



This statement 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.

1. Summary information					
<b>Academic Years This PP Plan Covers</b>	2021-2022 – 2024-2025	<b>Total PP budget</b>	£24,204	<b>Date of most recent PP Review</b>	Jan 22
<b>Total number of pupils</b>	233	<b>Number of pupils eligible for PP</b>	32 (14%)	<b>Date for next internal review of this strategy</b>	Sept 22
<b>Total FSM</b>	11	<b>Total Service Children</b>	14	<b>Total LAC/Adopted Children</b>	7
<b>Money Received</b>	£13,450	<b>Money Received</b>	£3,720	<b>Money Received</b>	£7,035
<b>Additional Recovery Premium Grant</b>	£2,000	<b>Pupil Premium Lead</b>	F. Cooper	<b>Governor Lead</b>	C. Shepherd

Statement of Intent
<p>Our intention is that every child will make good progress and achieve highly in all that they set out to do. This report aims to set out our intentions for helping support our most disadvantaged pupil in doing just this. All of our vulnerable pupils are taken into account. We have followed the EEF guidance on implementing high impact, quality strategies – first looking at high quality teaching first and foremost, then through our focused assessments identifying any targeted approaches we might employ whilst analysing any whole school strategies that we could implement for most impact.</p> <p>Through our relentless focus on ‘Purple Learning’ – all learning is underpinned by metacognitive learning and a focus on developing relevant skills in our children. As this is a ‘planned’ expenditure – specific actions may change according to need in school.</p>

1. Current attainment (Attainment for cohorts at end of July 2021)		
	<i>Pupils eligible for PP (Nat)</i>	<i>All pupils (Nat)</i>

<b>% achieving EXS or GDS reading, writing &amp; maths at KS2</b>	75% (-%)	71% (-%)
<b>% achieving EXS or GDS reading KS1</b>	100% (-%)	76% (-%)
<b>% achieving EXS or GDS writing KS1</b>	100% (-%)	82% (-%)
<b>% achieving EXS or GDS maths at KS1</b>	100% (-%)	69% (-%)
<b>% achieving EXS in Phonics at Year 2</b>	100% (-%)	100% (-%)

### CHALLENGES

1.	Emotional/Social Issues/Wellbeing
2.	Lack of independence in learning / Fixed mind-set
3.	Engaging in learning – focused – settled
4.	Relationships, Communication and Play
5.	Family mobility and deployment/Lack of Stability
6.	Gaps in Learning

### INTENDED OUTCOMES

### Success criteria

Wellbeing of pupils a priority	Children build emotional resilience
Children display more independence/self-regulation in learning and a growth mind-set	Able to independently challenge learning
Engaged and focused on learning	Progress being made and gaps filled
Children settled in class and in a routine	Children focused and engaged
Children and their families have emotional/social support as necessary	Family supported and engaged
Children and their families have emotional/social support as necessary	Family supported and engaged

## 2. Planned expenditure

**Academic years**

**2021-2022 – 2024-2025**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies (Evidenced from the EEF)

### Quality First Teaching

Activity Chosen	Evidence That Supports This	Challenge Number Addressed
A focus on oracy across the school – training for teachers in ‘oracy’ and effective communication teaching.	Our research has shown that communication gaps early on, will widen significantly without appropriate intervention. Further, gaps in communication have an impact on all learning. EEF research supports communication strategies and approaches as having very high impact on pupils learning.	2, 4, 6
PACE Training for ALL staff.	We know that when everyone has good knowledge in Attachment Theory and the impact of Trauma and Developmental Trauma, that all children will thrive in that environment. Many of our vulnerable children have experienced trauma of some kind, therefore this is key to children feeling safe at school. We also know, that for children to make any kind of progress in their learning, their wellbeing must be focused on first. EEF research also supports this.	1, 3, 4, 6
Curriculum Focus – creating an engaging, hands-on curriculum with more opportunity for play.	We know that children are inspired through a creative curriculum that is ‘hand’s on’ All research, including that of EEF, highlights that play is crucial to the social and emotional development of children.	1, 3, 4, 6
Focus on Metacognition – Re-focus on ‘Purple Learning’ skills and strategies for independent learning.	EEF research suggests that any metacognition strategies schools can implement have very high impact on children’s learning. This is why this is central to all learning we do at Crowmarsh. Our years of research show that developing highly effective learners, means that children are more capable of tackling any challenge they encounter with independence – preparing them highly for secondary school.	2, 3, 6
<b>Total budgeted cost</b>		£5,000
<b>Targeted Academic Support</b>		
Activity Chosen	Evidence That Supports This	Challenge Number Addressed
1:1 or small group Interventions as necessary.	EEF research points to the impact that small group, collaborative sessions have. This underpinned by highly focused metacognitive focus, will help ensure the impact is high.	2, 3, 4, 6

1:1 or small group support – or check in times.	Certain children need 1:1 support to settle at key times in the day, to support with learning and to help integrate within the classroom. Adapt timetable as necessary and ensure action plans are in place and change accordingly.	1, 3 , 4, 5, 6
<b>Total budgeted cost</b>		£10, 000
<b>Wider School Strategies</b>		
<b>Activity Chosen</b>	<b>Evidence That Supports This</b>	<b>Challenge Number Addressed</b>
HSLW to offer nurture groups, 1:1 therapy sessions, etc.	Much of the EEF research points to different strategies that focus on emotional health and wellbeing – we know that highly trained staff with a small group focus, means that all children are heard and given a voice. Together, these elements have high impact.	1, 3, 4, 5, 6
HSLW to offer RAFters group and Young Carers Weekly	Much of the EEF research points to different strategies that focus on emotional health and wellbeing – we know that highly trained staff with a small group focus, means that all children are heard and given a voice. Together, these elements have high impact	1, 3, 4, 5, 6
Additional Adult Support to help children to settle into class.	We know that children cannot settle into class until their wellbeing is attended to. Many children need that time to ‘settle’ down and just to ‘check in’ with an adult. EEF research points to different strategies that impact on learning – this having moderate impact but more effective when the adults are given suitable training.	1, 3, 4, 5, 6
Provide Uniform for All Children	Our in-school evidence suggests that children do not want to stand out as being different. When families cannot provide uniform, we will ensure we help these families.	1, 3, 5
All Children to attend Trips and Extracurricular Activities.	Our in-school evidence suggests that children do not want to stand out as being different. When families cannot provide uniform, we will ensure we help these families.	1, 3, 5
<b>Total budgeted cost</b>		£14,500

<b>3. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2020-2021</b>
<b>Quality First Teaching</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Smaller group work for targeted intervention	Additional support for children in maths and English – targeted support during lockdown.	Focused support given to pupils over the year as necessary. During lockdowns, most vulnerable children were in and given additional support each week from TAs, teachers and headteacher.	Many children thrived being in these small sessions in school during lockdown – proving the impact that smaller group work (classes) can have on confidence and learning.	£15,000
All children motivated to model being 'Purple Learners' to continue to challenge themselves.	Timetabled visits and visitors to inspire children via Zoom on Friday assemblies	Lots of feedback from children and parents about how positive this was – great for engagement from all families.	These must continue. Timekeeping – Zoom presentations and ensuring speakers are comfortable behind the camera.	£2,000
<b>Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children taught skills for emotional resilience	RAFTERS group – gardening – 1:1 sessions as appropriate.	Children learn resilience and are given opportunities to talk through issues that are a barrier to their learning and wellbeing.	This will continue. Again, this work is critical to what we do. Our children thrive from this additional social/emotional/wellbeing support they receive from Jackie.	£6,000
Children's wellbeing is central.	HSLW 1:1, lego therapy sessions, ELSA work etc.	Children's wellbeing is central to everything. Children are settled and able to go back into class ready and engaged with their learning.	This will continue. This work is core and central to what we do – most of our children need this additional time with Jackie.	£7,000
<b>Wider School Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Children able to attend after school activities or clubs and go on school trips.	Pay for additional activities and school visits.	Children have been able to participate in guitar, swimming, street dance, Karate, Football club and supported counselling as needed. Every child attends school trips.	This will continue, where families are struggling to afford to send their children to additional activities that will benefit and develop their children.	£3,000
Families supported during lockdowns.	Food hampers delivered to all of our vulnerable families each week.	Children had food and provisions – they did not miss out on having a well-balanced meal while they were not in school.	If we go into a Lockdown again, if families cannot access the FSM vouchers (that began after the initial lockdown), then we will continue the use of hampers.	£1,053