

Pupil premium strategy statement – Croftlands Junior School – October 2024

This statement details our school’s use of pupil 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	160
Proportion (%) of pupil premium eligible pupils	22 14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-27
Date this statement was published	October 2024
Date on which it will be reviewed	
Statement authorised by	Lou Mahon
Pupil premium lead	Lou Mahon
Governor / Trustee lead	Helen Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32900
Pupil 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>	£32900

Part A: Pupil premium strategy plan

Statement of intent

- Ultimately, it is our aim to remove the gap between our disadvantaged children and their non-disadvantaged peers, as they progress through Croftlands Junior School
- Our intentions are that, irrespective a child’s background, their challenges, their gifts and talents; they will make good progress throughout school and achieve well academically, socially and emotionally
- Our intention is to remove barriers to learning, so our children can engage meaningfully in an ambitious learning environment; resulting in fulfilled academic, social and economic potentials
- Our response will be informed by robust diagnostic assessments, and not assumptions about disadvantage
- Our intention is to ensure our disadvantaged children are challenged academically, intervening early when barriers arise,
- adopting a whole-school approach to understanding how to close the disadvantaged gap
- Our priorities are:
 - To close the attainment gap between our disadvantaged children and their non-disadvantaged peers
 - To ensure all children receive quality-first teaching
 - To provide targeted academic support for individuals not making the expected rate of progress
 - To address extrinsic barriers to attainment, including attendance, social and emotional needs and basic needs, such as hunger and clothing.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of attainment data identifies disadvantaged children do not attain as well academically as their non-disadvantaged peers.
2	Observations show children with weaker oracy skills struggle to access speaking and listening activities in class.
3	Attendance and Punctuality data shows some children’s attendance is below 90%, resulting in missed learning opportunities.

4	Attainment and progress data, pupil voice and observations show some children have greater difficulty in overcoming challenge in their learning. This impacts their ability to engage with, and interact in classroom learning, creating a barrier to that learning and to emotional wellbeing.
5	Equality of wider aspirational experience outside of school can be more limited for our PP children.

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
1. Ensure greater proportion of our disadvantaged children make good progress and achieve end of year expectations (EOYE) in rdg, wtg and maths, throughout KS2.	All PP children make age-related expectations in reading, writing and maths. Where SEND is a factor, those children make at least 3 steps progress (in line with ScholarPack tracker).
2. Children use vocabulary confidently across the curriculum; raising attainment and deepening knowledge.	Lesson drop-ins, learning conversations and staff voice evidence children's confident use of subject-specific vocabulary, together with increased explanation and justification skills when speaking.
3. School attendance improves for targeted PP families	Increased engagement in Family Learning workshops by targeted families. PP children's attendance and punctuality in line with target of 96%.
4. Social, emotional resilience increases. Motivation for and enjoyment of learning increases as children learn to self-regulate.	Pupil and parent voice, emotional wellbeing surveys suggest children feel safe and happy and know what to when learning or feelings are challenging. Behaviour data for PP in line with non-PP children
5. Creative, aspirational, excellent learning opportunities outside of the classroom provided to all.	Every child able to access full range of trips, experiences and activities, designed to encourage a love of learning of the world around them.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding of Rosenshine's Principles of Instruction and Cognitive Load Theory</i>	Supporting language	1, 2
<i>Teaching focus on high-quality, subject-specific vocabulary across the curriculum. Oral language interventions.</i>	United Learning curriculum training outcomes. Mind the Language Gap Supporting Language and Oral Language - interventions EEF	1, 2, 4
<i>Writing Across the Curriculum and Every Teacher a Teacher of English</i>	Improving Literacy in KS2 EEF	1, 2

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

Budgeted cost: £21,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL £798 + TA delivery	Targeted academic interventions to support literacy and numeracy. This resource also meets the specific needs of disadvantaged children with learning differences.	1, 4
<i>Smart Moves</i> £1200 + TA delivery	Targeted intervention to develop gross and fine motor skills.	1, 3, 4

<i>SHINE intervention (Hatchett) £1500 + TA delivery</i>	High-quality, targeted interventions for maths in 1:1 and small-group.	1
<i>Targeted teaching of Reading Comprehension Strategies.</i>	EEF - Phonics and Reading Comprehension	1, 2, 4

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

Budgeted cost: £ 10,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA: (training, delivery) Vulnerability matrix completed at least termly</i>	SEL EEF	4
<i>Nurture Club 1.25 hr £18.55 per week: STA</i>	SEL EEF	3
<i>Resilience-aimed outdoor adventure day £1638</i>	(Outdoor Learning EEF)	4, 5
<i>Food Tech Club</i>	Parental Engagement Approaches, EEF	3, 4, 5
<i>Metacognition</i>	SEL (EEF) and Metacognition (EEF)	4, 1, 2, 3,
<i>Forest Schools</i>	(Outdoor Learning EEF)	3, 4, 5
<i>Nurture Dog, Skye</i>		4, 3

Total budgeted cost: £ 32900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2024 End of Key Stage 2 Assessments PP children:

Expected Standard (EXS) in rdg: 80%	National: 64%
EXS Maths: 40%	National: 61%
EXS Writing: 20%	National: 60%
Combined: 60%	National: 62%



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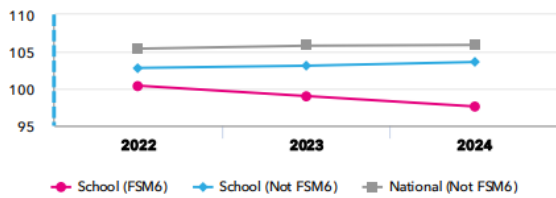
Croftlands Junior School

2024 KS2

Disadvantaged pupils

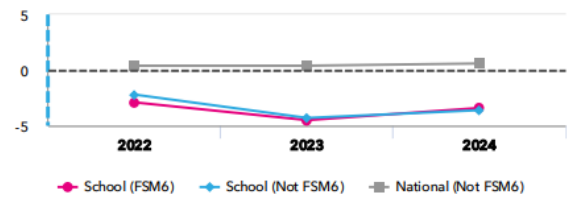
KS2 attainment for disadvantaged pupils 2024

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2024

Average Scaled Score (Re, Ma)



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Jigsaw PSHE curriculum scheme	
White Rose Maths	
Literacy Shed	
Charanga Music curriculum scheme	
IDL	

Further information (optional)

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