



Pupil premium strategy statement

This document 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.

School overview

| Detail | Data |
|---|---|
| School name | CRAZIES HILL CE PRIMARY SCHOOL |
| Number of pupils in school | 98 (105 capacity) |
| Proportion (%) of pupil premium eligible pupils | 8.16% (8 children) in receipt of PP Grant |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 6 th October 2021 |
| Date on which it will be reviewed | 1 st September 2022 |
| Statement authorised by | Mr Luke Henderson |
| Pupil premium lead | Mrs J. Shell |
| Governor / Trustee lead | Mrs K. Sokolowski |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 11,760 |
| Recovery premium funding allocation this academic year | £ 2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| 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 | £ 13,760 |

Part A: Pupil premium strategy plan

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the Crazies Hill CE Primary Christian values:

- Relationships
- Resilience
- Respect

At Crazies Hill Church of England Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, we will use all the resources available to provide equity of opportunity and to enable the children to build strong foundations for the future.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Remote learning was generally less successful for this group of children for various and often complex reasons |
| 2 | Complex learning difficulties compound issues around confidence and attainment |
| 3 | Some children in this category, who have recently joined our school, are significantly below age related expectations and need to consolidate key concepts before they can access learning pitched for their year group |
| 4 | The vocabulary gap between some of our disadvantaged children and their peers impacts on writing, reading comprehension and spoken contributions |
| 5 | Social and emotional needs affect learning |

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 |
|--|--|
| Teaching in school and at home, (in the event of another local lockdown) will be provide consistent good quality provision that will enable each child to make good progress | Good progress (6 steps or above) will be made irrespective of disruption in face to face schooling |
| Ambitious individualised programmes of support are in place to address complex learning difficulties Specialist support supplements school expertise in meeting needs. All children make good progress | Good progress (6 steps or above) will be made irrespective of special educational needs. |
| Excellent teaching and individualised provision results in accelerated progress | The gap between attainment and age related expectations is closed. |
| Language support enables children to use Tier 2 and 3 vocabulary to express their understanding and ideas | Knowledge Organisers clearly outline the subject specific vocabulary to aid understanding and retention Children's spoken and written language develops |
| Progress in reading through introduction of new prescriptive phonics programme Read, Write, Inc | Older children will make more rapid progress to marrow their gaps in phonic knowledge Younger children will make more rapid progress with developing their phonic knowledge |
| Strong mental health enables children to focus in class and challenge themselves | Children have positive attitudes to learning and are confident to try new things |

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

Budgeted cost: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Wellbeing Specialists engaged to provide curriculum enrichment | Independent advice/Reports | 5 |
| 'Catch Up' sessions / Targeted support | Teacher assessment QLA/Qualitative assessment EEF research | 1,2,3 |
| Read, Write, Inc | Progress in phonics shown by half termly assessments Progress in reading shown by the colour bands and target tracker steps | 4 |

Targeted academic support

Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group / 1:1 sessions: Pre-learning / over-learning sessions to clarify understanding and allow time for pupil questions. | Impact of pre-learning evident in previous units of work and assessments. Child reports that it helps prior to whole-class learning. Over-learning sessions to help child retain knowledge | 1,2,3 |
| At least 5/10min support during Maths and English lessons to articulate thinking. | Additional small group support within lessons to secure understanding of key information. Focused questioning allows challenge and assesses progress towards ARE. | 1,2,3 |
| Opportunities to share work and raise self-esteem. Tilt to engage and ensure more vulnerable learners feel rewarded in their learning | The child's low self-esteem has been greatly improved by sharing and celebrating successes. | 3 |

| | | |
|--|---|---|
| <p>Introduction of RWI in EYFS and KS1. Resources used for older vulnerable learners still needing to consolidate their phonic knowledge</p> <p>1:1 reading and comprehension support. Encouragement to read for pleasure. Opportunities to widen reading and additional books to go home.</p> | <p>New prescriptive phonics teaching materials and resources used to accelerate development of phonic knowledge</p> <p>The wide variety of books on offer in the reading scheme help to engage children and nurture a love for reading.</p> | 4 |
|--|---|---|

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

Budgeted cost: £4760

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Offer a wider range of extra-curricular enrichment activities | <p>Without the school's support children would not benefit from a rich variety of learning experiences. Practical support is sometimes necessary for children to have the same equipment and resources which adds to this feeling of identity</p> <p>Children feel a strong sense of belonging and identity in the school. They experience being challenged in a wide range of contexts</p> | 5 |
| Funded drop off club sessions available. | Decreasing barriers to attendance help the children to fully access the curriculum | 5 |
| Transport to and from school if necessary | Decreasing barriers to attendance help the children to fully access the curriculum and enrichment offers | 5 |
| Admin and payments related to peripatetic music, sport and other extra-curricular opportunities. | <p>Research</p> <p>PPG research/spend guidance</p> | 5 |
| Admin and payments related to residential and other trips | <p>PPG Research</p> <p>Equality</p> | 5 |

Total budgeted cost: £ 11760

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 2020 to 2021 academic year.

The limited amount of PPG funding received by the school has been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- Most of our disadvantaged pupils are at least achieving ARE in reading, writing and maths
- Pupils have had equality of access to extra-curriculum provision
- Targeted pastoral support has enabled the children to have equality of access to all aspects of school life
- Premium has supported holiday care and support throughout the COVID-19 pandemic
- Feedback from the children is that they enjoy school, with generally good attendance in place across the school

The previous pupil premium strategy, which ended in July 2021, was extremely effective in supporting our most disadvantaged pupils. Monitoring and evaluation indicates that the children are making good progress in relation to expectations and have had equality of access to support in school and throughout the COVID-19 pandemic. The school has proactively worked in partnership with colleagues and utilised DfE initiatives to support the children. This included the national tuition programme.

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 |
|-------------------------------------|--------------|
| Mobius Maths Hub (Mastery approach) | Mobius Maths |