

# Crookham CE Aided Infant School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

## School overview

Detail	Data
School name	Crookham Infant School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	M Clark (Consultant Headteacher)
Pupil premium lead	M Clark
Governor lead	A Stewart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,420
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,420

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Strategy of Crookham Infant School draws on the DfE 'menu of approaches' and EEF research, in particular noting high quality teaching as the most important lever in improving pupil attainment.

The needs of individual pupils are identified through effective evidence gathering in regular Pupil Progress Reviews. Prompt targeted action is taken to respond to pupil need with the steps that will make the most difference. Impact is ensured through the plan, do, review cycle and effective triangulated monitoring. All pupils benefit from targeted school improvement.

Our vision for all our pupils is that they develop the learning habits which will enable them to succeed in lifelong learning: 'fulness of life' is actively promoted in strong personal development practices which meet pupils' social emotional and well-being needs. Our pupil premium pupils can face challenges and we take a whole staff 'Team Crookham' approach to removing barriers to learning and promoting strong pupil outcomes. Irresistible learning for all our pupils is all our responsibility.

## Challenges

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

Challenge number	Detail of challenge
1	Effective use of assessment practices, including pupil tracking, demonstrate challenge for our disadvantaged pupils in their use of efficient calculation methods, which could lead to weaker mathematical attainment and lack of mastery at expected and greater depth. <b>Key Challenge 1 is to strengthen number sense to ensure improved efficiency in calculation.</b>
2	Pupil Progress reviews have identified our disadvantaged pupils find challenge in the phoneme manipulation required in early reading. <b>Key Challenge 2 is to improve early reading outcomes for all pupils.</b>
3	Effective mental health partnership work with our pupils and their families shows that social emotional skills and mental well-being are challenges to them achieving the 'fulness of life' which enables strong outcomes in all future learning. <b>Key Challenge 3 is to improve mental well-being to positively impact readiness to learn.</b>

## 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 mathematical mastery at expected and greater depth through a focus on number sense and efficiency in calculation methods.	Triangulated monitoring evidence shows an increase in pupils achieving mastery at expected and greater depth. Pupils demonstrate confidence in number sense and improved calculation efficiency.
Improved attainment in early reading as pupils more confidently apply the phoneme manipulation required.	Triangulated monitoring evidence shows strong progress in early reading for pupils from their different starting points. Pupils are confident in applying their phonic knowledge to blending for reading.
Pupil well-being is strong and sustained with individual needs – social, emotional, mental well-being effectively met.	Pupil and family needs are sensitively and effectively met as the Senior Mental Health lead supports Team Crookham staff in implementing high quality wellbeing strategies.

## 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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development to improve teacher knowledge and pedagogical expertise in Mathematics.	Evidence of Mathematics specialists including NCETM, EEF, Learning Trajectories Doug Clements, Julia Sarama. Triangulated monitoring in school	1
Implementing and resourcing the Approved Phonics programme	There are a range of evidence sources indicating a positive impact on word reading, especially for disadvantaged pupils e.g. Phonics	2

SoundsWrite by effective professional development for staff and consistent resourcing for pupils and families.	Toolkit Strand   Education Endowment Foundation   EEF Triangulated monitoring in school.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA/SNA support for individuals or small groups as appropriate.	Evidence of effective impact of the adult in high quality teaching and learning EEF, Julie Fisher, EY Alliance. Evidence from Pupil Progress reviews and well-being outcomes.	2

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

Budgeted cost: £7,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Mental Health Lead – ELSA, TALA Nurture Group Parent Support (Average 1.5 days a week support)	Range of evidence that enhancing emotional literacy improves academic performance and behaviour. Monitoring of need presentation at start and end of pupil/family partnership working demonstrates impact.	3

**Total budgeted cost: £17,634**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Increase in pupils achieving mastery in Mathematics at GDS at the end of KS1
- Strong pupil outcomes in Reading, Writing, Mathematics at the end of KS1 compared to Hampshire and National
- Strong pupil outcomes in EYFS compared with Hampshire and National.
- Parental and pupil feedback positively indicating improved well-being and enjoyment of learning at Crookham Infant School.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

### 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
Our ELSA runs Camo Club which gives service pupils a chance to seek support from our ELSA and each other when parents are deployed. Camo Day celebrates our Forces Families in school. Military Chaplain David Betts runs a support group for pupils and their friends and leads our Collective Worship several times a half-term.
The impact of that spending on service pupil premium eligible pupils
Pupils benefit from coping strategies, a support network and closer bonds between service families. Families have the opportunity to work in partnership with the school and access additional well-being support as required.