

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	554
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	15/01/25
Date on which it will be reviewed	31/12/25
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
Service Premium funding allocation this academic year	£19,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£166,414

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	Mental Fluency in Maths Our observations and assessments suggest that maths is a key priority for disadvantaged students. Summer maths assessments show 61% of our disadvantaged cohort are working below age-related expectations compared to 52% of their non-disadvantaged peers. As pupils move through the school the percentage of disadvantaged children working below age related expectations currently remains high until Year 6. Last year's results from the year 4 multiplication tables check showed 14% scoring full marks compared to 34% nationally – this is clearly a priority.
2	Emotional Regulation 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.
3	Metacognition and Learning Behaviours Our observations show that some of our disadvantaged children, and especially our lower attaining students need further support to develop a range

Challenge number	Detail of challenge
	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.
4	<p>Community and Parental Engagement</p> <p>The viewpoint amongst some parents from a parental survey (10% return) referred to consistency around some aspects of their learning. This included homework, pupil roles and for some pupils their engagement. Some parents felt that there is unfairness in how pupil roles and responsibilities are distributed across the school. This perception can lead to dissatisfaction could further alienate families from the school community.</p>
5	<p>Writing</p> <p>Assessments conducted in the summer term indicate that disadvantaged pupils are performing below age-related expectations in writing compared to their non-disadvantaged peers. Pupil voice has shown that the curriculum design in some writing opportunities is not as inspiring as the school would like. A small number of disadvantaged pupils demonstrate lower attendance rates in class, which correlates with reduced engagement in writing activities. This inconsistent attendance hinders their progress and limits opportunities for skill development. There is a need to evidence the progress for pupils with SEND and pupil premium children in writing.</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
Improved Reading, writing and maths attainment and progress among disadvantaged pupils in end of key stage assessments.	The percentage of Disadvantaged pupils meeting the age-related expectations by the end of the 2024/25 academic year exceeds 23/24 (41%) in reading, in writing, in maths (combined)
To improve mathematical mental fluency.	<p>By the end of Year 4, pupils eligible for Pupil Premium will demonstrate enhanced fluency in multiplication tables, as evidenced by increased scores in times tables tests. We aim for at least 80% of these pupils to meet or exceed the expected standard, reflecting a significant improvement from the previous academic year.</p> <p>Children who were identified as having a gap in their times tables knowledge have progressed.</p> <p>More children are accessing technology to complete TT rock stars.</p> <p>Teachers planning shows mental strategies have been planned and taught and children are observed applying skills to wider maths problems.</p>

Intended outcome	Success criteria
	<p>Teachers are making use of split inputs and starting more able students off during the input so they are not listening to what they already know. Teachers plan to work to challenge more able students.</p>
<p>Improved well-being and emotional regulation skills for disadvantaged pupils</p>	<p>Parental and pupil voice report that well-being is improving, and there is evidence from impact from other interventions</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>
<p>Increase opportunities for disadvantaged pupils to access wider curricular provision to help develop their wellbeing, confidence and social and emotional development.</p>	<p>Evidence on our tracker will show that more disadvantaged children have attended clubs and participated in wider school opportunities including sporting fixtures. Feedback from interventions such as Drawing and Talking, Play Therapy and TLG sessions will show impact on confidence and independence.</p>
<p>Improve the communication between school and home.</p>	<p>The school will establish consistent and effective communication channels, such as newsletters, emails, and parent meetings. Our goal is to ensure that parents are aware of and utilise these channels to receive updates and provide feedback.</p> <p>Effective communication will foster greater parental involvement in school activities and decision-making processes. We expect to see a 25% increase in parental attendance at school events and meetings, reflecting their investment in the school community.</p> <p>Parents understand that the school is equitable in its provision and allocation of roles and responsibilities for children. This will be shared in regular updates in newsletters and examples of additional leadership roles.</p> <p>Using strategies outlined in the school behaviour policy staff members, including teachers, LSAs</p>

Intended outcome	Success criteria
	and office personnel, will adopt a unified approach in their communication with students. We aim for staff to be trained in using consistent language and messaging, creating a cohesive learning environment.
To improve children's perception of writing.	<p>Children talk enthusiastically about writing; the purpose and audience is clear and pupil voice shows that children are proud of their achievements.</p> <p>In planning and children's books they have had an opportunity to generate and be exposed to rich vocabulary that is applied to their writing. Children are using a variety of sentence types and apply this to their writing. Children's writing is supported where needed with scaffolds.</p>

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: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of LSAs to provide targeted support in class and boost phonics attainment	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 & 3
Retention of LSAs to provide targeted support in class and boost mathematical attainment.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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
Providing cover time for colleagues to undertake professional development Supporting staff wellbeing and reducing workload to ensure high quality Teaching and Learning	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. Emotional coaching 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
Inclusion Manager and SENCO Assistant to	Learning Without Labels: Improving Outcomes for Vulnerable Pupils (johncattbookshop.com) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (johncattbookshop.com)	2, 3 & 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
engage parents, improve attendance to help secure progress of all children	Homepage - Children North East (children-ne.org.uk)	

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

Budgeted cost: £41614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at educationally pupils who require further phonics support (1:1 and group sessions)	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 Teaching and Learning Toolkit EEF	Previous challenge - ongoing
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
Delivery of expert small group times tables provision across the school	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	1, 2 & 3
Cost and delivery of Language Link	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted language interventions have been shown to be effective when delivered as regular sessions Teaching and Learning Toolkit EEF	

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £65370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued provision for: ELSA Play Therapist Nurture groups 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 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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	2, 3 & 4
Ensuring provision for targeted Free breakfast club (Good Start), breaktime snacks, extra-curricular clubs & uniform	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. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	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. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities 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>	<p>Previous challenge - embed</p>
<p>DHT: PP Lead to work with SLT to identify how learning is affected by disadvantage</p>	<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>	<p>1, 2, 3 & 4</p>

Total budgeted cost: £146984

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 SATs outcomes for disadvantaged pupils to show those meeting age related expectations

	Reading	Maths	Writing	Reading/Writing and Maths
School	59%	59%	41%	41%
Local Authority	58%	52%	54%	39%
National	63%	59%	59%	46%

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 now outperforming those disadvantaged children at a Hampshire level and a National level in Reading and Maths. Disadvantaged children are still underperforming in writing. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged at national level and to results achieved by the whole cohort. The data demonstrates that significant steps have been taken to bridge the gap between disadvantaged pupils however steps need to be taken to bring this closer in line with national data. 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 continue to be a focus going forward in this three-year plan. Based on all the information above, the performance of our disadvantaged pupils is more in line with our 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
Third Space	Third Space Learning
Language Link	Speech and Language Link Multimedia

Service pupil premium funding (optional)

Use of Funding	Cost	Expected Impact
To offer emotional and social support through ELSA, Dog Therapy, Play Therapy, Nurture, Structured Play or Drawing and Talking	£4543	<p>Daily emotional and social support, including lunchtimes for children affected by being in a service family. These might include:</p> <ul style="list-style-type: none"> • Supporting deployment (primary reason) • Improved friendships in class, particularly for those new to the school. • Building resilience and concentration in class • Home behaviour – the support is also extended to non-service pupils affected through service pupils leaving the school. Supported play is funded and resourced to help facilitate teamwork and friendships. <p>Wider events planned such as Reading Force.</p>
<p>Continued training for ELSA (x2 lead) to develop knowledge and skills in programmes to best meet the needs of our children. Further training in Lego therapy, education psychologist training</p> <p>Intervention referrals made as needed and staff trained in the identification of concerns around children's wellbeing</p>	£82	By developing staff skills and knowledge, more children can be given appropriate guidance and support that better meets their needs.
My Passport programme introduced across the school. All new arrivals and leavers access the My Passport programme with an LSA. Monitoring of pupils settling process and transition. Ensure transition is smooth and pupils quickly make progress. Children's entrance levels assessed and gaps assessed. My	£750	<p>Children settle quickly and are ready to learn. Children's transition to new schools is smooth and children achieve their best asap. Teachers are aware of any gaps and attainment accurate.</p> <p>NFER/PIRA/PUMA used to ensure teachers and LSAs are able to provide the most effective support for learning as soon as possible. NFER/PIRA/PUMA assessments inform planning at the child's level.</p>

Passport analysed and results fed back to SLT.		
EAL level assessed if appropriate. EMTAS service used as needed	£150	Children who are new to the country and/or acquisition of English are assessed quickly
Military Mates Club	£50	Continue to provide this club with someone who understands the demands on living in a military family, providing fun and support before, during and after deployment
Improve communication systems in school – inform parents of what is happening in school.	£850	Families have strong communication about in-school activities during periods of separation
Workshops and courses run for parents/ including Thrive/ Worry Monster/ and 1:1 support where needed.	£540	Induction to Church Crookham is successful with children quickly adapting to their new school. Links between home & school are positive with increasing involvement by parents evident in attendance for school activities, workshops and meetings. Teachers and LSAs can identify when families may need additional support and know the support that is available
Camo Day	£300	Enable all pupils to understand the special dynamic here at Church Crookham and value the work of our service personnel.
Development of service families page of the school website – including the development of a notice of deployment form	£850	Provide a useful and informative section of the website for our service families.
Subsidising class trips/visits to improve cultural capital	£500	Children are able to access our wider curriculum including experiential, hands on visits
Tracking pupil role opportunities for accessibility for service children	£240	Ensure service families have equal access to pupil roles within the school
Attend RAF Odiham termly meetings to ensure up to date information and support is given for those families that we both serve.	£280	The school is well informed of upcoming regiment deployments and changes so that we can effectively prepare for the impact on families. Take part in base activities.
Research an army equivalent meeting in Aldershot we could attend.	£50	Identified an equivalent meeting and sought to obtain an invite to their meetings. Aim as point above.