

## Croft Church of England Primary School

1. School information					
School	Croft Church of England Primary				
Academic Year	2020-2021	Total PP budget	£37,625	Date of most recent review	
Total number of pupils	145	Number of pupils eligible for PP	23	Date of next internal review of this strategy	January 2021

2. Current data 2019-2020				
Due to COVID19, the data is from the Spring term. Therefore, we are looking at who is on track to be at expected and who is not. This data just looks at Pupil Premium children - I shall compare against the whole school.				
	Pupil premium children (3 children)		all children (15 children)	
	Not on track	On track	Not on track	On track
% on track for Reading yr1	66.6%	33.3%	33% 3 children	66% 12 children
% on track for Reading yr2	50% 1 child	50% 1 child	36% 9 children	64% 12 children
% on track for Reading Yr3	100% 3 children	0%	55% 11 children	45% 9 children
% on track for Reading yr 4	5 children 71%	2 children 29%	8 children 47%	9 children 53%
% on track for Reading yr 5	100% 2 children	0	2 children 9%	91% 21 children
% on track for Reading yr 6	1 child 50%	1 child 50%	10 children 50%	10 children 10 children
% on track for Writing yr1	2 children 66.6%	1 child 33.4%	9 children 60%	6 children 40%
% on track for Writing yr2	100% 0 children	0	64% 16 children	36% 9 children

% on track for Writing yr3	3 children 100%	0%	100% 20 pupils	0 pupils
% on track for Writing yr4	1 child 14%	86% 6 children	12 children 71%	5 children 29%
% on track for Writing yr5	100% 2 children	0	5 children 22%	78% children
% on track for Writing yr6	1 child 50%	1 child 50%	13 children 62%	8 children 38%
% on track for Maths yr1	2 children 66.6%	1 child 33.3%	4 children 26.7%	11 children 73.3%
% on track for Maths yr2	50% 1 child	50% child	48% 12 children	52% 13 children
% on track for Maths yr 3	3 children 100%	0	20 children 100%	0
% on track for Maths yr 4	86% 6 children	1 child 14%	9 children 53%	8 children 47%
% on track for Maths yr 5	50% 1 child	50% 1 child	13% 3 children	87% 20 children
% on track for Maths yr 6			9 children 43%	12 children 57%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	Behavioural issues with pupil premium children are having a detrimental effect on their academic progress and that of their peers - limited external support.
B	Many pupil premium children have limited oral and literacy experiences on entering FS which slows their reading and writing progress in subsequent years.
C	Social, emotional and mental health issues affect many children eligible for pupil premium.
D	A number of children eligible for pupil premium have SEND needs - ADHD, ADD, Autism
E	Family issues requiring support from Social Care or School Nurse teams affect a number of pupil premium children. Some children are subject to a Child Protection plan at some level.

4. Desired outcomes		
A	All children eligible for pupil premium with SEND will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce the barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and be given a SLURP (specific learning underachieving recovery plan). Individual strategies to enhance learning will be planned in conjunction with the SENCo if needed. These plans will be very carefully monitored in Pupil Progress Meetings. SLURPS to be updated every term.
B	More able pupil premium children will make better than expected progress in reading, writing and mathematics.	Increased understanding of how to best meet the needs of more able children will enhance provision in quality first teaching
C	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy to engage in learning.	Community daily groups will be focused on social skills and coping with emotions. Learning support assistants will be coached in strategies to support the children - particularly in the afternoons. Reviews of community groups and social skills groups to be monitored fortnightly by SLT.
D	The capacity of families to parent will be increased through early intervention, working closely with all relevant agencies.	Increased links with families. Earlier identification and sign posting to schools. More contact with teachers - monthly drop in sessions. Every pupil Premium child will have a pupil premium passport. This will be reviewed every term.
E	Children to have wider experience to raise their aspirations.	Children will have a variety of enrichment opportunities to enhance aspirations. At the end of each year, we will have an aspirations week and an exhibition week.
F	Behaviour issues of identified children will be addressed and fewer behaviour incidents will be recorded.	Tracking system in place and monitored every fortnight by SLT. All staff to be trained in using the behaviour policy. External advice from behavioural specialists will be used and shared with parents.

5.Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium money to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation >
Improve the outcomes for the more able pupil premium children	Carefully designed CPD when looking at our new curriculum focusing on independent learning strategies to refine our teaching. Work closely with other EMBRACE schools who are further on in their journey.	Headteacher and Deputy to be involved in LearnAt curriculum National training on curriculum. This training to be disseminated to all staff.	Lesson observations Walk throughs Lesson study Shared planning Book scrutiny Pupil voice Parent voice	RR/SH	End of each term. Course begins 15 <sup>th</sup> January 2021
All children eligible for pupil premium to make expected progress in mathematics and where possible, accelerated progress to meet	Teacher employed for after school sessions in maths. Twice weekly for two terms.	After carefully data analysis, we found that PP children were falling behind in maths. Therefore, we have employed an experienced tutor to target these children after school so they do not miss out on any of their school day.	Thorough planning and gap analysis using Headstart data.	SP RR	End of spring term. End of summer term.

expected standards of reading and maths.					
Children in year 5 are taught maths	I, as headteacher, teach the year five children for 3 days a week for 45 minutes.	After carefully data analysis, we found that PP children were falling behind in maths.	Powermaths and practical work.	RR	End of year
All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to learn.	TA support and time. Chill out room redesigned and equipped as a safe space.	Children's emotional needs are not being met fully currently so we need to add support. Intervention which targets social and emotional learning seek to improve pupils' interactions with others and self-management of emotions, rather than focusing on the academic side of learning.	Monitor the impact by collecting children's voice regularly.	RR	Ad hoc
Behaviour issues of identified children will be addresses and fewer incidents will be recorded for these pupils on school systems.	All staff to work closely together and implement consistent whole school approach based on Paul Dix research. Behaviour plans are written in partnership with families, child and staff.	Following the guidelines in the EEF report - Improving Behaviour in Schools <ol style="list-style-type: none"> <li>1. Know and understand your pupils and their influences</li> <li>2. Tach leaning behaviours alongside managing misbehaviour</li> <li>3. Use classroom management strategies to support good classroom behaviour</li> <li>4. Use simple approaches as part of your regular routine</li> </ol>	Half termly monitoring  Dojo checks  CPOMS monitoring	RR SH	Termly

		<p>5. Use targeted approaches to meet the needs of individuals in the school</p> <p>6. Consistency is key.</p>			
Total budgeted cost: £37,625					