

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 | 97 (106 with pre-school) |
| Proportion (%) of pupil premium eligible pupils | |
| 1 | 2025 -2028 Year 1 of 3-year plan |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | Felicity Clarke |
| Pupil premium lead | Felicity Clarke |
| Governor / Trustee lead | Kath Bullock |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £23,179 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) | £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> | £23,179 |

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 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. Persistent absence is higher for pupils in receipt of the pupils' premium grant. |
| 2 | A high percentage of this group of pupils enter the school well below the national average, particularly in Literacy. |
| 3 | Attainment is lower than non-PP pupils across the school, particularly in Literacy. |
| 4 | Social, emotional and health issues affect a large proportion of this group and impact on progress. |
| 5 | A third of this group have SEND needs ranging from speech and language to autism to ADHD. 22% have an EHCP |

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 | 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"> - Pupils quickly identified and receive intervention in EYFS and beyond (Wellcomm). - Assessments and observations indicate significantly improved Literacy 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 Yr6. - Progress of PP pupils equal or higher than non-PP pupils across each year group. - Through effective and targeted PPM meetings, diminish the current gap between PP and non-PP pupils in end of year assessments, across the school. |
| 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"> - To explore what this means on an everyday level for our staff, our pupils and our families. - To have a school wide scheme in place to support development of pupil's own self-awareness and coping strategies. - PP pupils 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 intervention (if required) with these pupils. Monitored by the SENDCO. |
| Reading attainment to be improved. | <ul style="list-style-type: none"> - Headstart and 2Eskimos will be used to track progress in Reading and ensure pupils are reading texts appropriate to their ability. - PP pupils 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 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 Resources £1000

Budgeted cost to include- Literacy Shed £90 Twinkl Subscription £555

| 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 |
| Embedding VIPERs (Literacy Shed+) | Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) | 3 |
| Establish Literacy curriculum to improve quality of learning opportunities, and oracy. | 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 £11,568

Budgeted cost: £11,568 salary 10hrs per week for the whole year

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

| | | |
|---|---|---|
| Establish structured, small group interventions in Literacy based subjects. | Small group tuition EEF (educationendowmentfoundation.org.uk) | 3 |
|---|---|---|

Wider strategies £14,093

Budgeted cost: £5622 cost of 7hrs per week of Att Off salary; £8,471 cost of 10hrs of nurture TA salary

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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 | Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 4 5 |

Total budgeted cost: £ 26, 661

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 2024/25 academic year using EYFS and KS2 performance data as well as our own internal assessments.

EYFS GLD – 64% achieved GLD, however 0% of PP pupils achieved in comparison to 78% non- PP. There were 2 PP pupils in the cohort both of whom are on the SEND register.

Phonics – 83% passed the phonics screening with 90% of non-PP pupils passing and 50% of PP (only 2 PP in cohort).

KS2 SATs – PP pupils performed above their peers in Reading, Writing and GPS however below in Maths (again only 2 in the cohort).

The KS2 SATs picture is not matched by the internal assessments across school. These show that disadvantaged pupils underachieve in Reading (43% vs 75%), Writing (64% vs 71%) GPS (36% vs 63%) and Maths (64% vs 77%). Overall, the widest gaps are seen in Literacy.

There was a gap in the attendance of PP(92.5%) and non-PP (95%) and persistent absence for PP was considerably higher than non- PP (28.6% vs 7.1%).

The plan has been reviewed this year to refine the planned activities so that they focus more precisely in response to the priorities for 2025 - 2026.

Externally provided programmes – N/A