



## Pupil Premium Strategy Statement 2024-25



*Before completing this template, you should read the guidance on [using pupil premium](#).*

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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	Crowmoor Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	45% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	R Horton
Pupil premium lead	B Green
Governor / Trustee lead	G Dunkerley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,760
Recovery premium funding allocation this academic year	-
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	£128,760

## Part A: Pupil premium strategy plan

### Statement of intent

- **What are your ultimate objectives for your disadvantaged pupils?**

At Crowmoor Primary School, we endeavour to provide an inclusive curriculum that allows pupils to reach their full potential as happy, healthy and determined individuals. We are proud of our wider school community and aim to work alongside families to support and celebrate our pupils' range of needs and individual experiences so that they are well-equipped for life beyond primary school as citizens of the world.

As a school we are dedicated to providing high-quality teaching and learning which allows every child to thrive, starting from their own unique starting points. We aim to meet the needs of each child through personalised and individual planning. Teaching and learning is carefully adapted using a variety of evidence-based research, strategies and resources, including additional adult support, to remove any barriers to learning.

#### **How does your current pupil premium strategy plan work towards achieving those objectives?**

Our pupil premium strategy plan is central to our School's Development and Improvement Plan (SDIP) to ensure a high-quality provision for all. Crowmoor Primary School will use the pupil premium funding to support disadvantaged groups and narrow any achievement gaps between them and their peers.

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

Its key principles are:

- High quality teaching and learning to narrow achievement gaps between disadvantaged pupils and peers, including evidence-based strategies with the greatest overall impact.
- High quality continuous professional development (CPD) for all staff.
- Targeted academic support.
- Wider strategies to support pupil attendance, mental health and well-being and cultural capital.

### Challenges

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

Challenge number	Detail of challenge
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1	Internal and external assessment indicate that the attainment % of disadvantaged children achieving Age Related Expectations (ARE) in Reading, Writing and Maths is below that of non-disadvantaged pupils.
2	Internal and external assessment indicate that the gap between PP and XPP children achieving Greater Depth expectations in Reading, Writing and Maths is below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils; our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments, observations and discussions with pupils and families have identified that social, emotional and mental health difficulties – in particular, the ability to understand and regulate emotions – is more prevalent amongst disadvantaged pupils than their peers.

### 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
To raise the attainment of disadvantaged children achieving Age-Related Expectations (ARE) in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>✓ The attainment % in Reading, Writing and Maths has increased for PP children (and the gap between PP and XPP children has narrowed).</li> <li>✓ PP pupils are making at least expected progress than peers in order to close the gap in Reading, Writing and Maths.</li> </ul> <p>Reading:</p>

	<ul style="list-style-type: none"> <li>✓ Evidence of children understanding and applying early literacy skills in books and during learning walks (EYFS and KS1)</li> <li>✓ Increase in % of disadvantage pupils passing the Year 1 Phonics Check.</li> <li>✓ Evidence of children understanding and applying a range of comprehension skills to a wide range of text in books and during learning walks (KS2)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>✓ Raised expectations of handwriting and presentation in books.</li> <li>✓ Evidence of children redrafting work in books to improve and up-level use of vocabulary and include a range of different sentence types.</li> <li>✓ Evidence of children understanding and applying basic writing skills in books and learning walks e.g. correcting punctuation and explaining skills used.</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>✓ Evidence of children understanding and applying mathematical skills in books and learning walks.</li> <li>✓ Evidence of children using a range of concrete and practical resources during lessons to consolidate their knowledge of mathematical skills.</li> <li>✓ Increase in % of disadvantaged pupils who pass the Year 4 MTC.</li> </ul>
<p>To raise the attainment of disadvantaged pupils achieving Greater Depth (GD) in Reading, Writing and Maths so that the gap between PP and XPP is in line with, or above, the national average.</p>	<ul style="list-style-type: none"> <li>✓ The attainment % in Reading, Writing and Maths for GD has increased for PP children (and the gap between PP and XPP children has narrowed).</li> <li>✓ PP pupils are making at least expected progress than peers in order to close the gap in Reading, Writing and Maths.</li> </ul>
<p>To close the attainment gap in Early Reading and Writing skills between PP and XPP children in KS1 and EYFS.</p>	<ul style="list-style-type: none"> <li>✓ The attainment % in Reading and Writing has increased for PP children</li> </ul>

	<ul style="list-style-type: none"> <li>✓ PP pupils are making at least expected rates of progress than peers in order to close the gap in Reading and Writing.</li> </ul>
To close the gap between PP and XPP persistent absentees.	<ul style="list-style-type: none"> <li>✓ Increased % of PP pupils attending school compared to the previous year's attendance.</li> <li>✓ To reduce the number of PAs (who are also disadvantaged pupils).</li> </ul>
To improve the mental health and well-being of disadvantaged pupils.	<ul style="list-style-type: none"> <li>✓ Pupils are happy in school.</li> <li>✓ Pupils understand how they are feeling and can articulate this.</li> <li>✓ Pupils are equipped with different strategies to help regulate their emotions.</li> </ul>

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: £81,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Level 2 TA Support (£21,000)  Additional Higher Level Teaching Assistant (£28,016)  Staff CPD including:  <ul style="list-style-type: none"> <li>• Little Wandle Phonics training for</li> </ul>	EEF Recommendations that have been considered are as follows: <ul style="list-style-type: none"> <li>• Using a tiered approach (with quality first teaching as the top priority) followed by targeted interventions and CPD, improves outcomes for disadvantaged pupils.</li> <li>• Sutton Trust research identifies quality first teaching as having a direct impact on pupil outcomes.</li> </ul>	Challenges:  1-5

teachers and TAs through an online portal and development days (£4,600)

- Providing support to improve writing and maths outcomes for PP pupils. English & Maths Leads supporting planning and delivering CPD with follow-on support, eg coaching & modelling. (£10,750)
- CPD tailored to meet training needs as identified through gap analysis, formal data analysis and next steps from RAG meetings (£7,500)
- SENCO additional management time - 1 day (£10,000)

- Using **diagnostic assessment** – such as a gaps analysis so that we can target interventions and ensure all teaching takes account of **prior learning**.
- Focus on **professional development** – We have a large CPD to support training in quality first teaching. All TAs delivering interventions will have received training. Impact of training will be **monitored regularly** and the impact assessed.
- **Meta-cognition and self-regulated learning** – ‘teachers should acquire the professional understanding and skills to develop their pupils’ meta-cognitive knowledge’; ‘self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning’.
- High quality staff CPD (including CPD delivered by SHINE Academies, English Hub and Maths Hub) is crucial in order to follow the principles outlined in the EEF.
- CPD is followed up by tailored staff meetings and INSET.

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

Budgeted cost: £21,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support includes the following:</p> <p>Targeted intervention/booster groups delivered by teaching assistants, monitored by senior leadership, use gap analysis and assessment data to target identified pupils in Phonics, Maths, Reading and Writing including targeted mental health and well-being interventions (£21,430)</p>	<p>EEF Recommendations that have been considered are as follows:</p> <ul style="list-style-type: none"> <li>• Maximising the use of teaching assistants – Teaching Assistants must be <b>trained</b> and delivering <b>evidence-based interventions</b> that are <b>time-limited</b> and <b>measured for their impact</b>. <b>Explicit links</b> must be made between <b>parents</b>, the classroom and the intervention.</li> </ul>	1-5

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

Budgeted cost: £25,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in promoting positive mental health and well-being:</p> <p>Employment of Family Liaison Worker to deliver targeted approaches to meet the needs of individuals (£21,000)</p> <p>Trained Mental Health First Aiders (£250)</p>	<p><b>Behaviour</b></p> <p>An EEF guidance report suggests six recommendations to support behaviour in school:</p> <ol style="list-style-type: none"> <li>1. Know and understand your pupils and their influences.</li> <li>2. Teach learning behaviours alongside managing misbehaviours.</li> <li>3. Use classroom management strategies to support good classroom behaviours.</li> <li>4. Use simple approaches as part of your regular routine.</li> </ol>	1-5

	<p>5. Tailor targeted approaches to meet the needs of individuals in your school.</p> <p><b>Attendance</b> DfE research found a clear link between poor attendance and lower academic attainment.</p>	
<p>Cultural capital experiences promoted in the curriculum of which include:</p> <p>Subsidised costs of trips Local sporting competitions Engagement of Outdoor Learning After-school club offer</p> <p>(£4,215)</p>	<p>EEF Recommendations that have been considered are as follows:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning- improves interaction with others and self-management of emotions- impacts on attitudes to learning and social relationships in school, which increases progress in attainment</li> <li>• In line with the 2019 Ofsted Framework, a judgement will be made on the extent in which schools are equipping pupils with the skills and knowledge needed to succeed in life. <i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'</i> Ofsted, 2019.</li> <li>• According to the Centre for Mental Health, one young person in 10 will experience a mental health problem every year.</li> <li>• The Association for Children's Mental Health (ACMH)</li> </ul>	<p>1-5</p>



	<p>believe that addressing mental health needs in school is critically important because 1 in 5 children have a diagnosable emotional, behavioural or mental health disorder, while 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community.</p>	
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**Total budgeted cost:** £128,760

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

*To be reviewed September 2025.*