



The Croft Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 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	199
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Joanne Millett Head Teacher
Pupil premium lead	Joanne Millett Head Teacher
Governor	Charlotte Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,190
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year	£26,190

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 overcome these through a range of strategies, interventions and support.

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	<p>School attendance data indicates that pupil premium attendance currently stands at 91.3% for the academic year 2023.</p> <p>This is below whole school attendance which stands at 94.68 %</p> <p>Data tracking had indicated that those children who have persistently low attendance are more likely to achieve lower levels of attainment and make lower rates of progress compared to their peers.</p>

2	<p>Poor literacy and numeracy skills. In house data indicates that Pupil Premium pupils achieve lower levels of attainment in reading, writing and maths compared to non pupils premium pupils.</p> <p>Rates of progress remain good however these cohorts of children have gaps in learning that remain a barrier to them achieving age related expectations.</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p>Poor language skills – children entering Reception have come into school with speech & language difficulties. Initial observations indicate a high number of children with communication issues. Referrals to the speech & Language service have increased but impact from this service has been minimal</p>
4	<p>Social & emotional issues – There has been an increase in parental and staff concerns raised about children’s social & emotional resilience.</p> <p>This has resulted in an increase in referrals to outside support agencies and Early Help team, family Support Services such as Malachi, Early Help, Family support and Action for children.</p>

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 by End of 2023	Success criteria
Disadvantaged pupils achieving sustained rates of good attendance	<ul style="list-style-type: none"> • At least 95% attendance rates – sustained over 3 years • A decrease in the % of persistent absentees from 12% to 10% (pre covid levels)
Improved reading, writing and maths attainment for disadvantaged pupils at the end of across the school.	<ul style="list-style-type: none"> • Appropriate progress being made in literacy & numeracy - using SS test scores as a measure across the school • Reading target of 80% being achieved • Writing target of 75% being achieved • Maths target of 80% being achieved • Phonics results sustained at least 82% (whole cohort)
Improved speech, language and communication skills.	<ul style="list-style-type: none"> • Lesson observations and formal assessments demonstrate that children’s level of communication and language skills improving. • 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. • Appropriate support from the Speech & Language Service being access and targets implemented.
Improved levels of wellbeing for pupils being sustained	<ul style="list-style-type: none"> • Sustained good attendance levels and persistent absentees decreasing • pupil voice activities show children happy to be at school • lesson observation highlights good pupil engagement and good levels of motivation • fewer referrals being required to support agencies • good levels of participation in extra curricula activities

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
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Systematic phonics explicitly teaches children a comprehensive set of letter sound relationships to help them decode words.</p> <p>Targeted intervention on a regular basis is shown to be more effective</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Staff training for those new to the school's chosen phonics scheme and precision teaching intervention	<p>Teaching Assistants can have high impact when there is targeted deployment and good quality training</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
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> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
New SENCO with dedicated management time to address referrals,	<p>Early identification of Special educational needs required – to ensure quality support and intervention takes as early as possible</p>	2,3,4

support and intervention programmes for specific children, work with outside agencies	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_searchh&search_term	
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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervetnions	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,3
Nurture groups and Wellbeing club to be established and rolled out for those	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.	1,4

children identified with a need. ELSA groups to be operating in KS1 & KS 2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of strategies to be introduced looking at a raising the profile of good attendance at the school. Including; -Class league tables – with built in rewards -Letters for good/poor attendance sent home half termly -Certificates and stickers -Devising attendance plans for persistent absentee pupils	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1,2,4
Improve parental engagement – communicating through a range of planned activities including: -Class catch up newsletter -Parent workshops -Virtual meetings -Class parent days (covid permitting) -Revamped helpful learning at home leaflets -Social media	It is important for children to see home and school working together. The positive impact of effective parental engagement can be up to +4 months progress over a year and can help avoid widening attainment gaps for disadvantaged learners https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4

<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 3,4</p>
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Total budgeted cost: £ 26,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The Croft Primary School

Pupil Premium Strategy Statement 2022-23 Review



School Information	
School: The Croft Primary School	Academic Year: 2022-23
Total Number of Pupils : 198	Total Number of eligible Pupil Premium :
Total pupil premium Budget: £29,000approx	Reviewed : December 2023

% of Year 6 2022-23 Pupils achieving expected level - 3 pupils			
	Maths	Reading	Writing
Disad	33.3%	66.7%	0%
Non Disad	79.2%	79.2%	75%

% of Year 2 2022-23 Pupils achieving expected level - 3 pupils			
	Maths	Reading	Writing
Disad	66.7%	100%	66.7%
Non Disad	69.2%	80.8%	65.4%

% of Year 1 2022-23 Pupils achieving expected level in Phonics - 3 pupils	
Disad	0%
Non Disad	87.5%

In each of these cohorts there were only 3 disadvantaged children which makes the data statistically unreliable.

Whole School Assessment Data		
% of pupils achieving at least expected levels of attainment		
	Pupil Premium	Non Pupil Premium
Reading	63	79
Writing	41	75
Maths	52	79

Whole School Assessment Data

% of pupils achieving at least expected levels of progress

	Pupil Premium	Non Pupil Premium
Reading	74	74
Writing	54	66
Maths	69	70

The Croft Primary School
Pupil Premium Funding Plan 2022-23
Funding allocation Approx: £29,000



Objective	Action	Evaluation
Disadvantaged pupils achieving sustained rates of good attendance	<ul style="list-style-type: none"> • Attendance policy published to parents • Attendance figures for each class published on school newsletters • Attendance awards given to children termly -certificates, pencils etc • Letters sent home to parents recognising both good/bad attendance • Class teachers to discuss attendance at parent meetings • SMT to attend CPD opportunities on strategies to improve attendance 7 disseminate to staff • Pupil Progress meeting to be held and barriers to good attendance to be discussed 	<p>Rates of attendance for disadvantage children across the school for Year 2022-23 this year was 89.94% compared to 90.59%. 40% of disadvantaged children with a rate of attendance below 90% Data analysis within school has shown that there is a link between low rates of attendance (below 90%) and low attainment and progress. As a result improving attendance will continue to be a focus for next years plan.</p>
Improved reading, writing and maths attainment for disadvantaged pupils across the school.	<ul style="list-style-type: none"> • Termly assessment data analysed by staff to tack both attainment and progress 	<p>See tables above for data from Statutory assessments and whole school assessments. Cohorts for statutory test were low in numbers and makes data analysis statistically unreliable.</p>

	<ul style="list-style-type: none"> • Pupil Progress meetings held to discuss barriers to learning, possible solutions, plan next steps in children's learning & intervention strategies to be used • Range of intervention programmes used to support learning • Staff CPD to take place to ensure quality first teaching by all 	<p>However, Disadvantage data for the whole school is also collated and analysed.</p> <p>Whilst disadvantaged attainment data is below that of non-disadvantaged progress data is generally in line except in writing where it is a little below.</p> <p>50% of disadvantaged children at the school are also on the SEND register so next years plan will include work with the SENCO addressing specific learning needs.</p>
Improved speech, language and communication skills.	<ul style="list-style-type: none"> • Early assessments to be undertaken as children enter reception class identifying any S & L need • Interventions programmes such as WellComm to be rolled out where appropriate • ILPs to be shared with parents to enlist their support • Class teacher to work with SENCO on S & L referrals 	<p>72.4% of children achieved ELG at the end of reception 2023.</p> <p>With 89.7% meeting ARE in communication & language</p> <p>Thus, is compared to previous yet where 81.5% achieved children the same level.</p> <p>Increased number of speak & Language referrals were submitted - with both staff and children receiving support from the service.</p> <p>Wellcomm interventions group were run for a small group of Reception pupils which enabled them to achieve the expected level at the end of 2022-23.</p>
Improved levels of wellbeing for pupils being sustained	<ul style="list-style-type: none"> • A range if intervention and nurture groups running to support children's mental wellbeing • Senior mental wellbeing lead to be appointed and access DFE training – produce an action plan • SENCO making referral to a range of outside agencies accessing support for both children & their families 	<p>Impact from the Senior Wellbeing lead will be ongoing as the training programme has only just started and through school actions not yet implemented.</p> <p>ELSA & Nurture groups have been running through out the year with disadvantaged children attending.</p> <p>Termly safeguarding review meetings have enabled staff to discuss children's needs and follow up with agency support.</p> <p>A range of different wellbeing/support groups have been aces -Progressive Sports Wellbeing programme, Fusion dance to try a range of approaches to reach disadvantaged children</p>

	<ul style="list-style-type: none"> • Safeguarding review to take place termly • Nurture groups and Wellbeing established and rolled out for those children identified with a need 	
<p>To implement a new through school writing scheme- including staff training & the purchase of new supporting resources. Training of new staff.</p>	<ul style="list-style-type: none"> • New staff to be undergo training, peer observations for implementing new writing scheme • Writing moderation to ensure consistency of judgements • Half termly data drops to aid staff in planning next steps in learning & identify any gaps in learning • New resources and latest books/unit plans down loaded • Cross curricular writing CPD and monitoring 	<p>Progress in Writing and GPS is being made with 54% of disadvantage pupils across the school achieving the expected levels of progress at the end of the year. This is compared to 66% of non disadvantaged pupils. The gap is beginning to close.</p> <p>End of Key Stage data for both KS 1 & 2 has significantly small cohorts so it is difficult to make any sensible conclusions about the attainment and progress of those cohorts</p>
<p>To implement and embed through out the school a new systematic, synthetic phonics scheme – Animaphonics including the purchase of resources, staff CPD, parent workshops. Training of new staff</p>	<ul style="list-style-type: none"> • Phase 6 books to be purchased • Parent workshop to take place • Helpful parent leaflets to be published • CPD for new members of staff • Termly phonics tracking monitoring progress through the scheme • Pen portraits written by staff identifying barriers to learning and possible solutions • Increase in the number of phonic sessions to daily 	<p>See Phonic results for disadvantaged children above. Please note the small cohort size. Daily phonics sessions are being delivered in Key Stage 1 , with interventions for KS 2 children where appropriate Children are now accessing a good range of phonically decodable books Children engage in lessons - they are enthusiastic about the scheme and it's resources. Staff planning and delivery is more consistent across the key stage.</p>
<p>New SENCO with dedicated management time to address referrals,</p>	<ul style="list-style-type: none"> • New SENCO appointed and undertaking NASEN qualification • Dedicated weekly management sessions 	<p>50% of the disadvantaged children at the school are also on the SEND register New provision mapping enable the SENCO to efficiently monitor interventions and impact.</p>

<p>support and intervention programmes for specific children, work with outside agencies</p>	<ul style="list-style-type: none"> • Devise new provision maps to enable effective tracking • Referrals to a range of outside agencies/professionals to take place 	<p>Referrals are being made where appropriate to a range of agencies which means staff and children are accessing specialist advice and support. Recent assessment data has shown that those children with ILPS 66% made at least expected progress with basic literacy and numeracy skills. Pupil progress meetings enable SENCo to work with staff overcoming barriers to learning and plan next steps.</p>
<p>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 & effective use of teaching assistants</p>	<ul style="list-style-type: none"> • Range of CPD taking place with a focus on improving basic skill in writing/GSP and maths • Monitoring teaching & learning through book trawls and lesson observations • Staff meetings taking place where good practise and teachers skills/knowledge is shared • programmes or working with small groups 	<p>Staff have accessed a range of face to face training and webinars. Lesson observations have shown that the teaching of basic literacy and numeracy skills is good. Effective use of Teaching Assistants is being made to support children 1 to1 and on a small group basis, and carry out specific targeted intervention programmes this is ongoing.</p>
<p>Improve parental engagement – communicating through a range of planned activities including:</p>	<ul style="list-style-type: none"> • Termly class newsletters to be published to parents • Office manager to investigate using Sway to publish whole school newsletters electronically • School Facebook page to be established and used on a more regular basis • Parent workshops to take place • Open Evening inviting new and current parents into school • Learning at home leaflets re-vamped and published to parent 	<p>Parent workshops for maths, phonics and reading have taken place throughout the year and useful information/powerpoints published to parents who could not make it. Open evening took place showcasing our music provision and each class produced an information pack informing parents of the curriculum that their child would be covering this year. All children receive termly newsletters detailing specific learning objectives for the term. Only a small proportion of disadvantaged families attended events – so this will be a continued focus next year.</p>

		<p>However uptake at parents evening event is very high with 95% of parents attending meetings with parents.</p>
<p>Engage children to the curriculum and their learning by providing a range of enrichment experiences</p>	<ul style="list-style-type: none"> • Class teachers to plan termly enrichment activities and trips for their class • Weekly Rock It music lesson to take place across the school • Peripatetic lesson for KS2 pupils • Specialist sports coach delivering 2 weekly sports club and lunchtime clubs • Enrichments days for annual events plotted put including -Big Breakfast, World Book Day, British Science Week, World Maths Day etc 	<p>Throughout the year each class participated in trips or had visitors in school to carry out workshops that supported their learning.</p> <p>Funding for disadvantaged children is supported to enable them to participate.</p> <p>Year 6 attended a residential with all the disadvantaged children attending</p> <p>All children received specialist music tuition</p> <p>A range of clubs took place run by school staff and 87% of disadvantage children attended a club.</p>