

## 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	Croftlands Junior
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	19.57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Cathy Styles, Headteacher
Pupil premium lead	Miss Cathy Styles
Governor lead	Miss H Robinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,900
Recovery premium funding allocation this academic year	£ 3,770
School led tuition allocation this academic year	£4,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£43,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The challenges in our school are varied, often individual to children and there is no 'one size fits all'.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We understand the importance of high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, targeting support for those pupils who have been worst affected.

We will respond to the individual needs of the children and provide interventions where robust diagnostic assessment indicates that they are appropriate. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early where possible to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation or a lack of enrichment opportunities during school closure. The last two years have been challenging for families in all sorts of ways. Some

	<p>children have suffered the trauma of bereavement and family break ups as well as poor health or anxiety relating to the pandemic. These challenges particularly affect our disadvantaged pupils, including their attainment.</p>
2	<p>The school's work aims to be robustly focused on disadvantaged children of all prior attainments – particularly children who are SEND and in receipt of Pupil Premium and also more able children. Our assessments and knowledge of the children indicate that the education and wellbeing of some 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is more evident in maths but also affects reading amongst our disadvantaged pupils.</p>
3	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS2 but particularly in the younger children and, in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Proportionally, some disadvantaged pupils have been 'persistently absent' compared their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>It should be noted that most persistent absence is due to continued ill health.</p>

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths) PP pupils are happy and successful and enjoying school as shown through parent/pupil/staff discussions. Progress is in line with their peers. Staff work collaboratively to support each child. Children who may fall behind are identified quickly. Disadvantaged pupils show take up of enrichment opportunities to be equal to those of other children.
Improved oral language skills and vocabulary among disadvantaged pupils.	Vocabulary is enriched through exposure to a wide range of texts and evident in the children's oral and written work.
Improved reading attainment among disadvantaged pupils.	Children will have access to more books and a wider range of high quality texts. Phonics screening will show an improved progress from their baseline.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Action by school through clear communication, monitoring and use of attendance panels where needed will result in improved attendance levels. Attendance will have returned to our excellent pre-pandemic levels.

## 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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide phonics training for the Floppy Phonics scheme for all school staff (£300)</i></p>	<p>EEF evidence shows that phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p>	<p>3, 4</p>
<p><i>Provide OPAL training for all school staff</i></p>	<p>The success of the programme is directly linked to the engagement of all staff so whole school training is required. Time cost only.</p>	<p>1</p>

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

Budgeted cost: £30,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In-school tutoring provided (£4050)</i>	EEF evidence shows that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Intensive tuition in small groups is planned to support lower attaining learners or those who are falling behind, but also used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 2, 3
<i>Enhanced TA support in classrooms (£26,886)</i>	Additional support in the classroom to work with the class teacher to provide targeted intervention.	1, 2, 3, 4

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

Budgeted cost: £12,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of Family Liaison &amp; Educational Welfare officer to support children and families (£3000)</i> <i>SLT time (£3000)</i>	Prompt school action and support for families struggling with school attendance results is more successful in the long term.	1, 5
<i>Employment of ELSA TA to support emotional needs of pupils (£2142)</i>	ELSA time provided to support children to overcome emotional and mental health barriers to learning	1, 5
<i>Additional Lunchtime support provided (£2,822)</i>	Behaviour incidents at playtimes impact on learning in the classroom. An additional member of staff is employed over lunchtime to support supervision levels and help with play and activities to engage pupils.	1, 5
<i>Residential costs (£1000)</i>	It is important for all of our Y6 children to attend our outdoor education residential as it is part of our curriculum and a key part of their personal development. Governors are of the view	1, 5

	that no child should be unable to attend for financial reasons. Children in receipt of PP receive financial support from the PP budget. Other children are supported through additional funding streams from local grant providers.	
<i>Costs of inclusion activities (£200)</i>	School will cover the costs of out of school activities etc where necessary to promote engagement and inclusion	1
<i>Jigsaw programme (£320)</i>	PHSE scheme purchased to support emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also include mindfulness allowing the children to advance their emotional awareness, concentration and focus.	1
<i>OPAL programme (£3000)</i>	Independent evaluation of the OPAL Primary Programme led by Gloucestershire University and published by the National Children's Bureau showed that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school. Given the importance of play in children's lives and current concerns about children's health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in OPAL's programme. The OPAL Primary Programme supports schools in developing a cultural shift in thinking about and supporting children's play.	1, 5

**Total budgeted cost: £ £43,720**

## 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.

- Intervention with teachers and teaching assistants for children with identified gaps and specific learning difficulties with a particular focus on Year 6 children to prepare them for transition. This resulted in successful transition for almost all pupils and particularly our disadvantaged pupils.
- Attendance last year was only marginally less than pre-pandemic levels with a real focus on vulnerable and SEND pupils being able to engage in some face-to-face in-school teaching during the January- March lockdown. Support was provided for families with low attendance
- SERIS support meant that school was able to provide timely and prompt support to those children who were struggling with the return to school and the ongoing pandemic.
- Pupils were able to partake in visits, both virtually and in school, which built on skills and knowledge from lessons and adapted to COVID-19 restrictions
- Additional resources provided as part of our curriculum review to support teaching and learning and access during any remote learning

### 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
Jigsaw PHSE scheme	Jigsaw PHSE Ltd
White Rose Maths Premium resources	White Rose Maths
Literacy Shed Plus	Education Shed Ltd
Charanga	Cumbria Music Hub
Oddizzi	Little Travel Bug Ltd
Language Angels	Nubridge Publishing Limited
Power of Reading	Centre for Literacy in Primary Education