

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	121
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025 Year 2 of three-year strategy
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Felicity Clarke
Pupil premium lead	Felicity Clarke
Governor / Trustee lead	Jennie Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32, 705
Recovery premium funding allocation this academic year	£3045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£35, 750

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, including 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:

- Set challenging work for all pupils, including disadvantaged
- Act early to identify needs
- Ensure all staff to take responsibility for disadvantaged pupils
- Set high expectations for 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 2024-2025 by: <i>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.</i>
Pupils develop language skills and vocabulary skills quickly to enable them to catch up with their peers.	<ul style="list-style-type: none"> - Children quickly identified and receive intervention in EYFS and beyond. - Assessments and observations indicate significantly improved oral skills among disadvantaged pupils. - Nurture provision 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.	<ul style="list-style-type: none"> - Raised % of pupils at GLD at end of EYFS and @EXS in 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 in end of year assessments.
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.	<ul style="list-style-type: none"> - Teachers all to have training in trauma informed practice 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 have 4 afternoons of Nurture support in school. - 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.	<ul style="list-style-type: none"> - Additional support in class and tutoring (if required) with these pupils. Monitored by the SENDCO. - Interventions will be supported and carefully monitored by the SENCO.
Maths attainment to be improved.	<ul style="list-style-type: none"> - Maths input 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.	<ul style="list-style-type: none"> - Headstart and 2Eskimos will track progress in Reading - New texts purchased to improve the engagement of reading. - PP children are heard to read in KS1 at least 3x a week and in KS2 2x a week by a reading volunteer. - Whole class 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Steplab instructional coaching to support High-quality teaching for all.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2 3
Embed RWInc phonics scheme	Phonics EEF (educationendowmentfoundation.org.uk)	2 3
Implement VIPERs (Literacy Shed+)	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3
Establish curriculum to improve quality of learning opportunities, including mentoring support for staff.	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: https://my.chartered.college/wp-content/uploads/2019/11/Chartered-College-InternationalTeacher-CPD-report.pdf	3
Training for staff in using diagnostic assessments including their administration and interpretation.	Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk)	2 3

Targeted academic support

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Establish structured, small group interventions in: - Maths – Numberstack - Reading - Headstart	Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Tutoring	Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)	3

Wider strategies

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the newly introduced behaviour policy	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3 4
Establish robust attendance monitoring systems, engaging parents at an early stage.	Parental engagement EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance (publishing.service.gov.uk)	1
Increase opportunities for positive engagement of parents, especially those who have a child with SEND.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1 4 5
Improve the provision for pupils facing social and emotional issues. - Develop 'nurture-type provision' space in the school - Identify a teacher champion to lead on mental health and well-being.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2022/23 academic year using EYFS (1), key stage 1 (4 pupils) and 2 performance data and our own internal assessments.

There were no PP children in Year 1.

Pupils in KS1 in receipt of PPG achieved in line with non-PP for Reading and slightly above non-PP in Writing and Maths. Above national in all areas. These results are an improvement on 2021-2022

At KS2 pupils in receipt of PPG did not achieve as well as other pupils. Reading (less than 1 child difference), Writing (difference of 2 children) and Maths (1 child difference). However, progress for pupils in receipt of PPG was above national in Reading and Maths.

There was a slight gap in the attendance of PP and non-PP (0.9%), however, persistent absence is higher than non-PP PA, therefore there will be a continued focus will be required to reduce this.

The plan has been reviewed this year to refine the planned activities so that they focus more precisely in response to the priorities for 2022 – 2023.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.