

*Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	17/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Amy Knight
Governor / Trustee lead	Doug Copestake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,970
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,770

Part A: Pupil premium strategy plan

Statement of intent

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.

Following the pandemic, we are aware that the full extent of gaps in learning may take time to manifest itself within some children. Staff will use their skills and knowledge from recovery training which will support children's well being as well as providing catch up and keep up interventions where needed. At The Croft we strive to maintain strong partnerships with parents to triangulate approaches. A large chunk of this support has come from the learning mentor who offers ELSA and our FSW

The key aims of our pupil premium funding is:

- 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.

We aim to do this through

- 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.

The range of provision the governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support.

Role of the Pupil Premium lead

- To monitor outcomes in books to close the gap
- To co-ordinate the school's approach to raising the achievement of disadvantaged students in receipt of pupil premium funding and others who are vulnerable.
- To ensure that the pupil premium funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education.

Role of the Governors

- To challenge the Pupil Premium lead in the above
- To challenge payment for activities, educational visits and residential. Ensuring children have first hand experiences to use in their learning in the classroom.

Role of SLT

- Using their subject specific action plans are ensuring a focus on Pupil Premium children/bottom 20% where appropriate to close the attainment gap

Role of Teachers

- Providing good or outstanding quality first teaching.
- Provide additional support where appropriate for PP pupils to ensure they can access all learning.
- Have a deep knowledge of the PP child and a good understanding of their barriers to learning to overcome these.
- Provide interventions where suitable for 'catch up' to ensure Age Related Expectations are met/close the attainment gap.

Role of Parents/Carers

- The school to engage with parents to work together to understand their child's learning needs and how they can support at home.
- Attend any training or workshops provided by the school to support parental involvement.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional Mental Health (SEMH) – attachment and low self-esteem (22.5% of children entitled to PP grant are LAC) 36% of PP pupils have been identified by teachers as needing additional support in SEMH. 24% of pupils are currently receiving support from the Family Support worker.
2	Narrowing the attainment gap in Reading, Writing and Maths. Recent assessment data has shown that in Maths Disadvantaged children are working significantly below their peers, in particularly in mathematical reasoning, common misunderstandings and applying procedural fluency in new contexts.
3	Life experiences – (e.g. Residential/trips)
4	SEN – 30% of the children entitled to PP grant are also on the SEND register. Barriers to learning for these children are SEMH, working memory and low attainment.
5	Further gaps in learning due to school closure as a result of COVID-19. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

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
Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being through working with Learning mentor.	<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

	<ul style="list-style-type: none"> • Pupils will engage with tranquillity sessions
Families to receive access to Family 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 • Encouraging financially and physically to be there for their children. Children will have a more stable home life and without the worries. Therefore be more ready to learn.
Disadvantaged pupils will make Age Related Expectations in Writing.	<ul style="list-style-type: none"> • Teachers will have focused CPD and recognise clear links between reading and writing which will be evident in the environment, teaching, books and overall writing outcomes. • As a result of the reading project teachers' skills are developing to incorporate the teaching of reading alongside the teaching of writing.
Disadvantaged pupils will have increased access to life experiences	<ul style="list-style-type: none"> • All disadvantaged pupils will access extra curricular.
SEN – 30% of children entitled to the Pupil Premium Grant are also SEN	<ul style="list-style-type: none"> • All PP children will complete the Reading, Maths and spelling assessments that provide an age the children are working at. This will ensure that small steps of progress are measured. • Year group Action Plans will show what interventions the children are receiving – PP children highlighted on action plans.
The gaps in learning due to the effects of missed learning during the pandemic will have reduced	<ul style="list-style-type: none"> • Pupil Premium lead will analyse data from Question level analysis (QLA) for Reading and Maths to determine weaknesses to share with teachers' to inform future practice. • Recruitment of additional TA to support small groups, reducing intervention group size will allow for bottom 20% and disadvantaged pupils additional support in Reading, Writing and Maths.

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: £ 16,320.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo to support teachers in providing feedback to pupils with SEN to show progress even if small steps</p> <p>(£934.56 – 4hrs per term)</p>	<p>EEF (+6)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	4
<p>Pupil Premium Lead to give CPD and training and monitoring.</p> <p>PP CPD – 6 x 2 hr meetings (469.92)</p> <p>PP lead time – 4 hr x hourly rate (£5,952.32)</p> <p>CPD for staff – (£529.21)</p>	<p>EEF (+6)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Meetings with teachers increased staff awareness of disadvantaged children and gave them an opportunity to discuss barriers and best ways to support them.</p> <p>Giving CPD to teachers enables them to be more informed in best practice and how to support disadvantaged pupils.</p> <p>PP lead to oversee data and progress of those on the PP register. Check on whether interventions have impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 3, 5,
<p>TA appointed to help in reducing ratios in group sessions for more targeted support.</p> <p>(£14,234 total - £5800 from recovery premium, £8434 from Pupil Premium)</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in separate classrooms or working area. Intensive tuition in small groups is often provided to support lower attaining learners of those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the year 3 cohort needed significant support in Maths and in year 6 a significant support required for reading and writing.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3594.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching – 1 to 1 support (£3494.06)	EEF (+5) One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2, 5
Herts for Learning - a high quality structured intervention for KS1 reading (£100 for training of Reading lead in this programme) (£100)	EEF (+6) An 8 week intervention which has demonstrated improvements in stamina, accuracy, enjoyment, confidence and engagement.	2, 5
Maths – Mastering Number Intervention for securing maths foundation (£0 – Free to enrol)	EEF (+5) Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided.	2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,228.20

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
<p>Learning Mentor and Nurture Breakfast</p> <p>(Learning Mentor - £13,508, Nurture Breakfast fund - £500 ELSA training - £210)</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialist programmes such as ELSA which are targeted at students with particular social or emotional needs.</p> <p>Nurture breakfast club provides children with breakfast every morning and an opportunity for the Learning Mentor to do ‘check ins’. This supported those children who have SEMH needs.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 3
<p>Family support worker to support vulnerable families and develop parent partnerships.</p> <p>(£6567)</p>	<p>(EEF +3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> - Approaches and programmes which aim to develop parental skills such as literacy or IT - General approaches which encourage parents to support their children in reading or homework - The involvement of parents in their children learning activities; and - More intensive programmes for families in crisis <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 3
<p>Educational Psychologist</p> <p>(£4532.80 – 40% of total time)</p>	<p>Educational psychologists support schools and the local authority to improve all children’s experiences of learning.</p> <p>They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.</p>	2, 4, 5
<p>Speech and Language Therapist</p>	<p>EEF (+6)</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2, 4, 5,

<p>(£410.40 – 40% of total time)</p>	<p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	
<p>Hardship Fund – To support families who may need additional support with uniform or other essentials due to hardship.</p> <p>(£500)</p>	<p>EEF (+3)</p> <p>Supporting families to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3</p>

Total budgeted cost: £ 46,142.27

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Training and monitoring - Meetings with teachers increased staff awareness of PP children and gave them an opportunity to discuss barriers and best ways to support them. Pupil progress meetings highlighted the PP children and the progress they were making.

Learning Resources - For pupils showing dyslexic tendencies were seen by DFS specialist who gave targeted intervention support for specific needs. SEN TA had updated dyslexia training and strategies. Increased awareness of dyslexia and benefitted all learners with literacy skills.

Interventions - 40 minutes per day were allocated to ensuring PP children were given targeted support. This involved, 1:1 reading time daily, editing time in small groups and pre teaching for some mathematical concepts.

Nurture TA – Supported children with SEMH needs as well as those with low esteem, this was managed throughout lockdown, using TEAMS and phone call checks ins.

Family Support Worker – Supported 7 families from the PP register.

Educational Welfare Officer – Attendance for PP children was above national.

Nurture Breakfast – This was unable to take place due to crossing bubbles, breakfast was still provided to children who required it.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.