

# Pupil premium strategy statement – Croft Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025 Year 2 of three-year strategy
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Felicity Clarke
Pupil premium lead	Felicity Clarke
Governor / Trustee lead	Yvette Goward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,595
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,060

# 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 outcome	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: 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.
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. Assessments and observations indicate significantly improved oral skills among disadvantaged pupils. Drawing and talking intervention ran across the school by a trained Teaching Assistant.
Quality First Teaching – every child receives teaching which is good, sometimes outstanding in every classroom every day.	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. 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.
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.	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. To follow our restorative procedures for behaviour and relationships. 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. PP children are more able to succeed in lessons due to their sustained concentration and understanding of emotions.
All PP pupils with SEND will receive individual support to meet their small step targets.	Precision teaching 5times a week with these pupils. Monitored by the SENCO. Interventions will be supported and carefully monitored by the SENCO.
Maths attainment to be improved.	Maths teaching is split into year groups. A teaching assistant/Learning Support Assistant 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. (2Eskimos to accurately level which books children should be reading) 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 premium) funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £ 15620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steplab instructional coaching to support High-quality teaching for all.	<a href="https://www.educationendowmentfoundation.org.uk/evidence/effective-professional-development">Effective Professional Development   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2 3
Embed RWInc phonics scheme	<a href="https://www.educationendowmentfoundation.org.uk/evidence/phonics">Phonics   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2 3
Implement Complete Comprehension	<a href="https://www.educationendowmentfoundation.org.uk/evidence/reading-comprehension-strategies">Reading comprehension strategies   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	3
Establish Cornerstones Curriculum to improve quality of learning opportunities.	Robust curricula supports high-quality teaching, which is the single most important factor in improving outcomes. Rauch and Coe (2019), Evaluating and Measuring Teaching Quality, Teacher CPD: International Trends, Opportunities and Challenges, Chartered College of Teaching: <a href="https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-InternationalTeacher-CPD-report.pdf">https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-InternationalTeacher-CPD-report.pdf</a>	3
Training for staff in using diagnostic assessments including their	<a href="https://www.educationendowmentfoundation.org.uk/evidence/diagnostic-assessment-tool">Diagnostic Assessment Tool.pdf</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2 3

administration and interpretation.		
Additional teaching hours to enable single year group Maths teaching to enable teaching to be more targeted	<a href="https://d2tic4wvo1iusb.cloudfront.net">Improving mathematics in EY and KS1 (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	2 3

## Targeted academic support

Budgeted cost: £8940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish structured, small group interventions in: <ul style="list-style-type: none"> <li>- Maths – Numberstacks</li> <li>- Reading</li> </ul>	<a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3
<i>Tutoring</i> UKS2 tutoring lead by known Class teachers (Spring term)  KS2 SATs booster group weekly through the year  <i>Both groups targeting specific areas of concern based on strand analysis following assessments</i>	<a href="https://educationendowmentfoundation.org.uk">Making a Difference with Effective Tutoring   EEF (educationendowmentfoundation.org.uk)</a>	3

## Wider strategies

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Embed the newly introduced behaviour policy	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3 4
Establish robust attendance monitoring systems, engaging parents at an early stage.	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a>	1
Increase opportunities for positive engagement of parents, especially those who have a child with SEND.	<a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1 4 5
Improve the provision for pupils facing social and emotional issues. - Use MS TEAMS Reflect for daily check ins - ELSA provision - Develop 'nurture-type provision' space in the school - Identify a teacher champion to lead on mental health and well-being.	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4 5
Subsidising trips, visits and clubs for children in receipt of pupil premium grant	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4 5

**Total budgeted cost: £15620 + £8940 + £3500**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Overall, pupils in Key Stage 2 did not achieve inline with expected outcomes and this is also the case for Disadvantaged pupil premium. Pupils in KS1 achieved inline with national for Reading and Writing. Phonics outcomes were also in one with national.

There was no gap in the attendance of Pupil Premium and non-PP, however, a continued focus will be required to reduce overall absence from 6.2%.

The plan has been reviewed this year to refine the planned activities so that they focus more precisely in response the last academic year's outcomes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider