

Pupil premium strategy statement – Crockerne Church of England Primary

This statement details our school's use of pupil 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	296
Proportion (%) of pupil premium eligible pupils	47 pupils
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lucy Rees
Pupil premium lead	Hannah Cook
Governor / Trustee lead	Kevin Arden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,000
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>	£68,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve expected or better attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with our primary aim being for them to achieve academically, physically, emotionally and socially in line with their peers.

At Crockerne we have the highest expectations for all our children, aiming for each child to reach their full potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. High quality teaching is at the heart of our approach and we provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well. We allocate our Pupil Premium Funding to help pupils reach their full potential and to narrow the gap. We analyse our data thoroughly and have made use of a range of research, such as the Education Endowment Fund to inform our decision making.

Key Priorities 2025-26

1. To focus on pupil attendance, punctuality and wellbeing.
2. To prioritise reading, writing and maths as these are the vehicles to accessing all areas of the curriculum.
3. To close the attainment gap for our disadvantaged pupils and provide pupils with access to wider experiences and opportunities.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Some pupils experience challenging home circumstances resulting in poor punctuality and attendance, and in some cases Emotional Based School Avoidance (EBSA)

2 Attainment	<p>Lack of reading fluency impacts pupils reading and writing progress and attainment</p> <p>Lack of mathematical fluency impacts pupil's confidence, progress and attainment in Maths</p> <p>Internal and statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
3 Opportunities	<p>Our monitoring (including pupil conferencing, PSHE and PE survey), observations and discussions with pupils and families have identified some of our disadvantaged pupils face a reduction in access to resources and wider experiences, such as access to a hobby or wider educational experiences.</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
Attendance - To achieve and sustain improved attendance for all pupils and especially our disadvantaged pupils.	<p>The gap in attendance between disadvantaged pupils and non-disadvantaged pupils is reduced. Persistent absenteeism is reduced for disadvantaged pupils.</p> <p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>Persistent absenteeism reduced to below national (2023/24 15.2% for state-funded primary schools)</p> <p>Disadvantaged pupils' attendance is comparable to peers, with the overall absence rate being no more than 5.5% (2023/24 average for state funded primary schools) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a further 3%</p>
Reading - Improved reading attainment for disadvantaged pupils in national assessments including Phonics and KS2 reading	<p>Pupils make accelerated progress towards FFT 50 targets over 3 years.</p>

Writing - Improving writing attainment for disadvantaged pupils at the end of KS2	
Maths – improving maths attainment for disadvantaged pupils at the end of KS2	
Access to wider opportunities supporting mental, social, emotional and physical wellbeing.	All disadvantaged pupils engage in enrichment activities, demonstrating improved attainment and closing gaps with non-disadvantaged peers, supports by positive pupil and parent feedback.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Reading lead training (EnglishHub) TA reading fluency training	Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. Our priority at Crockerne is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. The EEF writes: ‘One factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	Challenge 2
High quality verbal feedback provided to pupils.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation	Challenge 2

	<p>strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Further training for new phonics leads and other staff as needed.</p> <p>Monitoring and response.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	Challenge 2
<p>Maths CPD for staff, including Mastering number, systematic timestables and Boolean Maths Hub year group specific training for teachers.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	Challenge 2
<p>Reading to and with pupils- improve reading fluency</p> <p>Use the school library to promote reading for pleasure</p> <p>Daily whole class reading</p>	<p>National Literacy Trust 2017 reported: School libraries have been found to impact pupils’ general academic attainment plus wider learning skills. School libraries have also been found to have an impact on pupils’ reading enjoyment, reading behaviour and attitudes towards reading. Motivation and attitudes in particular have been connected to school library use.</p> <p>Several personal and interpersonal outcomes, such as self-esteem and the feeling of success and accomplishment, have also been associated with school library use.</p> <p>Students with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014). There is a strong association between the amount of reading for pleasure students say they do and their reading achievement (Twist 2007). Students who read</p>	Challenge 2

(Grammarsaurus KS2)	for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 18,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Short term and long term intervention:</p> <p>Delivered through a combination of evidence based online programmes and additional TA intervention</p> <p>1-1 adult support/small group support</p> <p>Targeted 1:1 or group interventions/tuition with a Teaching Assistant or Teacher.</p> <p>Interventions are matched to individual/group needs/gaps with increased</p>	<p>EEF: Closing the attainment gap' report stated: <i>Targeted small group interventions have the potential for the largest immediate impact on attainment.</i></p> <p>EEF: There is extensive and consistent evidence of the impact of structured interventions and intensive one to one support</p> <p>Small group tuition +4 months</p> <p>1:1 tuition +5 months</p> <p>Early Years interventions +5 months</p> <p>Reading comprehension strategies +6 months</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact - Intervention targeted at specific needs/knowledge gaps can be an effective method to support low attaining pupils or those falling behind with aspects of their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>Challenge 2</p>

<p>opportunities for oral feedback.</p>	<p>EEF state: <i>reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress</i></p> <p>EEF: Actively teaching reading fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff: Learning Mentor provides individual and group support for mental, social and emotional wellbeing.</p> <p>Early Doors Group to support children displaying EBSA</p> <p>Pastoral Lead providing <i>Learning Mentor support and family sup-</i></p>	<p>Evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children's mental health, and social and emotional skills.</p> <p>EEF: it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Interventions which focus on improving social interaction tend to be more successful (+6 months).</p>	<p>Challenge 1,2 and 3</p>

<p><i>port – primarily focusing on improving Social Interactions, attendance, self-esteem, participation in active learning within the classroom.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Improving school attendance</p> <p>Welfare and Attendance Officer: Attendance and punctuality clinics with parents and support provided. Parental support and engagement. Early Help provision, signposting and support.</p> <p>Embedding good practice of attendance procedures.</p> <p>This will involve the internal Pastoral Lead engaging and supporting families. Time for key staff to implement the</p>	<p>EEF Stated: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways. Between the Cracks report showed: Good attendance has a positive impact on attainment and creates a better work ethic. Good attendance secures better relationships etc. with peers.</p> <p>Good attendance and punctuality increases the time in school.</p>	<p>Challenge 1</p>

<p>MAT attendance procedures.</p> <p>Working in collaboration with North Somerset EWS and Noble EWO.</p> <p>Soft start clubs available to support EBSA.</p>		
<p>Access to clubs and wider school activities</p> <p>Aspirations - All children represent the school and have opportunities to attend funded wider curriculum activities</p> <p>Funding for equal access to fully participate in school:</p> <ul style="list-style-type: none"> • Breakfast club • After-school clubs • First hand and residential learning experiences. • Personal resources 	<p>Wider experiences develop confidence, motivation and understanding.</p> <p>EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>Children are vulnerable through falling incomes or long working hours of parents, which restrict opportunities for wider experiences and time.</p> <p>https://assets.publishing.service.gov.uk/media/690b2a4a14b040dfe82922ea/Government_response_to_the_Curriculum_and_Assessment_Review.pdf</p> <p>The Curriculum and Assessment Review recognises that the national curriculum is not the entirety of a school's curriculum nor their whole offer to pupils. Evidence shows that extra-curricular enrichment participation is associated with higher educational achievement and positive outcomes in adulthood. For example, a report from the Education Policy Institute found that children who attended sport clubs were more likely to be in education or employment as young adults, and children who attended clubs for hobbies, arts and music were significantly more likely to progress to higher education than those who did not.</p>	<p>Challenge 3</p>

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Total budgeted cost: £68,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes of previous strategy 2024-2025

Teaching

At Crockerne we are working hard to close the attainment gap for our disadvantaged pupils with Quality First Teaching but we recognise that there is still much to do. We are continuing to embed the Rosenshine Principles across the school.

Our Unlocking Letters and Sounds phonics programme is now well embedded throughout EYFS and KS1 and Phonics teaching has continued to be consistent across classes. We have continued to see good Y1 phonics test results.

Targeted Academic Support

Quality and consistency of interventions have been tracked through the year through use of Provision Map. Gap analysis from assessments have started to be used to identify key areas of development at class, group and individual level. This has enabled us to give targeted support to individuals across cohorts.

Wider Strategies

Our Learning Mentor and pastoral team, continue to play a vital role in supporting our families and children building trust and positive relationships. Attendance at our 'Early Doors' group has been very popular and has supported some of our most vulnerable pupils to improve their attendance and wellbeing.

We continue to support families for breakfast clubs, after school clubs, residential trips and uniform.,

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Externally provided programmes

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

Programme	Provider
Spelling Shed	Ed Shed
Unlocking Letters and Sounds	
White Rose Maths	White Rose
Classroom secrets	Classroom Secrets
Jigsaw PSHE	Jigsaw
TT Rockstars	Mathscircle.com

Service pupil premium funding (optional)

The impact of that spending on service pupil premium eligible pupils

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 funding.