



Pupil Premium Strategy Statement 2019/2020

1. Summary Information					
School	The Croft Primary School				
Academic Year	2019/ 2020	Total PP budget	£41,928	Date of most recent PP Review	Sept 2019
Total number of pupils	404	Number of pupils eligible for PP	31 - Sept 2019	Date for next internal review of this strategy	

Attainment - Academic Year 2018/2019		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	57%	81%
Year 1		
% achieving in reading, writing and maths	100%	76.8%
% Achieving in reading	100%	82.1%
% Achieving in writing	100%	78.6%



% Achieving in maths	100%	80.0%
Year 2		
% achieving in reading, writing and maths	50%	58.9%
% Achieving in reading	66.7%	67.9%
% Achieving in writing	33.3%	58.9%
% Achieving in maths	66.7%	69.6%
Year 3		
% achieving in reading, writing and maths	0%	66.1%
% Achieving in reading	50%	80.4%
% Achieving in writing	0%	66.1%
% Achieving in maths	50%	78.6%
Year 4		
% achieving in reading, writing and maths	50%	64%
% Achieving in reading	62.5%	82%
% Achieving in writing	62.5%	68%
% Achieving in maths	75%	74%



Year 5		
% achieving in reading, writing and maths	12.5%	49%
% Achieving in reading	25%	65.3%
% Achieving in writing	25%	63.3%
% Achieving in maths	37.5%	67.3%
Year 6		
% achieving in reading, writing and maths	50%	70%
% Achieving in reading	50%	86%
% Achieving in writing	75%	76%
% Achieving in maths	63%	82%



2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social, Emotional Mental Health - attachment and low self-esteem
B.	EYFS - fine motor skills
C.	Staff CPD
D.	Life experiences - limited knowledge of the world
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Family circumstances
B.	Attendance and Lateness of individuals

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Attendance of all pupils to meet National Average for disadvantaged children	<ul style="list-style-type: none"> Monitoring systems in place to track pupil's attendance weekly from reception children to year 6. Immediate action to take place with parents if children's attendance drops below 95% with EWO Attendance of disadvantaged pupils to be in line with peers and national average for disadvantaged pupils

<p>B.</p>	<p>Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being through working with Nurture TA,</p>	<ul style="list-style-type: none"> • Pupils will have a positive image of themselves and increase emotional well-being • Pupils will feel confident to face challenges and maintain social friendships with their peers • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons • Pupils will make progress in their own level of development and those identified as ARE will achieve this • Pupils will feel like they belong and will be able to develop their emotional maturity • Pupils will engage with tranquility sessions
<p>C.</p>	<p>Children to leave EYFS meeting GLD statements in relation to physical development</p>	<ul style="list-style-type: none"> • At least 65% of EYFS children to meet GLD • Pupils to participate in Dough disco, 3 times a week to improve finger strength, wrist rotation, hand-eye coordination and isolation of digits. • Pupils will participate in Write Dance - whole class gross motor movement to then scale down to fine motor movement. • Pupils will access continuous provision resources - peg boards, finger puppets, chalk boards for mark making, painting, writing area, threading, bubble wrap, pick up sticks, mixed materials to mark make.



D.	Support to minimize the impact on the child due to family circumstances	<ul style="list-style-type: none"> • Targeted support for individual families with Family support worker • Families to engage with Family links to support with parenting, nurture parents to in turn nurture children.
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4. Planned Expenditure					
Academic Year		2019-2020			
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school training will ensure staff understand children's barriers to learning and how to best support all Pupil Premium children	Staff training on: Pupil Premium - In individual meetings with class teachers go through in depth about pupils' barriers to learning and venn	Quality first teaching for all pupils by teachers either whole class or groups will improve learning (learning walks, observations) With a new cohort to teach teachers	Pupil progress meetings and inclusion intervention trackers, alongside provision maps will be used termly to record and evaluate the provision of the intervention - effectiveness, quality of teaching and learning and impact on	AK/SB	Termly PPM Data points 3x a year

	<p>diagrams to see additional needs e.g. SEN.</p> <p>Improving Outcomes for Vulnerable Learners</p> <p>Pupil Premium - barriers to learning, diminishing the difference</p> <p>Pupils with SEMH</p> <p>Attachment training</p> <p>Safeguarding Training</p>	<p>have additional knowledge of the pupils in their class to give them additional support.</p>	<p>attainment and progress of children.</p> <p>Progress will be seen through: lessons observations, book scrutiny's, learning walks, spelling, reading and maths ages increase. These will be triangulated to ensure quality first teaching is evident in all classrooms (see monitoring schedule)</p> <p>Teachers to know who their pupil premium pupils are and what additional support they are getting.</p>		
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil their academic potential</p>	<p>Quality first teaching for all pupils - 100% of teaching is deemed good/ outstanding</p>	<p>The difference between Pupil Premium and Non-Pupil Premium children is diminishing. However, there is still a gap in core subjects.</p>	<p>Termly progress meetings, provision mapping and inclusion management will be used to record and evaluate the effectiveness of interventions, quality of teaching and what impact these are having</p>	<p>SLT and class teachers</p>	<p>Termly</p>



<p>based on their starting points.</p> <p>To diminish the difference</p>	<p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Pupils to have more opportunities to use feedback by teachers, written or oral, to improve attainment - first quality teaching</p> <p>Parents to be provided with clear information on how to support their child at home and how their child is progressing in school.</p>	<p>This can be seen through pupils books, parent communications (reports and parents evenings), pupil progress data and learning walks.</p>	<p>on children's attainment and progress.</p> <p>Lesson observations, learning walks, book scrutiny's and progress data will be used to triangulate effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p> <p>Intervention groups will be recorded on inclusion management documents and will be adjusted accordingly (from data capture and needs of pupils)</p>		
<p>To raise % of disadvantaged</p>	<p>Resources tailored to the needs of the</p>	<p>The difference between Pupil Premium and Non-</p>	<p>Tracking of entry and exit results of interventions used through the</p>	<p>SLT</p>	<p>Termly</p>



<p>children achieving ARE in maths, reading and writing to at least meet floor targets of 65%</p>	<p>children - tablets, computer apps, inclusion boxes</p> <p>Use of Nessy - program to support phonic awareness and spelling patterns (targeted at pupils not at ARE for reading or writing)</p> <p>Reading Eggs - online reading app (targeted at pupils not at ARE for reading)</p> <p>DFS - Marian Winckles Support for Dyslexia pupils</p>	<p>Pupil Premium children is diminishing.</p> <p>To ensure that pupil premium children make the same amount of progress as their peers and make significant progress based on their relative starting points.</p> <p>Nessy Reading & Spelling has been thoroughly and rigorously reviewed. Research evidence proves that the Nessy program produces positive educational results.</p>	<p>use of the inclusion management document</p> <p>Data from pupil progress meetings</p> <p>Lesson observations, book scrutiny's, learning walks and progress data (including reading, maths and spelling ages) will be used to triangulate the effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p> <p>Pupil voice on the library trips. Number of books they take out and discussions about those books.</p>	<p>Class teachers</p> <p>SLT</p> <p>AK/SB and WH</p>	
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	<p>Quality first teaching for all pupils - 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year group to support the needs of the children</p> <p>Termly library visits for all pp from yr1 - 6. To encourage all pupils to enjoy reading for pleasure.</p>	<p>Library visit to show pupils where it is and how they can access books for free. To give pupils an opportunity to develop their reading skills.</p>			
<p>To raise the % of disadvantaged children achieving GLD (65%)</p>	<p>Introduction personalized learning from term 2 with a focus on fine motor skills.</p>	<p>To ensure that pupil premium children make the same amount of progress as their peers and make significant</p>	<p>Tracking of entry and exit results of interventions used through the use of pupil asset.</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p> <p>6 weekly when intervention finishes.</p>



	EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high quality observations take place	progress based on their relative starting points.	Baseline assessment to inform of weaknesses.		Review which children require intervention. Weekly EY meetings with class teachers.
Total budgeted cost					£6121.99
Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Nurture support for pupils who are vulnerable and	Nurture TA to engage with pupils on either a 1:1 basis or through group interventions	The vast majority of PP children have attachment issues, low	Before the first session begins for each intervention, SDQ's will be completed by the child's teacher and parents. This will then be	WH Class teachers	After each 6 weekly intervention has been completed



<p>exhibit low self-esteem</p> <p>Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills, mental well-being and self-esteem</p>	<p>(tranquility, friendship groups, counseling sessions)</p> <p>ELSA interventions for 30 minutes per child per week (starting 2019 once staff are trained)</p>	<p>self-esteem and a number of anxieties, which are a barrier to their learning.</p> <p>Group and 1:1 nurture interventions for targeted individuals seek to improve children's readiness to learn and therefore their attainment by reducing anxieties and low self-esteem.</p> <p>This will be seen through: Pupil voice Parent voice Attainment data</p>	<p>repeated after the intervention has ended (normally 6 weeks) to evaluate the impact of these nurture interventions. Entry and exit information will be established to prove impact.</p> <p>Each session will be planned according to the individual child's needs and will offer them a bespoke nurture program.</p> <p>Evidence for improvement in children to show improved engagement in lessons and social groupings and attainment at their level. Children will also feel less anxious and will have a positive self-image.</p>		
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Support for families with pupils who are vulnerable or anxious	<p>FSW's to engage with parents to signpost family links course - targeted families.</p> <p>FSW's to liaise with teachers and parents of those who require SEMH support</p> <p>Nurture TA to work with children of these families to support SEMH in school</p> <p>Set up and run family links course for targeted families 2x a year (12 weeks each)</p>	FSW's will work with families with children to support parent and child SEMH needs whilst nurture TA works with children in school.	<p>Pupil and parent voice collated before and after intervention with FSW's and family links course.</p> <p>Pupil progress meetings</p> <p>Weekly attendance reviews from attendance lead</p>	FSW's, AK, WH	<p>Weekly attendance reviews</p> <p>12 weekly course review with family links</p> <p>Termly progress reviews</p>
Decrease lateness and/ or persistent	Attendance officer to monitor lateness and	Attendance reviews report that persistent	Weekly attendance reports	KF/SC FSW's	Weekly reports

<p>absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>absenteeism on a weekly basis and provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 90% and EWO involvement established.</p> <p>Class certificates for classes with 100% attendance to be given out in assembly and an end of year incentive</p>	<p>absence with some families is higher than national average.</p> <p>FSW's engage with families with absenteeism to support to raise attendance.</p>	<p>Regular meetings between EWO, Attendance officer and SLT</p> <p>Pupil Premium lead to monitor attendance of disadvantaged children through attendance reports and signpost if required</p>	<p>SLT EWO AK</p>	<p>Progress reviews termly</p> <p>As and when required for some families</p>
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	with attendance badges for children with 100% for the year.				
Pupil Premium children are emotionally ready to learn when in school	<p>FSW's to support key families to improve pupil's attendance and/or lateness and where necessary, support parents whose children have attachment anxieties</p> <p>Nurture TA to support children with attachment, low self-esteem and anxieties to ensure they are ready to learn in school and can achieve their potential</p>	Families are supported by the FSW's and Nurture TA which encourages their engagement within school	<p>Weekly attendance reports including lateness will be recorded and monitored and given to SLT to review.</p> <p>Tightened procedures for repeat absences and lateness, with phone calls, messages and letters to parents.</p>	AK WH FSW's	<p>Weekly reports</p> <p>Termly SDQ analysis of pupils</p>



Support TA to work with Pupil premium pupils needing 1:1 support with learning.	Precision teaching, narrative learning, talk boost,				
Total budgeted cost					£12,893
Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children have the opportunity to develop leadership skills and self-confidence	JH to run sessions	The program is designed to consolidate learning by demonstrating how certain character attributes can be applied to different situations and to enhance individual decision making and leadership skills in a social context.	After each session children are required to reflect on their learning, thinking about what skills they have developed and what skills they still need to ascertain. JH will complete a brief report after each session on skills required and how the children responded to each activity.	JH	Termly



<p>All Pupil Premium children are engaged in all aspects of school life accessing the same opportunities as Non-Pupil Premium to broaden their life experiences</p>	<p>Subsidizing costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed.</p> <p>Whole School enrichment - Music Services (£395) and resources.</p>	<p>Pupil Premium families are not constrained by financial restraints.</p> <p>Pupil Premium children are able to access the same life experiences as their peers to develop their understanding of the world.</p>	<p>Parent and pupil voice</p> <p>Pupil progress data from reviews</p>	<p>AK/SB</p>	<p>Termly</p>
<p>Nurture Breakfast club to ensure children are fed and ready to learn.</p>	<p>Children help to make their breakfast, follow breakfast club rules and tidy up after themselves also.</p>	<p>Teaching life skills, table manners and giving children a chance to unload any worries before starting their learning day.</p>	<p>Children who struggle coming into school, leaving parents or have not had breakfast are invited to attend this club.</p> <p>Breakfast club is run by the Nurture TA. It is a daily club.</p>	<p>WH</p>	<p>Through supervision with WH,</p>
Total budgeted cost					£9212.76



5. Review of expenditure				
Previous Academic Year		2018-2019		
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Training and monitoring	PPM, whole staff training,	£1130.47	Staff will have updated knowledge of personalized learning interventions and how they support the children, Challenging teachers in PPM meetings to	



Learning Resources	Nessy, Reading Eggs, DFS specialist, SEN TA, Nurture TA	£4991.52	Reading Eggs will promote love of reading and engage children in reading tasks which will improve their attainment.	Reading eggs worked very well for EAL PP students, for yr 6 they raised their reading data to 50% from 35.5%. Nurture TA worked with 9 children on a 1-1 basis, this supported their emotional well-being and enabled them to return to class to learn.
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Nurture TA		£1089		
Family Support Worker		£6567		



Educational Welfare Officer		£6326		
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
SkillForce (two children)		£813.32	To build confidence in self esteem both in class and in social situations.	2 children successfully completed the skillforce course and teachers commented on the confidence shown in class.
Breakfast Nurture Group		£980	To provide food to start the day and a chance to be in a calm space dependent on what their morning has been like.	6 children attend Nurture breakfast club which enabled them to have eaten and be ready to start their learning day whilst learning basic table manners.

