

Crich Carr Church of England Primary School

Pupil Premium Strategy Statement 2022-23

School overview

Metric	Data
School name	Crich Carr C of E Primary School
Pupils in school	36
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	PP funding: £12,065.00 TOTAL ALLOCATION:
Academic year or years covered by statement	2022 – 23
Publish date	15 November 2022
Review date	15 February 2023
Statement authorised by	Ian Robson
Pupil premium lead	Ian Robson
Governor lead	Emily Daley

Disadvantaged pupil progress scores for last academic year (based on x pupils)

Measure	Score
Reading	TBC
Writing	TBC
Maths	TBC

Disadvantaged pupil performance overview for last academic year (based on 2 pupils)

Measure	Reading	Writing	Maths	RWM combined
Meeting expected standard at KS2	100%	50%	100%	50%
Achieving high standard at KS2	0%	0%	50%	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that prompt intervention in English and Maths supports rapid progress and catch-up for disadvantaged children.
Priority 2	Ensure that prompt intervention and support ensures children are on track with phonics learning and attain expected standard in the PSC.
Priority 3	Provide pastoral support to ensure that children are supported with their emotional and social needs and barriers to learning are removed.
Barriers to learning these priorities address	Ensuring that staff have the knowledge and resources to support the effective teaching of phonics and reading across school.
Projected spending	Intervention and teaching assistant support: £3900 Phonics resources and training: £1200 Pastoral support: £1100 TOTAL SPEND ON STRATEGY AIMS: £6200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Exceed the school's average progress scores in KS2 Reading from 2021/22 and ensure all pupils make good progress from starting points.	July 2023
Progress in Writing	Exceed the school's average progress scores in KS2 Writing from 2021/22 and ensure a higher proportion of children attain EXS and GDS standard.	July 2023
Phonics	Exceed the national average expected standard in PSC.	July 2023

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide effective intervention so children can catch-up rapidly by making accelerated progress in reading – including phonics.
Priority 2	Provide effective intervention so children can catch-up rapidly by making accelerated progress in Maths.
Barriers to learning these priorities address	Gaps in learning can be closed so children can make effective links to new learning. Sessions provide an opportunity to revisit and recap key concepts and knowledge to ensure a firm foundation is there to be built upon.
Projected spending	£ 3900

Wider strategies for current academic year

Measure	Activity
Priority 1 Ensure that all children have a home reading book that is closely matched to their ability and interests and they are able to decode.	Level books using AR Book finder. Update phonics books so they match the validated scheme. Address shortages in existing resources by purchasing new books. Encourage home reading and developing a love of reading. Monitor home reading and impact of new measures.
Priority 2 Ensure that all staff are trained to deliver the phonics programme and have appropriate resources for delivery.	Undertake whole school phonics training. Replace reading books with validated phonetically decodable books. Purchase resources: sound charts, new handbooks, pupil workbooks. Ensure fidelity to scheme in main practice and intervention.
Priority 3 Provide pastoral support to ensure children are ready to learn.	Social stories and positive play to ensure that children are emotionally and socially ready to learn and that they are supported.

Priority 4 Improve learning behaviour to help secure improved accelerated progress.	Class Dojo used across school as reward system Good to be Green introduced School Council rewards system introduced
Barriers to learning these priorities address	Basic pastoral needs are met so children can focus on learning in the classroom. Parents are supported as required. Wider opportunities broaden experiences and build self-esteem. Positive impact on attendance.
Projected spending	Priority 1 - Reading books £1200 Priority 2 - Phonics £2400 Priority 3 - Pastoral Support: £1200 Priority 4 - Learning Behaviour: £600 TOTAL SPEND ON WIDER STRATEGIES = £5400

Monitoring and Implementation

Area	Challenge	Mitigating action
Strategy Aims	Staff need to ensure that interventions are structured are implemented in accordance with scheme's design, especially for supporting inference reading and phonics intervention.	Support provided from DCC phonics consultant to audit phonics provision and provide support and guidance on how to develop phonics provision and intervention. Support from headteacher to introduce inference reading and ensure that scheme is implemented effectively.
Teaching	Ensuring that learning behaviours are positive so children have the confidence in themselves (and the determination) to do their best.	Clear messages by teachers during the establishment phase. Regular reference to impact of behaviour on learning and reinforcement of high expectations by all staff.
Wider strategies	Managing workload and new emerging needs so that all children get the appropriate support. Ensuring that staff are consistent in ensuring that vulnerable pupils are supported.	Regular dialogue with support staff to ensure workload is manageable and that children are getting the support they need. Regular dialogue between staff delivering intervention and teachers.

Review: Last year's aims and outcomes

	Aim	Outcome
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Strategy Aims		
Progress		
Targeted Support		
Wider Strategies		