



'Learning at the head and heart of all we do'

Pupil Premium OVERVIEW

<p>Our Curriculum Intent at The Croft:</p>	<p>The Croft Primary School intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers. We follow a text led approach to learning which provides all children with exposure to high quality language and rich vocabulary which is taught by highly trained and passionate adults.</p> <p>As a school we deliver a broad and balanced curriculum and we want the children at The Croft to know more and remember more. Our curriculum has a focus on skills and knowledge which is planned and taught progressively.</p> <p>The key aims of our pupil premium funding is:</p> <ul style="list-style-type: none"> - to provide our children with outstanding quality first teaching which engages and develops key learning skills that will allow them to become lifelong learners. - to give all children life experiences that their peers may already have experience of. - to develop all children to become outstanding members of society and increase their social capital, especially those from disadvantaged background.
<p>Curriculum Implementation</p>	<p>We aim to do this through</p> <ul style="list-style-type: none"> - Ensuring that teaching and learning opportunities meet the needs of all the pupils. - Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. - When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups the school has legitimately identified as being socially disadvantaged. - Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
<p>PP Pupil overview As on the PP register</p>	<p>41 children on PP register SEN and PP – 37% (15/41) Not Disadvantaged – 24.39% (10chn) Disadvantaged – 75.61% (31chn) Boys – 41.46% (17 chn)</p>

	Girls – 58.54% (24 chn)
How is our funding allocated?	<p>Based on the challenges and barriers we face as a school and for our pupils, we will use the funding to help implement strategies to help with these challenges and develop teachers' awareness in the barriers for our school.</p> <p>At the Croft our current barriers are SEMH, Low Attainment in RWM compared to peers, Life experiences, SEN and Attendance.</p> <p>See strategy for more in depth breakdown.</p>
How do we support and communicate with parents?	<p>At The Croft we engage with parents through:</p> <ul style="list-style-type: none"> - Parents evening x 2 a year - Termly meetings - Reports x 2 a year - Open afternoons x 2 a year - Open door policy
How do we support pupils and families?	<p>At The Croft we support our families through:</p> <ul style="list-style-type: none"> - Family Support Worker - Nurture TA - Learning support mentor - Pupil premium lead - SENDCo - Therapy by Mosaics - Trailblazers (TaHMs)
Planning/Lowest 20% interventions	<p>Support for the lowest 20% is provided through a range of strategies.</p> <p>Scaffold Children are given scaffolded tasks to enable them to meet the Lesson's learning objective. This ensures the children keep up with the demands of the national curriculum for their own year group. This may be: ensuring that ideas, concepts and tasks are chunked to reduce cognitive load, adult support as and when required, knowledge organisers (if appropriate) as a tool to help the children remember the knowledge or a pre-teach of the learning that is about to happen.</p> <p>Adapting the Learning Objective Using teacher judgement, our teachers may, where appropriate, differentiate the learning objective so that our lowest 20% and those children not on track can be taught at an appropriate skill that suits their learning, which is linked to the main learning objective and ensuring progress can be made.</p> <p>Additional scaffolding strategies Children's learning is also scaffolded using additional resources (word mats, word banks that can be used in lessons and knowledge organisers that can be referred to throughout the unit). Following the school's marking policy, these strategies will be evidenced in books using the stick man and a ratio with the resource used. All classes are equipped with stuck zones which provide children with resources to enable greater independence to access the learning.</p>
Assessment:	Assessment is a key principle of the teaching and learning and is used to enable teachers to plan effectively.

	<p>During the year the children will be assessed at 3 data points. Alongside those assessments our PP children will also complete the SEN assessment (HASK – spelling, Herts of Learning – Reading and Sandwell – Maths) This will show the small steps in progress.</p>
Monitoring:	<p>Each Data Point the PP lead will assess the QLA data for PP children and the SEN assessments to look for small steps in progress. This will then be fed back to the teachers via staff meetings or individual meetings. The PP lead will work alongside the subjects leads for learning walks, pupil voice, staff voice, book scrutinies and subject planning scrutinies Based on evidence found the PP lead will then support teachers in identifying gaps in learning and targeting interventions.</p>
Classroom Environment:	<p>Where possible we encourage independent learning and support children in the classroom through the use of:</p> <ul style="list-style-type: none"> • Stuck zones • Number lines • Alphabet • Working walls • Phase boards
PP in Early Years:	<p>In Early Years our Pupil Premium children are supported in class through keep up phonics sessions as part of the Little Wandle phonics programme, children are supported in reading groups</p>