supports this approach	Challenge addressed
<p><i>ELSA Update Training</i></p> <p><i>ELSA intervention work carried out for PP children and identified vulnerable children</i></p>	<p>Kassem (2002) - Developing the teaching professional: what teacher educators need to know about emotions</p> <p>ELSA is a recognised effective approach to develop children’s emotional literacy skills and TAs are trained by Educational Psychologists (www.elsanetwork.org).</p>	4 and 6

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<p><i>Quality First Teaching: Good outstanding teaching across the curriculum, High quality modelling of key concepts and strategies. Effective use of guided and focus groups within lessons, TAs planned for across the day, Targeted Support (Catch Up, Intervention Books, School Led Tutoring), Tilt Approach, Focus within Progress Meetings</i></p>	<p>Historical data and progress and attainment of pupils. Progress scores for End of KS2. EEF – Teaching Assistant Interventions (4+ months)</p>	<p>1 and 3</p>
<p><i>Retain high level of TA support in each class, ensuring they provide high quality support of main teaching input, alongside targeted provision (see below)</i></p>	<p>EEF Small Group Tuition – (one teacher / TA working with 2 to 5 pupils in a group) 4 months progress over a year EEF – Teaching Assistant Interventions (4+ months)</p>	<p>2, 3, 4 and 6</p>
<p><i>All Teachers to have PM Management objective focusing on improving provision for disadvantaged pupils or those currently lower attaining, ensuring they make good progress from their starting points</i></p>	<p>Each year the whole school target is based on analysis of data from the previous year. Staff meetings and monitoring are planned in to support staff. Progress Meeting also ensure that appropriate, targeted support is put in place in a timely manner. Internal data and end of KS data supports this as effective practice</p>	<p>2, 3, 4 and 6</p>
<p><i>Ensure the Phonics curriculum is fit for purpose and meets the needs of all pupils – Review current programme and research DfE approved schemes.</i></p> <p><i>Ensure new Reading framework is utilised and ideas / strategies deployed where appropriate.</i></p> <p><i>Ensure standards in Reading comprehension are maintained – English curriculum based around high quality texts –</i></p>	<p>The Reading Framework – June 2021 (and July 2023)</p> <p>Implementation of Little Wandle Programme (from July 2022)</p> <p>EEF – Reciprocal Reading (2+months progress) School Data – Reading results (End of KS2) Deep Dive in Reading conducted by LA (2021)</p>	<p>2, 3, 4 and 6</p>

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<i>Planning and subsequent outcomes reviewed regularly.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Intended outcomes

Budgeted cost: £3,510

Activity	Evidence that supports this approach	Challenge addressed
<p><i>Target Group for Story Time – Specific intervention for pupils identified as needing additional support with reading (use of reciprocal reading strategies)</i></p> <p><i>(Magazine Subscription to end January 2025)</i></p>	<p>EEF – Effective use of TAs. An experienced TA has been identified to support group of children from across the school with reading skills. A high quality magazine is used to appeal to the children and to support development of vocabulary.</p> <p>EEF – Reciprocal reading</p> <p>EEF Small Group Tuition – (one teacher TA working with 2 to 5 pupils in a group) 4 months progress over a year</p> <p>Other reading materials e.g. comprehension cards, old magazines, literacy shed short reads</p>	2,3,4 and 6
<p><i>SLA for ‘support for learning’ from the BFC</i></p>	<p>EEF – Five evidence-based strategies to support high-quality teaching for pupils with SEND</p> <p>EEF – Teaching Assistant Interventions</p> <p>EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’</p> <p>Support for Learning 2022/23</p>	2, 3 and 6
<p><i>SLA from the Educational Psychology department from BFC</i></p>	<p>EEF – Five evidence-based strategies to support high-quality teaching for pupils with SEND</p> <p>EEF – Cognitive Science approaches in the classroom</p> <p>Education Psychology 2022/23</p> <p>Emotionally Based School Avoidance Guidance for Schools</p>	2, 3 and 6
<p><i>Targeted children (assessed as WT) and vulnerable children will make up the class ‘Tilt group’. They will be prioritised for books being marked first, targeted questioning, guided</i></p>	<p>EEF – Effective use of TAs.</p> <p style="padding-left: 20px;">– Teaching Assistant Interventions (4+ months)</p> <p>EEF-Small Group Tuition (4+ months impact)</p>	2,3,4 and 6

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<i>writing at least once a week (across the curriculum) and shared writing once a week.</i>		
<i>Provide Cohort Profile, identifying vulnerable children (in addition to those eligible for PPG) and use to create Tilt Group – Priority for marking and feedback, targeted questioning, engagement with additional opportunities and pupil voice</i>	EEF Small Group Tuition – (one teacher TA working with 2 to 5 pupils in a group) 4 months progress over a year	2,3,4 and 6
<i>All TAs (and new Teaching Staff) to be trained in reciprocal reading and reading fluency so that strategies are used consistently well across the week.</i>	EEF – Reciprocal Reading (2+months progress) School Data – Reading results (End of KS2) Deep Dive in Reading conducted by LA (2021)	2 and 6

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

Budgeted cost: £8205

Activity	Evidence that supports this approach	Challenge addressed
<i>Coolmilk for some PP children</i>		
<i>Free School Meals for Key Stage Two pupils eligible for PP</i>		
<i>Ensure all pupils eligible for PP Grant and able to attend a club each term, and fund the cost of trips (including residential)</i>	School has seen excellent uptake on trips and residential (Y6 historically 100% attend). Pupils also attend a wide selection of clubs – supporting their engagement and well-being (See School’s vision)	5
<i>From July 2022, use school trained ELSA to support vulnerable children with SEMH needs</i>	School based evidence – Inclusion team minutes	1 and 4
<i>Inclusion Team to meet every other week to</i>	(As above)	1 and 4

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<i>review caseload and prioritise support HT and DHT meet regularly to RAG rate vulnerable pupils</i>		
<i>Work with governors to develop well-being strategy that will address needs of whole school community (See School Improvement Plan)</i>	NGA Report and Evidence from Anna Freud Foundation Education Staff Well-Being Charter (and guidance around this)	4
<i>Monthly meetings between HT and Attendance officer.</i>	Pre COVID these meetings were effective in improving the attendance of key children who were PAs. From Sept 2023 – The school has a new EWO attached and we will have termly meetings.	1

Total budgeted cost: £21,113

(£4,833 above received allocation – We are fully committed to supporting our most vulnerable children and families)

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Current attainment	Pupils eligible for PP (your school)
KS2 2024 Results (3 Pupil eligible for PPG)	
% achieving 'Expected' or above in reading, writing and maths	67% (2024) (1 child achieved WT in Maths)
% achieving 'Above Expected' or above in reading, writing and maths	67% (2024)
% achieving 'Expected' or above in reading	100% (2024)
% achieving 'Expected' or above in writing	100% (2024)
% achieving 'Expected' or above in maths	67% (2024)

Review of Desired Outcomes of 2023 - 2024

	Desired outcomes	Success criteria and Review
A	Improve attendance for all pupils identified as vulnerable	<p>Pupils eligible for PPG have attendance of 97%+</p> <p>In July 2024: WS = 97.7% PP Average: 97.4% 5 had attendance of 100% 1 had attendance of 98% 2 had attendance of 96% 1 had attendance of 91% 1 had attendance of 90%</p> <p>In April 2024: WS = 96.32% PP Average: 96.27% Below 90 % = 8% (1 pupil = 4 days ill, 5 appointments) Below 95% = 31% (3 pupils)</p>
B	<p>Improve attainment in Reading, Writing and Maths for all pupils identified as 'vulnerable';</p> <p>Pupils eligible for PPG achieve threshold in Y1 Phonics Check and Y4 MTC</p>	<p>Pupils eligible for PP make at least as much progress as their peers across Key Stage 1 in Maths, Reading and Writing. Measured through half termly assessments and monitoring of interventions and support.</p> <p>Review 2024: MTC: All 3 children achieved well with 2 scoring 25 and the other scoring 24. There is no threshold, however the check is out of 25 questions. Phonics: 1 child in Year 1 took the Phonics Screening check. They achieved the threshold (scoring 34). 1 Year 2 child retook the check but did not achieve the threshold (scoring 17). However his score had improved since the last check. He had also arrived from Ukraine last September with no English.</p>
C	ARE (or GD) is maintained for identified pupils and worked towards for others (with SS improving from July 2021)	<p>ARE is secured for all identified pupils. SS improves for all pupils, meaning ARE is within closer reach for identified pupils</p>

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		<p>July 2024 23% of the children (3 children) assessed as working at GD in all areas (Reading, Writing and Maths)</p> <p>38% of the children (4 children) assessed as working at ARE in all areas (Reading, Writing and Maths)</p> <p>23% of the children (3 children) assessed as working towards in all areas (Reading, Writing and Maths) 8% of the children (1 child) assessed at working towards in Writing and Maths with being assessed at expected in Reading 8% of the children (1 child) assessed at working towards in one area (Maths)</p> <p>April 2024 Reading 64% of the children improved their SS over the last term. 18% maintained their score and 2 dipped.</p> <p>Writing: (KS2) 83% improved their SPaG scores over the term. 1 child maintained their SPaG score.</p> <p>Maths: 54% improved their SS score, 27% maintained their score and 2 dipped.</p> <p>15% of the children (2 children) are assessed as working at GD in all 3 areas (Reading, Writing and Maths)</p>
D	Pupils engaging in set Home Learning Tasks for Reading, Spelling and Times Tables	<p>Children identified as vulnerable will complete set tasks and make progress through online learning and reading age appropriate texts.</p> <p>There is a mixed picture, with some children engaging well, and others needing support in school to ensure Reading is completed, spellings learnt and times tables practised.</p> <p>Home Learning has been reviewed for the whole school – staff in discussions around re-branding it: SMART – Spellings, Maths Reading Together.</p>
E	For children eligible for PPG (and other vulnerable groups) to stand for School Council elections and to engage with other opportunities for Pupil Voice.	<p>New 2023: All pupil groups represented on School Council and in Ambassador roles, ensuring every pupils has their voice and ideas heard.</p> <p>April 2024 data showed:</p> <ul style="list-style-type: none"> - 31% of children taking part in a club- This is disappointing. Parents are reminded about the club offer. <p>We have paid for 2 children who aren't eligible for PPG to attend a club.</p> <ul style="list-style-type: none"> - 7% Swimming paid for - 11% Class trips (two for pupils not eligible for PPG)