

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	100
Proportion (%) of pupil premium eligible pupils	15%
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	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anthea Lawton
Pupil premium lead	Anthea Lawton
Governor / Trustee lead	Claire Cousins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22, 000
Recovery premium funding allocation this academic year	£0
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>	£22,000

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 teamwork 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 who are young carers. All activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not. Nurtured and trusted relationships alongside 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 take responsibility for disadvantaged pupils
- Set high expectations for all pupils

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that 60% of this group of children have poor attendance and punctuality.
2	This group of children enter the school well below the national average.
3	Assessment and data analysis that attainment is lower than non-PP pupils in reading, phonics, maths across the school.
4	Social, emotional and health issue affect many this group and impact hugely on progress.
5	40% 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		
	Short term	Medium term	Long term
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> -Identification of barriers to regular attendance. -Implementation of a robust attendance policy 	Parental engagement	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.	<ul style="list-style-type: none"> -Procedures for early identification and need implemented -Robust assessment and analysis of data 	-Assessments and observations indicate significantly improved oral skills among disadvantaged pupils.	- Nurture provision ran across the school by a trained Teaching Assistant.
High Quality 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.	- 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.	<ul style="list-style-type: none"> - PP children are more able to succeed in lessons due to their sustained concentration and understanding of emotions. - Embed thrive
All PP pupils with SEND will receive individual support to meet their small step targets.	- Additional support in class and tutoring (if required) with these pupils. Monitored by the SENCO.	- Interventions will be supported and carefully monitored by the SENCO.	-Embed Thrive

Maths attainment to be improved.	<ul style="list-style-type: none"> - Maths input is split into year groups. - Scaffolding is put in place to ensure children are succeeding 	<ul style="list-style-type: none"> - An adult focuses on this group of children during the independent section of the lesson. - Booster classes - TTRS for all children 	- PP children will be able to succeed in maths 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 daily and in KS2 2x a week by a reading volunteer. 	-Toe by Toe to be introduced for PP children who are working significantly below ARE	- 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: £ 9000

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
Embed VIPERs (Literacy Shed+) to improve comprehension	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3
Embed 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/	3

	uploads/2019/11/Chartered-College-InternationalTeacher-CPD-report.pdf	
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: £7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish structured, small group interventions in: - Maths - 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: £ 5000

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

<p>Improve the provision for pupils facing social and emotional issues.</p> <ul style="list-style-type: none"> - 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)	<p>4 5</p>
<p>-Support for PP children to access wider curriculum opportunities</p>	The EEF Guide to the Pupil Premium EEF	

Total budgeted cost: £ 22,000

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 2023/24 academic year using EYFS, key stage 1 and 2 performance data and our own internal assessments.

There were no PP children in Year 2..

Most 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 2022-2023

At KS2 pupils in receipt of PPG did not achieve as well as other pupils. Reading (1 child), Writing (2 children) and Maths (3 children). 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 2023 – 2024.

Externally provided programmes – N/A