Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crook Log Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	6% (27 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025 July 2026 July 2027
Statement authorised by	Pat Barratt
Pupil premium lead	Claire Hollidge
Governor / Trustee lead	Margaret Simmonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,480

Part A: Pupil premium strategy plan

Statement of intent

At Crook Log, we provide a safe and nurturing environment which enables our children to become independent, confident, resilient and aspirational learners. We strive to ensure that all our children can be the very best that they can be.

Our intention is that all pupils, irrespective of their background will always make good or better progress across all curriculum areas from their starting points.

When making decisions using the Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non -disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates in order to meet age-related expectations at the end of year 6.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that quality first teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantage pupils, we recognise that not all pupils who receive school meals will be socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provision includes and is not limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is quality first teaching.
- Providing targeted academic support through additional teachers and teaching assistants to deliver high quality interventions.
- All work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Behaviour and SEMH support from our Learning Mentor.
- To offer subsidised enrichment activities including clubs, trips, visitors, music lessons and residential trips, ensuring children have first-hand experiences to use in their learning in the classroom.
- Nurture support via the Family Liaison Officer in order to support the emotional needs of children, through therapeutic work and to sign post families to external agencies for support.
- To offer support in the form of the Crook Log Food bank and pre-loved uniform supplies.
- To allocate intervention support to all year groups to focus on overcoming gaps in learning. 1:1 support as necessary.
- Ensure good or better attendance is maintained for all children.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Mathematics.
2	Social and emotional issues affecting learning behaviours that support independent learning
3	Attendance and punctuality issues
4	To further develop children's cultural capital by broadening their range of experiences both in the curriculum and beyond.
5	Speech and Language- an increasing number of children are starting school with limited language, alongside children who have English as an additional language.

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
To raise the attainment and progress of Pupil Premium children in Reading, Writing and Mathematics.	Pupil Premium children will: • Show that gaps in Reading, Writing and Mathematics are closing compared with their peers. • Show that their attainment is in line with national average. • Show that their progress in Reading, Writing and Mathematics is broadly in line with their peers.
All Pupil Premium children will be supported in their wellbeing through specific initiatives as well as ongoing care and nurturing.	Pupil Premium children will: • Use the JIGSAW PSHE scheme. • Have daily check in's with safeguarding team and our Learning Mentor. • Utilise circle time activities on a regular basis. • Have targeted interventions to raise self-esteem, help with anxiety and other Mental Health issues, including accessing support and workshops from the MHST Team which will impact their wellbeing and learning. • Receive support from external agencies as appropriate for individuals. • Have access to Wellbeing club.
All Children will have excellent attendance and punctuality in order to be ready to learn and access the full curriculum.	Pupil Premium children will: • Achieve 96% attendance in line with the school target.
To develop children's cultural capital by broadening their range of experiences both in the curriculum and beyond.	Pupil Premium children will: • Be given the opportunity to attend extra-curricular clubs in school. • Be given access to peripatetic music lessons. • Attend all trips or visitors into school
Speech and Language- an increasing number of children are starting school	Pupil Premium children will:

with limited language, alongside children who have English as an additional language.	• Show expected progress through the use of initiatives including: Speech Link, Blast, Talk boost and Chatty Champions. • Through CPD and TA's being upskilled to support children in developing their language skills alongside support from the JCT agency the children will show a good level of progress from their entry data.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths/Literacy Booster Teacher £25,893	Data from previous years have shown that small group booster sessions accelerate learning. EEF (+4) Small group tuition	1
Jigsaw scheme monitored. Circle time activities utilised.	EEF- Social and Emotional Learning (+4) Circle time research Leeds Trinity University: https://core.ac.uk/download/pdf/96564392.pdf	2
CPD for all TA's on Speech and Language.	EEF Oral language interventions	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: *£ 30,800*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils TA Training for Maths and English by subject leads. Maths and English are high priority on the school Development Plan.	EEF guide to Pupil Premium- tiered approach. Teaching is top priority, including CPD. Sutton Trust- Quality First teaching has direct impact on student outcomes.	1
Pupil progress meetings track progress of PP pupils and appropriate interventions are put in place. (TA support £30,800)	EEF (+4) Small group tuition	1
Oral Language interventions delivered to focus children (Blast, Talk Boost, Chatty Champions)	EEF (+6) - oral language interventions	5
Daily one to one reading.	EEF (+5) One to one individual reading support.	1
Targeted Mental Health and wellbeing interventions delivered by MHST/ Learning Mentor	https://www.england.nhs.uk/mental-health/cyp/trailblazers/	2

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

Budgeted cost: *£ 45,932*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time learning mentor to work with vulnerable families and help children with SEMH across the school. £20,898	EEF Toolkit- parental engagement EEF Social and emotional learning (+4) Dedicated person in role, who builds relationships with parents where they gain trust and feel listened to and supported which in turn leads to improved relationships with school. Daily check in's with children. Carry out interventions that target social and emotional learning to seek to improve pupils interaction with others and self-management of emotions.	5 2
Family Liaison Officer (FLO)	EEF Toolkit- parental engagement EEF Social and emotional learning (+4) To offer family support and develop family engagement through events and workshops. To signpost families to useful services e.g the foodbank.	5 2
Attendance Assistant employed to make daily phone calls and to support families to raise attendance and punctuality. £15,834	EEF (+3) DFE improving attendance research. Attendance is monitored daily and parents are called if their children are not at school without a valid reason.	3
SEAAS (Attendance support) £7200	EEF (+3) DFE improving attendance research. Attendance and punctuality are carefully monitored. Where appropriate, action is taken by SEAAS, in conjunction with the School Attendance Policy.	3
Exciting trips, visitors and clubs will be planned to enhance the curriculum. Residential trip planned for year 5 without financial barriers.	EEF (+3) Arts and extracurricular activities can have a positive impact on academic outcomes.	4

Peripatetic music lessons offered to all children. £2000		

Total budgeted cost: £ 102,625

Outcomes for the year 2024-2025		
Intent	Implementation	Impact
To improve the attainment of our Pupil Premium children broadly in line with non-pupil premium children	Intervention groups Additional 1-1 reading Maths booster Quality resources Monitoring marking Higher order questioning Spelling Stareway RWI phonics Touch,Type, Read, Spell.	Current attainment for PP children: on track or above year R-6 July 2025 2/27 children left. Reading 17/25= 68% Writing 13/25= 52% Maths 17/25= 68%
All Pupil Premium children will be supported in their wellbeing through specific initiatives as well as ongoing care and nurturing.	Family liaison officer working alongside parents and school Inclusion Manager supporting parents. Parent coffee mornings with EIT and MHST support. Parents given access to the Crook Log Food bank and Pre-loved uniform.	The children are happy to attend school. Children feel safe in school. Two children have had some issues with EBSA but have been supported by school. Coffee mornings run by the EIT team and MHST parent workshops have been well attended. Parent survey results (July 2025) 100% parents say their child feels safe at school. 97% parents say their child is happy at school. 97% say my child is emotionally supported at school. 97% say the school meets my child's needs 100% parents would recommend our school to another parent. Three families have accessed our food bank and many have made use of our pre-loved uniform supply.
All Children will have excellent attendance and punctuality in order to be ready to learn and access the full curriculum.	SLT are on the gate every morning to welcome the children. Daily attendance figures are emailed to parents highlighting the amount of	Attendance across the school is currently 96% 80% of pupil premium children attendance above 90%

	children missing out on education. Best class attendance is praised across the school with attendance bears being given to the best class and extra time given on the play equipment. Each child with 100% weekly attendance gets put on the attendance wheel. 100% attendance certificates given out termly and 100% stars added to attendance tree. Attendance officer calls anyone that has not attended school. SEAAS (South Eastern Attendance Advisory service) monitor poor attendance and support families with this. Letters are sent out to parents inviting them in for meetings. Persistent absence is challenged. Penalty notices given as last resort.	

To develop children's cultural capital by broadening their range of experiences both in the curriculum and beyond	Wherever possible, pp children are offered the same as non- pp. The school will offer help with trips, the cost of visitors into school, clubs and music lessons. £100 is given to every Pupil premium child for use throughout the year on school uniform purchased from the school shop.	All families are able to ensure that their children are dressed appropriately for school and that children are able to access visitors, trips, clubs and access to music lessons the same as their peers. In 2024-25 we helped three children with the cost towards residential trips and we helped contribute towards school trips, visitors' music lessons and clubs for other pupil premium children. 17 pupil premium children and 3 looked after children and had access to after school sports clubs and one took part in the Young Voices concert. All pupil premium children had access to the Children's University programme.
Speech and Language- an increasing number of children are starting school with limited language, alongside children who have English as an additional language.	PP children will show expected progress through the use of initiatives including: Blast, Talk Boost and Chatty champions. Through CPD and TA's being upskilled to support children in developing their language skills alongside support from the JCT agency the children will show a good level of progress from their entry data.	All staff have completed Developmental Language Disorder training via a Speech and Language therapist and feel more confident in identifying children's needs resulting in 7 children including 1 PP child being diagnosed. Two PP children have speech and language care plans which are monitored termly to ensure no one is left unidentified. Three PP children have been discharged from JCT.

Outcomes for the year 2025-2026		
Intent	Implementation	Impact
To improve the attainment of our Pupil Premium children broadly in line with non-pupil premium children	Intervention groups Additional 1-1 reading Maths booster Quality resources Monitoring marking Higher order questioning Spelling Stareway RWI phonics Touch,Type, Read, Spell.	Current attainment for PP children (37 children): on track or above year R-6 July 2026 Reading 31/37= 84% Writing 22/37= 60% Maths 28/37= 76%
All Pupil Premium children will be supported in their wellbeing through specific initiatives as well as ongoing care and nurturing.	Family liaison officer working alongside parents and school Inclusion Manager supporting parents. Parent coffee mornings with EIT and MHST support. Parents given access to the Crook Log Food bank and Pre-loved uniform.	The children are happy to attend school. Children feel safe in school Coffee mornings run by the EIT team and MHST parent workshops have been well attended. Parent survey results (July 2026) 99% parents say their child feels safe at school. 99% parents say their child is happy at school. 98% say my child is emotionally supported at school. 96% say the school meets my child's needs 99% parents would recommend our school to another parent. Two families have accessed our food bank and many have made use of our pre-loved uniform supply.
All Children will have excellent attendance and punctuality in order to be ready to learn and access the full curriculum.	SLT are on the gate every morning to welcome the children. Daily attendance figures are emailed to parents highlighting the amount of children missing out on education. Best class attendance is praised across the school with attendance bears being given to the best class and extra time given on the play equipment. Each child with 100% weekly attendance	Attendance across the school is currently 95.1% Pupil premium attendance is currently 91.5% 73% (27/37) of pupil premium children attendance above 90% 18 pp children currently have above 95% attendance.

	gets put on the attendance wheel. 100% attendance certificates given out termly and 100% stars added to attendance tree. Attendance officer calls anyone that has not attended school. SEAAS (South Eastern Attendance Advisory service) monitor poor attendance and support families with this. Letters are sent out to parents inviting them in for meetings. Persistent absence is challenged. Penalty notices given as last resort.	
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		school sports clubs and 5 took part in the Young Voices concert. All pupil premium children had access to the Children's University programme.
Speech and Language- an increasing number of children are starting school with limited language, alongside children who have English as an additional language.	PP children will show expected progress through the use of initiatives including: Blast, Talk Boost and Chatty Champions. Through CPD and TA's being upskilled to support children in developing their language skills alongside support from the JCT agency the children will show a good level of progress from their entry data.	All staff have had continued speech and language training throughout 2025-2026. The Specialist Teaching Assistant continues to work with 5 pp children on their speech and language action care plans. These are continuously monitored and adapted as necessary. One PP child has been discharged from the speech and language service.