



# The Croft Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	The Croft Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21- 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Gaynor Hart
Pupil premium lead	Joanne Millett
Governor / Trustee lead	Charlotte Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,865
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25765

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate goal is for all children at The Croft to experience a good quality education where they can achieve and make progress whatever their background and starting points.

Barriers to learning for the children at the Croft |Primary School have been identified by staff and the Pupil Premium Strategy has been devised to help the school community overcomes these through a range of strategies.

One of our main priorities is to ensure that all pupils receive a quality first teaching. This will not only impact on those children from disadvantaged backgrounds but all pupils at The Croft. Central to this objective is ensuring that staff have the knowledge and skills to deliver a well-planned, balanced curriculum that reflects the needs of individual cohorts and specific children. Therefore, the school places importance on the professional development of all staff.

High quality first teaching alongside well structured and focused intervention programmes will help sustain the good progress on non disadvantaged pupils whilst helping reduce the attainment gap.

We recognise that academic attainment and good progress can only be achieved if the children's mental wellbeing is healthy and the children are happy and ready to learn. Therefore, some of the elements of the plan are focused upon improving children's social and emotional learning, attendance and parental engagement. Bringing together several elements to provide the children with an good overall educational experience – tackling barriers to learning from a variety of angles.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – although attendance has been difficult to monitor over the last 18 months/during the lockdown period , school data shows that pupil premium attendance currently stands at 96.24% for autumn 2021 The % of children who are persistent absentees has risen slightly several of whom are disadvantaged children

2	Poor literacy and numeracy skills. In house data shows attainment and progress in basic skills is lower than in previous years. Again this has been heightened by the pandemic , ongoing school closures and lack of engagement in remote learning activities
3	Poor language skills – children entering Reception have come into school with speech & language difficulties. Referrals to the speech & Language service have increased but impact from this service has been minimal due to the covid pandemic.
4	Social & emotional issues – has been an increase in referrals to outside support agencies and Early Help team. Due to lack of social interaction in wider society as a whole due to the pandemic and the restriction placed upon activities in and out of school.

## 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
Disadvantaged pupils achieving sustained rates of good attendance	<ul style="list-style-type: none"> <li>At least 95% attendance rates – sustained over 3 years</li> <li>A decrease in the % of persistent absentees from 12% to 10% ( pre covid levels)</li> </ul>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of across the school.	<ul style="list-style-type: none"> <li>Appropriate progress being made in literacy &amp; numeracy - using SS test scores as a measure</li> <li>Reading target of 80% being achieved</li> <li>Writing target of 75% being achieved</li> <li>Maths target of 80%being achieved</li> </ul>
Improved speech, language and communication skills.	<ul style="list-style-type: none"> <li>Lesson observations and formal assessments demonstrate that children's level of communication and language skills improving.</li> <li>Majority of children at the end of Reception achieving a good level of development and progress data from NELI and Wellcomm showing appropriate levels of progress.</li> <li>Appropriate support from the Speech &amp; Language Service being access and targets implemented.</li> </ul>

Improved levels of wellbeing for pupils being sustained	<ul style="list-style-type: none"><li>• Sustained good attendance levels and persistent absentees decreasing</li><li>• pupil voice activities show children happy to be at school</li><li>• lesson observation highlight good pupil engagement and good levels of motivation</li><li>• fewer referral being required to support agencies</li></ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a new through school writing scheme- including staff training & the purchase of new supporting resources	<p>Writing can be improved by teaching children to successfully plan and monitor their writing. Teaching them a range of strategies using modelling and structure support. Children need to be engaged and motivated to improve their writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	2,3
To implement and embed through out the school a new systematic, synthetic phonics scheme – including the purchase of resources, staff CPD, parent workshops.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Children need to be explicitly taught a comprehensive set of letter-sound relationships for both reading &amp; spelling.</p> <p>This can be supplemented with high quality structured interventions to help those pupils struggling with literacy.</p>	2,3
The purchase To improve the teaching of basic maths skills through the purchase of new resources, CPD structured intervention programmes	<p>Professional development will improve the quality of practionners knowledge and staff explore maths though a variety of contexts, using a range of methods to assess children’s mathematical understanding. Along with high quality targeted support can provide extra support for children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	2

	<a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a>	
Provide staff with good quality CPD that addresses whole school needs and individual staff development points to ensure all children have access to good quality first teaching	High quality teaching is essential when seeking to improve outcomes for children. Promoting effective professional development is crucial in improving classroom practise and pupils outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2,3,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff on the effective use of teaching assistants – in classroom and in providing a range of interventions	Employing teaching assistants effectively provides an excellent opportunity to improve practise and outcomes. High quality structured interventions help pupils who are struggling with basic skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervntions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervntions</a>	2,3,4
Specific reading and phonic and language interventions being delivered for target children not making expected progress	High quality structured interventions help pupils who are struggling with basic skills. A structure phonics programme can achieve upto 5 months additional progress over the course of a year particularly for children from a disadvantaged background. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2,3
Nurtures groups and Wellbeing club to be established and rolled out	Social & emotional interventions seek to improve children’s decision making skills, interaction with others and self management of emotions can have +4 months additional academic progress.	4

for those children identified with a need	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of strategies to be introduced looking at a raising the profile of good attendance at the school. Including;</p> <ul style="list-style-type: none"> <li>• Class league tables – with built in rewards</li> <li>• Letters for good/poor attendance sent home half termly</li> <li>• Certificates and stickers</li> <li>• Devising attendance plans for persistent absentee pupils</li> </ul>	<p>The Key for School Leaders – case studies – Northamptonshire County Council</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1,2
<p>Improve parental engagement – communicating through a range of planned</p>	<p>It is important for children to see home and school working together.</p> <p>The positive impact of effective parental engagement can be up to +4 months progress over a year and an help avoid widening attainment gaps for disadvantaged learners</p>	1,2,3,4

<p>activities including:</p> <ul style="list-style-type: none"> <li>• Class catch up newsletter</li> <li>• Parent workshops</li> <li>• Virtual meetings</li> <li>• Class parent days (covid permitting)</li> <li>• Revamped helpful learning at home leaflets</li> <li>• Social media</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Engage children to the curriculum and their learning by providing a range of enrichment experiences including Rock It music lessons, KS 2 peripatics, specialist sports coaches delivering clubs</p>	<p>Enrichment opportunities, creative and physical activities give the children to develop a range of transferable skills. Widening children’s experiences help improve levels of engagement , motivation and school attendacne</p> <p>Physical activity has a range of benefits including health, wellbeing and physical development. There is also some evidence to suggest that involvement in extra curricular clubs can have a positive impact on attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Outdoor learning can help develop a range of no cognitive skills developing self-esteem, confidence, resilience. Helping to improve children’s motivation and interaction with their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Children from disadvantaged background deserve a well rounded a d culturally rich education. Arts participation can have an impact on academic attainment but also help reengage children in their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 3,4</p>



**Total budgeted cost: £ 25,200**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The Croft Primary School

Pupil Premium Strategy Statement 2020-21



School Information	
<b>School:</b> The Croft Primary School	<b>Academic Year:</b> 2020-21
<b>Total Number of Pupils :</b> 198	<b>Total Number of eligible Pupil Premium :</b> 21
<b>Total pupil premium Budget:</b> £24,000	<b>Date for review:</b> September 2021

% of Year 6 2018-19 Pupils achieving expected level – no validated data 2020-21			
	Maths	Reading	Writing
Disad	75%	75%	75%
Non Disad	92.5%	88.8%	92.5%

**NB The Disadvantaged Cohort =4 pupils**

The Croft Primary School  
Pupil Premium Funding Plan 2020-21  
Funding allocation Approx: £24,000



Objective	Action	Success Criteria	When/Who/Cost	Evaluation
To provide quality intervention programmes to support pupils to ensure that they have the opportunity to make expected progress in literacy and numeracy	<ul style="list-style-type: none"> <li>HLTA/TAs to run intervention programmes planned by teachers in small groups or 1 to 1 sessions</li> <li>Monitor planning and delivery of intervention programmes to ensure they are having desired impact</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil Premium children making appropriate levels of progress throughout the year in literacy &amp; numeracy</li> <li>-Staff with an increased awareness of the next steps in pupils learning</li> <li>-More Pupil Premium children achieving ARE in literacy and maths</li> <li>-More Pupil Premium Pupils making at least expected progress</li> </ul>	<p style="text-align: center;">JM KC – SENCO £14,000</p>	<p>Assessment data-judgements against NC age related expectations &amp; standardised reading, spelling, numeracy scores Hodder scores to track progress</p>
To provide children with quality resources to promote engagement in the curriculum and improve teaching & learning of basic skills	<ul style="list-style-type: none"> <li>To purchase new resources with a focus on online learning – Nessy, IPADs, appropriate APPS &amp; new literacy scheme</li> </ul>	<ul style="list-style-type: none"> <li>-New good quality resources in place supporting teaching and learning</li> <li>-Children engaged in their learning, motivated and enthusiastic</li> </ul>	<p style="text-align: center;">JM SH – Numeracy Coord £3000</p>	<p>Lessons observations Book trawls &amp; writing moderation exercises</p>

	<ul style="list-style-type: none"> <li>To purchase phonic reading resources for the EYFS</li> </ul>	<ul style="list-style-type: none"> <li>-More Pupil Premium children achieving ARE in writing</li> <li>-Year 1 phonic results maintained</li> </ul>		
To provide quality CPD opportunities for staff to develop quality first teaching	<ul style="list-style-type: none"> <li>Teachers to attend courses linked to PM requirements and the SDP looking at specific areas for development – disseminate good practise back to colleagues – main focus upon maths strategies, precision teaching &amp; lego therapy</li> <li>Teaching Assistants to receive training specific to intervention programmes they are running and specific learning difficulties/conditions</li> <li>Weekly CPD training session for TAs covering a range of quality first teaching objectives</li> </ul>	<ul style="list-style-type: none"> <li>-Lessons observations indicate good/outstanding lessons are being delivered – taking new strategies that the school has decided to adopt</li> <li>-Consistency of approach in the teaching basic mental maths skills &amp; a clear progression across the year groups</li> <li>-Quality support from TAs who have increased levels of confidence &amp; knowledge of next steps in children's learning</li> </ul>	JM KC ONGOING £3000	Lesson observations Staff meeting discussions etc
To provide extracurricular & enrichment activities to ensure that all pupils have	<ul style="list-style-type: none"> <li>Nurture group to be on offer to Pupil Premium pupils</li> </ul>	<ul style="list-style-type: none"> <li>-Increased levels of engagement &amp; self-esteem amongst Pupil Premium group</li> </ul>	JM SMT £1500	Feedback & pupil voice activities

<p>the opportunity to take part in activities in and out of school</p>	<ul style="list-style-type: none"> <li>• Progressive sports Wellbeing Club to run throughout the year promoting – self-esteem, confidence, social interaction etc</li> <li>• A range of curriculum enrichment activities on offer each term, including residentials, RAF Cosford, Conkers, Selly Manor etc</li> </ul>	<p>-Increased levels of motivation and engagement with learning</p>		
<p>To promote good attendance throughout the school year</p>	<ul style="list-style-type: none"> <li>• Attendance policy published to parents</li> <li>• Attendance figures for each class published on school newsletters</li> <li>• Attendance awards given to children termly -certificates, pencils etc</li> <li>• Letters sent home to parents recognising both good/bad attendance</li> <li>• Attendance data analysed termly, trends</li> </ul>	<p>-Increase in attendance rates          -Pupil Premium group of pupils attending school regularly          -Parents more informed about the importance of attending school          -Children motivated to attend school to receive awards, letters etc</p>	<p>JM          AB          TERMLY          £200</p>	<p>Attendance data and attainment analysis reports</p>

	& pupils with potentially low attendance identified			
To provide support to Pupil Premium children & their families	<ul style="list-style-type: none"> <li>Financial support given to pupil Premium families for extra curricular trips/activities</li> <li>Provide Pupil Premium children with a school uniform</li> <li>Individual support for LAC linking resources to PEP</li> <li>Helpful leaflets &amp; guidance published to families</li> <li>Support to be sought from a range of outside agencies (as required) to include the educational Psychologist, play therapist, Relax Kids and YESS Art therapists</li> </ul>	<p>-Children able to take part in activities/residential when they previously may be missing out on</p> <p>-Children provided with appropriate school uniform so that they feel included in school</p> <p>-individual needs of the children that are highlighted from the PEP being addressed</p> <p>-Parents being able to support pupils at home improve basic skills in literacy &amp; numeracy</p> <p>-Advice from agencies being acted upon to support children, families and staff</p> <p>-Raised self-esteem, confidence and sense of equality from children and their families</p>	<p>JM RESOURCE COSTS £1500</p>	<p>Pupils taking part in activities</p> <p>PEPs in place and being reviewed regularly</p> <p>Feedback from parents</p>

Key

Achieved

Partially

## Externally provided programmes

Programme	Provider
NELI	
WELLCOMM	
Wellbeing????	Progressive Sports
Nessy	