

## Croft Church of England Primary School

### Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 academic year) funding to improve the attainment of our disadvantaged pupils.

It outlines our strategy, how we intend to spend the finding in this academic year and the effect on last year's spending.

#### School overview

Detail	Data
School name	Croft Church of England
Number of pupils in school	128
Proportion of pupil premium eligible pupils	16 children 12.5%
Academic year that our current pupil statement strategy plan covers	2021-2024
Date this was published	December 2021
Date of review	September 2022
Statement authorised by	Rachel Roberts Headteacher
Pupil premium lead	Rachel Roberts Headteacher
Governor/ trustee lead	Yvette Goward

#### Funding overview

Detail	Amount
Pupil premium finding allocation this academic year	£30,395
Recovery premium finding allocation this year	£3,480
Pupil premium finding carried forwards from previous years	£1000
Total budget for this academic year	£34,875

## Part A: Pupil premium strategy plan

### Statement of intent

At Croft Church of England Primary School, we have a shared vision for our pupils. One where no matter their circumstances or starting point in life, they all have an equal opportunity to flourish and to become the best version of themselves. We understand the importance of highly effective team work and together we develop happy, confident and resilient learners who understand and value the importance of their impact on themselves, each other, their community and the wider community.

We consider the challenges faced by vulnerable pupils, such as those who have social workers and young carers. All activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Relationships and high-quality teaching is at the heart of Croft's approach.

Our approach will be responsive to shared challenges and individual needs, rooted in robust assessment. We have adapted a range of approaches to support pupils. To ensure they are effective we will:

- Challenging work is set for our disadvantaged pupils
- To act early to identify needs
- All staff to take responsibility for disadvantaged pupils
- To have high expectations of these pupils

## Challenges

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

Challenge number	Detail of challenge
1	Attendance. A significant percentage of this group of children have poor attendance and punctuality.
2	This group of children enter the school well below the national average.
3	Attainment is lower than non-PP pupils in reading, phonics, maths across the school.
4	Social, emotional and health issue affect a large number of this group and impact hugely on progress.
5	A large proportion of this group have SEND needs ranging from speech and language to autism to ADHD

## 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 outcomes	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by the end of 2022-2023 by: <ul style="list-style-type: none"><li>The overall attendance rate for all pupils being no less than 96% and the attendance gap between disadvantaged and their non-disadvantaged peers no longer exists.</li></ul>
Pupils develop language skills and vocabulary skills quickly to enable them to catch up with their peers.	Children quickly identified and receive intervention in EYFS and beyond.

	<p>Assessments and observations indicate significantly improved oral skills among disadvantaged pupils.</p> <p>Drawing and talking intervention ran across the school by a trained Teaching Assistant.</p>
<p>Quality First Teaching – every child receives teaching which is good, sometimes outstanding in every classroom every day.</p>	<p>Raised % of pupils at expected level at end of EYFS, Yr2 and Yr6. Progress of PP children equal or higher than non-PP children across each year group.</p> <p>Increase the attainment in reading, writing, maths and phonics for all. Diminish the current gap between PP and non-PP children by the end of the year.</p> <p>The Big Question approach to learning and teaching to be embedded and developed across the school.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. This will allow our pupils to have the emotional skills to express their feelings so that they are able to concentrate better which will raise their attainment.</p>	<p>Teachers all to have training in restorative practise and develop our knowledge and understanding as a team. To explore what this means on an everyday level for our staff, our children and our families.</p> <p>To follow our restorative procedures for behaviour and relationships.</p> <p>To have 5 afternoons of ELSA support in school. This will be raised to full time ELSA in the following academic year of 2022-2023.</p> <p>PP children are more able to succeed in lessons due to their sustained concentration and understanding of emotions.</p>
<p>All PP pupils with SEND will receive individual support to meet their small step targets.</p>	<p>Precision teaching 5times a week with these pupils. Monitored by the SENCO.</p> <p>Interventions will be supported and carefully monitored by the SENCO.</p>
<p>Maths attainment to be improved.</p>	<p>Maths teaching is split into year groups. A teaching assistant/Learning Support Assistant</p>

	focuses on this group of children during the independent section of the lesson.
Reading attainment to be improved.	Accelerated Reader will track small step progress. New huge range of texts purchased to improve the engagement of reading. All PP children are heard read KS1 – every day, KS2 3 times a week by an adult. Guided reading sessions very carefully designed and monitored to develop the skill set required to make the pupils confident and fluent readers by the time they leave Croft.

Activity in this academic year.

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

Teaching

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number addressed
Embed scheme of work, CPD to support QFT: <ul style="list-style-type: none"> <li>- Power Maths</li> <li>- Real PE</li> <li>- Jig Saw</li> <li>- RWI</li> <li>- Accelerated Reader</li> <li>- The Big Question</li> </ul> Headteacher to support QFT SENCO to support QFT CG to support QFT	CPD for Quality First Teaching / coaching and mentoring support from CG, RR, NA, SH. TBQ scaffolds all children's learning – this has been particularly beneficial for the disadvantaged children and has improved language skills. Real PE and Jigsaw have a wholistic approach which supports all children. EFF research supports that if children develop skills in articulating and managing emotions, they are more able to	2,3,4,5

	<p>learn and have positive outcomes in their future.</p> <p>AR – ensures all children are accessing books appropriate for the individual. There is also small step progress indicators.</p>	
<p>Thorough audit of phonics texts.</p> <p>Thorough audit of guided reading texts.</p> <p>Thorough audit of reading books and</p>	<p>Book band all books as children in KS2 are often classed as ‘free readers’ which leads to children not being challenged by the texts chosen.</p> <p>EFF research has proved that quality texts are essential. This has a positive impact on all children as readers. EFF research states that Reading comprehension strategies has an impact of +6months</p> <p>Staff to undertake group research into reading.</p>	2,3,4,5
<p>Precision teaching – a Teaching Assistant is trained and takes responsibility for this intervention across the school.</p>	<p>EFF research states that Individualised instruction has an impact of +4months.</p> <p>EFF research states that Oral language interventions has an impact of +6months.</p>	2,3,4,5
<p>Drawing and Talking – a Teaching Assistant is trained and takes responsibility for this intervention across the school.</p>	<p>EFF research states that Oral language interventions has an impact of +6months.</p>	2,3,4,5
<p>ELSA – a Teaching Assistant is trained and takes responsibility for this intervention across the school.</p>	<p>EFF research states that Social and emotional learning interventions has an impact of +4months.</p>	2,3,4,5

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

**Budget: £12,875**

Activity	Evidence that supports this approach	Challenge number
<p>Targeted pupil interventions in all year groups including:</p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Phonics</li> <li>- Writing</li> <li>- Maths (number)</li> <li>- Fine motor skills</li> <li>- Gross motor skills</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds, Targeted phonics interventions have been shown to be more effective when delivered over a period of up to 12 weeks.</p>	2,3,4,5
<p>Engaging with National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of pupils to receive the tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind. Small groups and one-to-one.</p>	2,3,4,5

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

**Budget: £7000**

Activity	Evidence that supports this approach	Challenge
<p>Support for PP pupils:</p> <ul style="list-style-type: none"> <li>- 50% of costs for trips</li> </ul>	<p>EEF toolkit – enrichment in the form of, sports, arts, outdoor adventure are shown to have +2 or +4 month impact</p>	2

- 50% for residential trips		
Purchase of Year 6 SAT guides	All pupils are provided with quality revision guides to use independently.	2,3
Provision of ELSA	EFF research supports that if children develop skills in articulating and managing emotions, they are more able to learn and have positive outcomes in their future.	4
Embedding principles of good practice set out in the DFE's 'Improving School Attendance advice. This is to involve training to develop new strategies across the school.	The DFE guidance has been informed by engagement with schools that have significantly improved the attendance of pupils and reduced levels of persistent absence.	1
Contingency funds for unidentified issues	To cope with the unexpected arising.	

## Part B

### Review of outcomes in the previous academic year

#### Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had pupils in the 2020 to 2021 academic year.

The assessments that we completed last academic year found that PP pupils achieved lower in comparison to their peers. The assessment of the reasons for this is the impact of COVID19 and the lockdowns. Our online learning was successful for some and the IT support we provided was essential. Oak National Academy work supported the learning and had a good impact.



Attendance was erratic last academic year and was lower than national. We aim to diminish this gap this year and looking forward.

The wellbeing of children was impacted significantly throughout COVID19. This has made our ELSA support a higher priority than ever.