

Pupil premium strategy statement – Church Crookham Junior School

This statement details our school's use of pupil premium (and recovery 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	568
Proportion (%) of pupil premium eligible pupils	15%
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)	2023-2025
Date this statement was published	06/03/24
Date on which it will be reviewed	31/12/24
Statement authorised by	Pam Meek (HT)
Pupil premium lead	Danielle Bending (DHT)
Governor / Trustee lead	Rebecca Stringer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,984
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,135
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£156,119

Part A: Pupil premium strategy plan

Statement of intent

At Church Crookham Junior School our intention is that every student has an ambitious, broad and values-led curriculum, irrespective of their background, starting points or challenges. This means we have high aspirations for all pupils and seek to ensure that we carefully implement approaches to ensure factors such as financial disadvantage do not cap the potential achievement of our pupils.

Each student will have their wellbeing and personal development supported and their lives enhanced by an enrichment of experiences and opportunities within and beyond the classroom. We aim to encourage, inspire and motivate all our pupils to develop a lifelong love of learning.

We recognise that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The targeted and strategic use of pupil premium funding will support Church Crookham Junior School in achieving our aim of helping all our pupils achieve their full potential in KS2. To do this we will ensure that the pupil premium funding reaches groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	<p>Early Reading</p> <p>Our observations, assessments suggest that early reading is a key priority for disadvantaged pupils. Autumn reading assessments in Year 3 show 43% of our disadvantaged cohort are working below age-related expectations compared to 25% of their non-disadvantaged peers. As pupils move through the school the percentage of disadvantaged children working below age related expectations reduces by 11%.</p> <p>Conversations with pupils also suggest that some families are struggling to read with children at home on a regular basis, meaning that pupils have fewer opportunities to practise and develop reading skills.</p>
2	<p>Emotional Regulation</p> <p>Our assessments, observations and discussions with pupils and families have identified ongoing concerns relating to some children's emotional health and wellbeing, including social skills with peers, separation anxiety from parents and anxiety. This has impacted on attendance and has been further exacerbated by the current cost of living crisis and the additional pressures this has brought to home life for these pupils.</p>

3	<p>Metacognition and Learning Behaviours</p> <p>Our observations show that some of our disadvantaged children, and especially our lower attaining students need further support to develop a range of metacognitive strategies to use when faced with learning new skills, challenging academic work and some social situations. Without these, pupils can quickly give up or refuse to engage with a task. These challenges can result in an increased number of negative behavioural incidents.</p>
4	<p>Attendance</p> <p>Our data shows the importance of building and maintaining effective relationships with parents and carers so that the vital relationship between home and school is well established. Attendance for the whole school for 2022-2023 was 95.6%. Attendance for disadvantaged pupils was 93.9% compared with 95.9% for non-disadvantaged pupils last year. Also, of the 15 pupils who fell into the persistent absentee category, 33% were disadvantaged pupils compared to 66% non-disadvantaged.</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
<p>Improved Reading, writing and maths attainment and progress among disadvantaged pupils in end of key stage assessments.</p> <p>Embed phonics acquisition and early reading skills for disadvantaged students</p>	<p>The percentage of Disadvantaged pupils meeting the age-related expectations by the end of the 2023/24 academic year exceeds 22/23 (50%) in reading, in writing, in maths (combined)</p> <p>The percentage of Disadvantaged children meeting age related expectations in reading across the year groups</p>
<p>Embed phonics acquisition and early reading skills for disadvantaged students</p>	<p>The percentage of Disadvantaged children meeting age related expectations for reading in year 3 exceeds that of 22/23 (80%) and gaps in later year groups continue to close.</p>
<p>Improved well-being and emotional regulation skills for disadvantaged pupils</p>	<p>Parental and pupil voice report that well-being is improving, as do key case studies for individual pupils.</p> <p>Teachers will report improved emotional regulation of pupils</p> <p>Reduction in behaviour incidents</p> <p>Reduction in number of suspensions</p>
<p>To improve self-regulation skills in lessons and in social time</p>	<p>Learning walks will continue to show self-regulation skills being modelled and developed in all lessons and the explicit teaching of expectations developed in PSHE. Students will demonstrate greater resilience, increasing levels of independence in their learning and the ability to plan, monitor and evaluate their progress. This will be evident in pupil voice and book looks.</p>

Increase opportunities for disadvantaged pupils to access wider curricular provision to help develop their wellbeing, confidence and social and emotional development.	Evidence on our tracker will show that more disadvantaged children have attended clubs and participated in wider school opportunities including sporting fixtures. Feedback from Forest School, the therapy dog and TLG sessions will show impact on confidence and independence.
To improve the attendance for disadvantaged pupils at Church Crookham so they are able to make maximum progress	Attendance for disadvantaged pupils exceeds 22/23 levels (93.9%) The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

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: £ 76000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support for teachers and subject leaders from member of Hampshire English Advisory team	Phonics and early reading is identified through research as one most important foundations of a child's early schooling to ensure that they can access the breadth of the curriculum. The teaching of phonics across the school needs to be consistent and effective. Additional training and support will strengthen the delivery of phonics which is well evidenced to be of key importance. DfE Reading Framework EEF Phonics	1
Retention of LSAs to provide targeted support in class and boost phonics attainment	There is strong evidence both nationally and within the school historically that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 & 3

Enhance our reading teaching and curriculum planning in line with DfE and EEF guidance.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Delivery and implementation of CPD Communication training Thrive training	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3 & 4
Recruitment and retention of staff. Providing cover time for colleagues to undertake professional development Supporting staff wellbeing and reducing workload	Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk) National professional qualification (NPQ) courses - GOV.UK (www.gov.uk) Reducing school workload - GOV.UK (www.gov.uk)	2, 4 & 4
Improve the quality of social and emotional learning. Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff (PSHE Curriculum)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2 & 3

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1

educationally pupils who require further phonics support (1:1 and group sessions)	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
Delivery of expert small group tuition Y6 maths, reading and SPAG	There is strong evidence both nationally that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3 & 4
Generous learning support provision across the whole school	There is strong evidence both nationally and within the school historically that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 & 4

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

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued provision for: ELSA Play Therapist Nurture groups Forest School Therapy Dog Structured Play TLG Coaching Drawing and Talking	The mental health and wellbeing of our pupils is vital to their feelings of belonging and self-worth. These interventions have an identifiable and valuable impact on attitudes to learning and social relationships in the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3 & 4
Subsidising class trips/visits to improve cultural capital	Inclusion is at the heart of everything we do at Church Crookham Junior School. Ensuring that all children including our	2, 3 & 4

	<p>disadvantaged children are able to access our wider curriculum including experiential, hands on visits is fundamental to our school vision and is supported by the governing body.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	
Ensuring provision for targeted Free breakfast club (Good Start), extra-curricular clubs & uniform	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p>	2, 3 & 4
<p>Dedicated attendance Team: Attendance Administrator to support the leadership team to engage in work with families to improve attendance</p> <p>Embed the principles of good practice set out in the DfE's advice. School attendance guidance May 2022 (publishing.service.gov.uk)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4
DHT: PP Lead to work with SLT to identify how learning is affected by disadvantage	<p>Learning Without Labels: Improving Outcomes for Vulnerable Pupils (johncattbookshop.com) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (johncattbookshop.com) Homepage - Children North East (children-ne.org.uk)</p>	1, 2, 3 & 4

Total budgeted cost: £156,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achieved the Standard (ARE & GD)	School at ARE	National at ARE	School at GDS	National at GDS
Reading	81%	73%	43%	29%
Pupil Premium	63%	78%	25%	34%
GAP	-18%	+5%	-18%	+5%
Maths	74%	73%	27%	24%
Pupil Premium	54%	79%	4%	29%
GAP	-20%	+6%	-23%	+5%
Writing (Teacher Assessed)	79%	71%	9%	13%
Pupil Premium	63%	77%	0%	16%
GAP	-16%	+6%	-9%	+3%
Achieving Reading, Maths and Writing (Teacher Assessed) in all 3 subjects	67%	60%	7%	8%
Pupil Premium	50%	66%	0%	10%
GAP	-17%	+6%	-7%	+2%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that those children who are disadvantaged are underperforming across all areas of reading, writing and maths. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by the whole cohort. The data demonstrates that significant steps need to be taken to bridge the gap between disadvantaged pupils and non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that an ability for children to regulate their emotions to access learning and positive learning behaviours needs to be a focus going forward. Based on all the information above, the performance of our disadvantaged pupils did not meet expectations. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

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

Programme	Provider
Rapid Phonics	Pearson Schools and FE Colleges
Times Tables Rockstars	Maths Circle

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>
The impact of that spending on service pupil premium eligible pupils