



Pupil Premium Strategy Statement 2019/2022

1. Summary Information					
School	The Croft Primary School				
Academic Year	2020/2021	Total PP budget	£47970	Date of most recent PP Review	Sept 2019
Total number of pupils	415	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 2021

Attainment - Academic Year 2019-2021 (As of NOV 2020)		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	0%	63.6%
Year 1		
% On Track + in Reading, Writing and Maths	50%	62%
% On track + in Reading	50%	69%
% On Track + in Writing	50%	63.8%
% On track + in Maths	50%	74.1%
Year 2		
% On Track + in Reading, Writing and Maths	22.2%	54%
% On track + in Reading	44.4%	60%



% On Track + in Writing	44.4%	70%
% On track + in Maths	33.3%	64%
Year 3		
% On Track + in Reading, Writing and Maths	66.6%	50.9%
% On track + in Reading	83.3%	66%
% On Track + in Writing	83.3%	60.4%
% On track + in Maths	66.7%	69.8%
Year 4		
% On Track + in Reading, Writing and Maths	28.5%	57.4%
% On track + in Reading	42.9%	68.5%
% On Track + in Writing	28.6%	59.3%
% On track + in Maths	42.9%	70.4%
Year 5		
% On Track + in Reading, Writing and Maths	25%	71.4%
% On track + in Reading	25%	76.8%
% On Track + in Writing	25%	78.6%
% On track + in Maths	50%	76.8%
Year 6		
% On Track + in Reading, Writing and Maths	25%	50%
% On track + in Reading	75%	72%



% On Track + in Writing	62.5%	62%
% On track + in Maths	25%	68%

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 (20% of children entitled to PP grant are LAC)
B.	EYFS – communication and language
C.	Life experiences – limited knowledge of the world
D.	SEN – 38% of the children entitled to PP grant are also on the SEND register
E.	Further gaps in learning due to school closure as a result of COVID-19
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Family circumstances
B.	Attendance and Lateness

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
B.	Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being through working with Nurture TA	<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
C.	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.



		<ul style="list-style-type: none"> • Support given so parents engage and support their child with learning
D.	SEN – 38% 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. • Action plans to show what interventions the children are receiving – PP children highlighted on action plans
E.	To provide a Recovery curriculum in order to address gaps and support the return to school	<ul style="list-style-type: none"> • Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. • Pupils feel safe, secure and supported

4. Planned Expenditure					
Academic Year	2020-2021				
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?
Teachers to have a greater understanding of the PP children’s barriers to learning	Pupil Premium – In individual meetings with class teachers go through in depth about pupils’	Quality first teaching for all pupils by teachers either whole class or groups will improve learning (learning	Pupil progress meetings and inclusion intervention trackers, alongside provision maps will be used termly to record and evaluate	AK	Termly PPM Data points 3x a year



<p>and how to best support all Pupil Premium children</p>	<p>barriers to learning and venn diagrams to see additional needs e.g. SEN. Improving Outcomes for Vulnerable Learners Pupil Premium – barriers to learning, diminishing the difference Pupils with SEMH Attachment training Safeguarding Training</p>	<p>walks, observations) With a new cohort to teach teachers have additional knowledge of the pupils in their class to give them additional support.</p>	<p>the provision of the intervention – effectiveness, quality of teaching and learning and impact on 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</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,</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</p>	<p>SLT and class teachers</p>	<p>Termly</p>



<p>academic potential 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>there is still a gap in core subjects.</p> <p>This can be seen through pupils books, parent communications (reports and parents evenings), pupil progress data and learning walks.</p>	<p>these are having 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 children achieving ARE in maths, reading and</p>	<p>Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes</p>	<p>The difference between Pupil Premium and Non-Pupil Premium children is diminishing.</p>	<p>Tracking of entry and exit results of interventions used through the use of the inclusion management document</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p>



<p>writing to at least meet floor targets of 65%</p>	<p>Reading project – pre phase 1 week gives children opportunities and experiences to give them access to the text ensuring that all children start at the same point.</p> <p>Purchase of new reading book scheme. The scheme links directly with phonics.</p> <p>Use of Nesy – program to support phonic awareness and spelling patterns (targeted at pupils not at ARE for reading or writing)</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>Nesy Reading & Spelling has been thoroughly and rigorously reviewed. Research evidence proves that the Nesy program produces positive educational results.</p> <p>The reading scheme books will enable children to have a book which is at the correct level linked to their phonic knowledge.</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>Reading assessments, 1 to 1 reading, daily reading lessons, book scrutinies,</p>	<p>SLT</p> <p>AK/WH</p> <p>All teachers</p>	
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	<p>DFS – Marian Winckles Support for Dyslexia pupils</p> <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>To raise the % of disadvantaged children achieving GLD (65%)</p>	<p>Personalised learning from term 2 based on needs from baseline</p> <p>EYFS framework and observation training to develop understanding of</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>Tracking of entry and exit results of interventions used through the use of pupil asset.</p> <p>Baseline assessment to inform of weaknesses.</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly</p> <p>6 weekly when intervention finishes. Review which children require intervention.</p>



	staff to ensure teaching is nothing less than good and high quality observations take place				Weekly EY meetings with class teachers.
Total budgeted cost					£ 12560.47
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 exhibit low self-esteem Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social	Nurture TA to engage with pupils on either a 1:1 basis or through group interventions (tranquility, friendship groups, counseling sessions) ELSA interventions for 30 minutes per child per week (starting 2019 once staff are trained)	The vast majority of PP children have attachment issues, low self-esteem and a number of anxieties, which are a barrier to their learning. Group and 1:1 nurture interventions for targeted individuals seek to improve children's readiness to learn and therefore their attainment by	Before the first session begins for each intervention, SDQ's will be completed by the child's teacher and parents. This will then be 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. Each session will be planned according to the	WH Class teachers	After each 6 weekly intervention has been completed



skills, mental well-being and self-esteem		<p>reducing anxieties and low self-esteem.</p> <p>This will be seen through: Pupil voice Parent voice Attainment data</p>	<p>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>		
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</p>	<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>	<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>



	<p>to support SEMH in school</p> <p>Set up and run family links course for targeted families 2x a year (12 weeks each)</p>				
<p>Decrease lateness and/ or persistent absenteeism in Pupil Premium children for attendance % to be broadly in line with national figures</p>	<p>Attendance officer to monitor lateness and 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</p>	<p>Attendance reviews report that persistent 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>Weekly attendance reports</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>KF/SC FSW's SLT EWO AK</p>	<p>Weekly reports</p> <p>Progress reviews termly</p> <p>As and when required for some families</p>



	falls below 90% and EWO involvement established. Class certificates for classes with 100% attendance to be given out in assembly and an end of year incentive 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</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>



	anxieties to ensure they are ready to learn in school and can achieve their potential				
Support TA to work with Pupil premium pupils needing 1:1 support with learning.	Precision teaching, narrative learning, talk boost,				
Total budgeted cost					£26901
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?
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	Subsidizing costs of school trips and experiences in school to ensure opportunities to develop life experiences are not missed. Whole School	Pupil Premium families are not constrained by financial restraints. Pupil Premium children are able to access the same life experiences as their peers to develop their	Parent and pupil voice Pupil progress data from reviews	AK	Termly



	Enrichment – Music Services (£395) and resources.	understanding of the world.			
Nurture Breakfast club to ensure children are fed and ready to learn.	Children help to make their breakfast, follow breakfast club rules and tidy up after themselves also.	Teaching life skills, table manners and giving children a chance to unload any worries before starting their learning day.	Children who struggle coming into school, leaving parents or have not had breakfast are invited to attend this club. Breakfast club is run by the Nurture TA. It is a daily club.	WH	Through supervision with WH
To use a recovery curriculum to address gaps after school closure due to COVID-19	Curriculum training in staff meetings Mindfulness sessions supported by SENDCo Jigsaw resources to support the recovery curriculum	EPI research suggests disadvantaged pupils are over 18 months behind their peers by the age of 16. The impact of COVID-19 is likely to widen this attainment gap. It is likely we will need to provide more support for	Pupil voice Curriculum overviews and timetables to reflect the impact of school closure.	SLT, AK and class teachers	



		mental health and pastoral care.			
Total budgeted cost					£1375

5. Review of expenditure				
Previous Academic Year		2019-2020		
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	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	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 subscription not continued due to low usage. Nessy used successfully to support children one to one or in small groups with a specific need identified – monitored in key skills books.
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Nurture TA		£14008		
Family Support Worker		£6567		Supported 7 families over the year
Educational Welfare Officer		£6326		Attendance of PP children above national
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact



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.	Nurture breakfast club enabled children to have eaten and be ready to start their learning day whilst learning basic table manners.
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