



Crowmarsh Gifford C of E Primary School & Pre School

“Let Your Light Shine...” Matthew 5:16

• Kindness • Resilience • Integrity • Courage • Curiosity

Summary information					
Academic Year	2022-2023	Total PP budget	£26,945	Date of most recent PP Review	Feb 23
Total number of pupils	235	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sept 23
Total FSM	13	Total Service Children	12	Total LAC/Adopted Children	4
Money Received	£15,235	Money Received	£4,480	Money Received	£7,230
Additional Recovery Premium Grant		Pupil Premium Lead	Katie Lucas	Governor Lead	Charlotte Shepherd

Statement of Intent

Our intention is that every child will make good progress and achieve highly in all that they set out to do. Through regular communication, close monitoring and high-quality input we will work to improve the outcomes, both academically and socially, for our children.

The main principles of our approach are:

- To work collaboratively with parents and carers to ensure the best support for the children
- To focus first and foremost on high quality teaching for all
- To use EEF guidance and other research to inform our decisions
- To use effective assessment and monitoring to identify support needed
- To underpin all learning with metacognitive strategies and a focus on developing relevant skills

1. Current attainment (Attainment for cohorts at end of July 2022)

	<i>Pupils eligible for PP (Nat)</i>	<i>All pupils (Nat)</i>
% achieving EXS or GDS reading, writing & maths at KS2	43%	59%
% achieving EXS or GDS reading KS1	51%	67%
% achieving EXS or GDS writing KS1	41%	58%



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% achieving EXS or GDS maths at KS1	52%	68%
% achieving EXS in Phonics at Year 1	61%	75%

CHALLENGES

1.	Emotional/Social Issues/Wellbeing
2.	Lack of independence in learning / Fixed mind-set
3.	Ensuring engagement in learning – focused – settled
4.	Relationships, weak communication/interaction skills
5.	Family mobility and deployment
6.	Gaps in learning

INTENDED OUTCOMES	Success criteria
Wellbeing of pupils a priority	Children build emotional resilience
Children display more independence in learning and a growth mind-set	Able to independently challenge themselves in 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 have improved language and communication skills	Children can express their thoughts, feelings & needs more effectively
Children and their families have emotional/social support as necessary	Family supported and engaged



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2. Planned expenditure		
Academic years	2022/2023 – 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
Focus on oracy and vocabulary across the school - vocabulary explicitly taught.	EEF research states the importance of oral language interventions and explicit vocabulary teaching. It is important to promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Likewise, we should be extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.	2, 4, 6
Use of PACE approach and Zones of Regulation across school – all staff trained.	We recognise the need for a consistent and shared approach to helping all pupils, but especially the most vulnerable, to self-regulate and manage their emotions more effectively. Zones is a metacognitive framework for regulation that is based on a wealth of evidence in the fields of autism, attention deficit disorders (ADD/HD), trauma informed care and mental health. Many of our vulnerable children have experienced trauma of some kind, therefore good understanding of attachment theory and trauma informed practice is key to children feeling safe at school. 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
Focus on engaging curriculum through 'hands on' learning and making cross-curricular links.	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



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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
Total budgeted cost		£5000
Targeted academic support		
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
Total budgeted cost		£10000
Wider school strategies		
Activity Chosen	Evidence That Supports This	Challenge Number Addressed
School counsellor/school staff to offer nurture groups, 1:1 therapy sessions, friendship groups	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



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RAFters group and Young Carers run weekly by school staff, supported by School counsellor	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	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 extra-curricular activities.	We know that some of our families struggle financially. We will ensure that no child ever misses out on any trips/visits/learning experiences or extra-curricular activities for financial reasons.	1, 3, 5
Parents to have access to wraparound care	For our vulnerable families, managing childcare, work and getting children to school on time is a challenge. We discreetly fund wraparound care places for these families - by doing this we can ensure the children can come to school and leave school settled, and with good levels of attendance.	1, 3, 5
Total budgeted cost		£12000

3. Review of expenditure				
Previous Academic Year		2021-2022		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
				£15,000



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Children have strong communication skills and develop skills to be confident speakers.	Additional support for children in maths and English – targeted support during lockdown.	Due to mobility and deployment, a chance for children to meet and be involved in projects that will enhance learning across school.	Communication/oracy have been a priority – lots of opportunities have been built in to lessons and other activities to encourage effective speaking skills. Children who need extra support have accessed interventions such as ‘Language for Thinking’. Need to continue – keep building on these communication skills.	
All teachers are trained in PACE.	Training and in-house CPD to ensure adults are all familiar with the PACE approach	Children need to be taught emotional resilience. Wellbeing needs must be nurtured before learning can take place.	Staff members across school have attended PACE training. Ideas shared in staff meetings. Discussions about key pupils and consistency in approach across the school – need to continue making this a priority. Continue to support children with healthy regulation and emotional resilience.	
Children are given more opportunity for play and ‘hands on’ learning and learning outdoors.	Focus on play and engaging curriculum through ‘hands on’ learning.	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.	Hands-on learning and outdoor learning have been more evident across the curriculum. Mixed year group planning has benefitted some year groups	
ii. All children motivated to model being ‘Purple Learners’ to continue to challenge themselves.				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £13,000
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. A	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/Rafters leaders.	
Wellbeing a priority	HSLW 1:1, lego therapy sessions, ELSA work etc.	Children’s wellbeing is central to everything. Children are feel safe and settled in school.	This will continue. This work is core and central to what we do – most of our children need this additional time with Jackie (Counsellor)	



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Pupils integrated into lessons	1:1 TAs to help support learning and behaviour	Children are able to access the curriculum in lessons with their peers. Scaffolding/support is in place to ensure all pupils can access the learning.	More successful in some subject areas than others. Continue to monitor and ensure pupils are integrated within all subjects, with QFT and support as needed.	
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	Children are enthused and inspired by visitors. Children are articulate about what it means to be an effective (purple) learner. They are motivated to challenge themselves and persevere.	Children are very articulate about being a learner and are able to identify qualities of effective learning. Visiting speakers (face-to-face and online) have inspired. Continue with this and gain pupil voice as to what kinds of visits/speaker/events/subjects would interest them the most	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £1,500
All pupils have uniform	Provide uniform	Successful use of both new and second hand uniform items to ensure all children have the correct uniform, including PE kit and other accessories (e.g. book bag)	This will continue. If families cannot afford uniform, school will provide them with the items that they need.	
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	Children have been able to participate in swimming, Rugby Tots, choir, cycling proficiency 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.	