



# Crich Junior School

## Pupil Premium Statement 2024-2025

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year, 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	Crich Junior School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chris Orridge HT
Pupil premium lead	Chris Orridge
Governor / Trustee lead	Jo Twelves

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£43,210</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£43,210

## 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 high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We use the EEF tiered approach to using the [Pupil Premium spending](#).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Grant and School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use the recovery and school led tutoring grants, in a combined package of quality first teaching, to support children at risk of falling behind, including non-disadvantaged children

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with all pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils shows that most children, including disadvantaged pupils are held back in standardised reading tests due to difficulties with reading fluency. The proportion of disadvantaged children at expected reading levels on entry is on a downward trend and poor reading fluency negatively impacts their development as readers.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Assessments and observations have shown emotional barriers to learning, particularly resilience and stamina for new/difficult tasks and problem solving among disadvantaged pupils is below that of non-disadvantaged children.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.(Deep Dives)
Improved reading progress and attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 95% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)
Improved maths progress and attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 95% of disadvantaged pupils

	made the expected progress or better.(Based on KS1 data)
Improved writing progress and attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils made the expected progress or better.(Based on KS1 data)
Improve problem solving and self-regulated learning through understanding and using metacognitive strategies.	Observations/discussions with pupils show they begin to apply metacognitive strategies in curriculum lead problem solving activities demonstrating resilience and stamina, and can feedback their understanding of the metacognitive process through discussion. Ongoing task.

## Activity this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding and SLT grant) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £0 CPD and school learning resources budgets to be used here.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school programme on developing reading fluency theory and classroom practice for teachers, teaching assistants, parents and volunteers. This has included shared best practice with cluster schools, parents meeting about reading fluency and staff meetings.</p> <p>Herts For Learning reading fluency programme to be used for all identified children. .</p> <p>All children will be taught reading fluency atleast three times a week with 5 times an aspiration.</p>	<p>There is a strong evidence base that suggests that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. The use of continued professional development, including mentoring/sharing best practice and observation focusing on reading fluency, will improve the quality of teaching. This is supported by the selection of high-quality reading materials, linked to standardised fluency assessments.</p>	1,3
<p>Continue the use of high quality schemes for reading (including phonics) and</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-</p>	1,2,3,5

writing, which have an emphasis on vocabulary/language development across the curriculum, ie Historical vocab/language.	quality classroom discussion, are inexpensive to implement with high impacts on reading and writing.	
Phonics for all. Daily 'catch up' lessons in phonics added into the timetable for all children who need to master phonics. Screening assessment completed in September lessons using Little Wandle Catch up programme and reading books in place.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Metacognition activity days. Vertically grouped children will have half termly activity days focusing on the metacognitive process solving problems linked to their other curriculum learning.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.	1,6
Maths Sats question level analysis to determine areas of weakness and introduction of homework books and class activities to strengthen these areas.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. <b>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</b>	4
Revisit and embed principles from Reaching the Unseen Children- Self Efficacy and SEL for Disadvantaged students.  Five webinars(from the derby research school) showing new teaching practices and tips to be shared through staff meetings.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available	6 with an impact on 1-5

	evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice	
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## Targeted academic support

Budgeted cost: £40,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable support from teacher/TA in lessons, and targeted intervention groups for specific difficulties.</p> <p>Support from a TA in lessons with mixed age groups and wide spread in ability enables differentiated tasks to be delivered and appropriate for all pupils.</p> <p>TA wages = £31,634.87 Approx 15.5 hours per class per week.</p>	<p>Evidence shows that using TAs to help pupils develop independent learning skills and manage their own learning that improved progress is made.</p> <p>Actives to be linked to the <a href="#">EEF five a day</a> approach to intervention in the class room.</p> <p>Daily formative assessments between teaching staff ensures gaps in learning are quickly identified and appropriate interventions are put in place.</p>	1-6
<p>Herts for Learning Reading Fluency and Comprehension Intervention for targeted children (PP)</p> <p>4 hours per week =£2,744.04</p>	<p>Reading fluency/comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	1,3
<p>Use of social cohesion therapies including outdoor learning (self</p>	<p>Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to</p>	6 with impact on 1-5

<p>efficacy and metacognition ,</p> <p>Relational plans, lego or play based therapies and starring the Anger/Anxiety Gremlin</p> <p>6 hours per week=£4,116.06</p>	<p>achieving this, as is work with the families to ensure a consistent approach is provided</p>	
<p>Moodtracker- negative inputs daily check ins.</p> <p>30 mins per day=£1715.03</p>	<p>Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to achieving this, as is work with the families to ensure a consistent approach is provided</p>	<p>6 with impact on 1-5</p>

### Wider strategies

Budgeted cost: £3,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips, wrap around care or necessary school equipment. (uniform etc) PP children are also able to access individual music lessons for free as this enhances aspirations and learning capacity.</p>	<p>Our evidence.</p> <p>This enables all children to be able to access the curriculum fully - enables disadvantaged children to access a stimulating and creative curriculum.</p> <p>It enhances personal motivation for learning through Music.</p> <p>Attendance of Pupil Premium 93.2% which is just above national.</p>	<p>This is an identified need from our last pupil premium strategy that has been successful and needs to be maintained.</p>
<p>To develop a safe place for children to develop emotional resilience. Use of educational psychologist services/Early Help when necessary</p> <p>Work closely with parents to support home life difficulties.</p> <p>Purchase resources to help children with physical difficulties (ie. knife and fork for hypermobility.)</p>	<p>Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to achieving this, as is work with the families to ensure a consistent approach is provided.</p>	<p>This is an identified need from our last pupil premium strategy that has been successful and needs to be maintained.</p> <p>6</p>

**Total budgeted cost: £ 43,210**

## 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 2023-2024 academic year.

#### Outcome 1

Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Target partly met Continue.

Deep dives /pupil interviews.

The triangulation process showed that children are beginning to articulate their knowledge using the key vocabulary taught. Groups of children were chosen to include disadvantaged children. Whilst this is improving, we will be maintaining this target as we improve high quality teaching strategies to maintain the momentum gained.

Continue to review and refine knowledge organisers. New Ofsted challenge to get children to know more will have further strategies to develop this outcome.

## Outcome 2

KS2 reading outcomes in 2024 show that more than 88%(target 95%) of disadvantaged pupils made the expected progress or better.(Based on KS1 data)

Data showed: target not met but with mitigating circumstances.

88% made expected progress or better.

28% made better than expected progress

Two children (8%) did not take the SAT's (SEND reasons) so progress difficult to be shown when using standardised Age related expectations. Using formative footprints assessments one of these children made more than expected progress so overall 92% made expected progress.

One child identified for extra intervention.

### Outcome 3

KS2 maths outcomes in 2024 show that more than 95% of disadvantaged pupils made the expected progress or better. (Based on KS1 data)

Data showed: target met

96% made expected progress or better.

28% made better than expected progress

#### Outcome 4

KS2 writing outcomes in 2024 show that more than 75% (target 90%) of disadvantaged pupils made the expected progress or better. (Based on KS1 data)

Data showed: target not met

75% made expected progress or better.

25% made better than expected progress

Four children identified for extra intervention.

Outcome 5

Improve problem solving and self-regulated learning through understanding and using metacognitive strategies.

Observations/discussions with pupils show they begin to apply metacognitive strategies in curriculum lead problem solving activities demonstrating resilience and stamina and can feedback their understanding of the metacognitive process through discussion.

Ongoing task.

## Further information

We use our pupil premium grant to supplement our provision for identified disadvantaged children.

List of interventions available for use.

Nessy spelling and reading (Dyslexia )

Better reading.

Precision teaching arithmetic and reading.

Typing

Cookery

Positive Play

Lego therapy

Outdoor learning therapy

Life skills-shopping money etc

Little Wandle Phonics catch up programme.

Draw and Talk

Elsa-emotional literacy

Reading fluency

Island Adventures (phonics)

SSEN support work.

Pre/ post lesson teaching maths and literacy.

Reading comprehensions/writing/maths boosters

Viperss comprehension

Spelling shed.

Starving the Anger Gremlin CBT

Starving the Anxiety Gremlin CBT