

Pupil premium strategy statement – Crowmarsh Gifford Primary School and Pre-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	238
Proportion (%) of pupil premium eligible pupils	11%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Vania Eaglen
Pupil premium lead	Miss Cathryn Moore
Governor / Trustee lead	Mr Derek Bottomley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
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>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
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>	£

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
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

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
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

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Focus on Metacognition – Re-focus on effective 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	2, 3, 6

	encounter with independence – preparing them highly for secondary school	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) 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

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) 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
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	1, 3, 4, 5, 6

	moderate impact but more effective when the adults are given suitable training.	
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: £ 27,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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
Zones of Regulation	

Service pupil premium funding (optional)

*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***

RAFters group time.

The impact of that spending on service pupil premium eligible pupils

Children have a sense of community within the school with children who share the same experiences and lifestyles.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.