

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	Crofton Infants School
Number of pupils in school	190 (Reception to Year 2)
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	2025 - 26
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	ASC
Pupil premium lead	C Price/ C Holloway
Governor / Trustee lead	Elanor Handford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,920

# Part A: Pupil premium strategy plan

## Statement of intent

### **Context**

The school serves a mixed catchment area. Almost all pupils are White British (92%) and live in the immediate area including the neighbouring villages of Charlston, Walton and Havercroft.

School level trends show an increase in the number of children considered from deprived backgrounds over the last three years. The school location deprivation indicator is in quintile 1 (least deprived) of all schools, whereas the pupil information indicates household income deprivation is in line with figures Nationally.

Although still below national, the demographic of the school is changing and there are now more EAL pupils entering the school than in previous years. The percentage of children who have EAL and those from minority ethnic groups have steadily increased over the last three years.

The percentage of SEND pupils 15.3% is just below National (17.3%). Increasingly pupils are on the SEND register for speech and language, as well as social communication and interaction needs.

Staffing has remained relatively stable over the last three years, however there has been a change in the SLT in September 2025. A new Head of School joined the school after the long standing HoS moved on . A new Trust Senco started in September 2025.

The proportion of pupils known to be eligible for support from the pupil premium grant, (15.3%). Cohort variations are commonplace year on year, with 16% in Reception, 22% in Year 1 and 17% in Year 2 from September 2025.

### **Aims for pupil premium spend 2025-26**

Our key objectives are to raise the attainment for those children in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers.

### **Our principles for pupil premium funding**

At Crofton Infants School we are committed to ensuring that all of our children, within all pupil groups, (boys, girls, those with special educational needs, those with English as an additional language, those from differing ethnic backgrounds), regardless of their background or disadvantage, achieve and exceed their potential.

We recognise that not all children who may be eligible for free school meals (FSM) are disadvantaged and equally recognise those who are not eligible for FSM may too have significant barriers to learning.

As a school we:

- Ensure that all staff are aware of those children who are in receipt of pupil premium funding.
- Ensure class teachers and senior leaders monitor and track their progress carefully.
- Ensure class teachers and senior leaders work together to set high expectations.
- Are aspirational and recognise that for some of our disadvantaged children meeting age related expectations is not aspiring enough.
- Recognise that early intervention in the Foundation Stage is key to ensuring any gaps are starting closing as soon as possible.
- Have put systems in place to identify children eligible for free school meals and therefore pupil premium funding (or EYPP).
- Strive to ensure that all children, regardless of their individual backgrounds, make progress and fulfil their potential, having equal access to all areas of the curriculum both in and out of school hours.
- Employ an ethos where we recognise the 'whole' child, valuing the importance of emotional and social support and care as an integral part of our role.

### **Monitoring our pupil premium children**

Tracking of attainment and progress for each pupil is thorough, so that we can quickly identify any potential areas for improvement and develop sensible strategies and interventions to promote improvement. We carefully track each pupil in order to analyse their performance in comparison with other children in school as well as against National standards.

- A wide range of data is used – attainment data, pupils' work, lesson observations.
- Assessments are collected, monitored and analysed at planned points during the year.
- Disadvantaged children are a key focus during pupil progress meetings.
- Interventions are adapted and changed if they do not meet the needs of the pupils.
- Case studies are produced for **every** child in receipt of pupil premium funding.
- The work of children in receipt of pupil premium funding is monitored by the SLT.

### **The current position**

Children who are eligible for the pupil premium grant have a high profile across school. The executive headteacher is the pupil premium lead and ensures that these children are discussed as part of a weekly meeting with staff. We have an additional non-negotiable list in place for teachers, that applies to the teaching and learning of children eligible for pupil premium funding. This works well as it ensures that no child's current or changing needs are unknown. A nominated governor for pupil premium is in place and their monitoring visits into school focus not only on observing the actions in place for these children, but talking to this group to provide evidence of pupil voice throughout the year.

Behaviour of this group of children in school is good. This is monitored closely through the Head of school's behaviour log. The system in place works well as any escalation in behaviour can quickly be addressed. Procedures in place working with the school EWO has seen continued improvement in attendance for this group of pupils.

All children who are eligible for the pupil premium grant are given additional roles and responsibilities within school. This includes, being a member of the school council or Eco team, a lunchtime helper, a librarian or a class representative. Alongside this, this group of children are encouraged to participate in after school clubs and are funded to do so, as well as participate in events where they are representing the school e.g. cross school sporting competitions and events, cross school performances and art workshops. Monitoring of this is conducted by the Head of School, alongside the Executive Headteacher. This works well as it ensures

a sense of pride and belonging, as well as raising aspirations and self-esteem for some of the more vulnerable pupils within this group.

## Challenges

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

### **Main barriers to educational achievement and progress**

As a staff we carefully identify the needs of our disadvantaged children and the potential barriers to their academic success and progress, as well as their personal, emotional, social and physical development. At present, across school, the barriers to learning are predominantly related to the following:

- Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking and demonstrate poor communication skills.
- Disadvantaged children typically enter school demonstrating poor fine and gross motor skills, as well as poor fitness and diet.
- Disadvantaged children typically display low self-efficacy attributes.
- Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the development of their language and vocabulary.
- A small percentage of the pupil premium children have identified additional SEN and/ medical or other needs.
- A minority have poor attendance.
- A high percentage have additional needs linked to safeguarding or family vulnerabilities and currently receive support from school or external agencies.
- A small proportion of children cannot access appropriate support within the home environment; this is particularly related to the development of communication, language and literacy skills including reading.

This list is not exhaustive, neither do all parts of it apply to all of our disadvantaged children. Other factors that affect *some* of our pupils in receipt of PPG include, gaps in school readiness from the early years, family stresses, anxiety and financial hardship, adverse childhood experiences, community disadvantage and low expectation.

***Many of their challenges to educational achievement and progress, are based upon individual circumstances and need, rather than being shared across this group. Therefore, we review their individual needs half termly and adapt the strategy as necessary to meet their needs.***

### How we intend to address these barriers to learning based upon research evidence.

The pupil premium grant is predominantly used at Crofton School to **guarantee quality first teaching**.

We aim to continue to ensure that teaching across school is highly effective and that all pupils receive the best standard of education from their class teacher and any additional adults working with them. Our early-career teachers, will benefit from bespoke CPD, alongside coaching, modelling and peer to peer support. The strategies that we will employ are highlighted as having positive outcomes in research documents including the Teacher Development Trust's, 'Developing Great Teaching Guide' and have proved to be a successful approach in school in the past to ensure high quality first teaching.

Extra, specialist support staff employed by the school are integral in supporting class teachers to deliver high quality first teaching by helping to identify gaps in pupil's knowledge and understanding, especially in their key areas of expertise. Use of support staff within a lesson allows teachers to give purposeful, immediate feedback and carry out same day interventions with groups or individual pupils. We also use our specialist support staff for specific intervention programs to target identified children across school.

In 2024-25, our senior leaders, the higher level teaching assistants and specialist support staff will be delivering and tracking well **planned interventions**, specific to identified needs of the children. These will be monitored closely by the senior leadership team who evaluate the impact of these interventions each half term. Support staff understand their role and are trained regularly to keep their knowledge and skills up to date. They work with class teachers and senior leaders to regularly review pupils' learning and are placed where they are most needed to support children, and in accordance with their specialist skills. In addition to this, support staff provide an additional layer of valuable emotional support to our children and families.

As a school we believe in **early intervention** in order to begin to diminish the potential differences between disadvantaged children and their peers as soon as possible. We target and work with parents and carers who may require additional support from ourselves or outside agencies, with particular reference to how they can help to support their child at home. Our experienced nursery team, quickly identify any child at risk of falling behind their peers, in order to start to close the gap between themselves and others.

Disadvantaged children within the Early Years Foundation Stage typically have barriers to their learning in the form of communication and language difficulties. Progress and development of these skills is a priority, as this area links directly to outcomes throughout a child's life. (This is evidenced in research carried out by K Sylva et al in the EPPE project). The school has in place an 'Oracy Strategy', which ensures the promotion of language skills across school. An additional member of support staff, who is a qualified nursery nurse, allows class teachers in the Foundation Stage to work with children one to one and in small groups and further to this, allows for additional regular interventions to take place in language and physical development. Research and documents such as 'Talking About a Generation' by The Communication Trust and 'Language Unlocks Reading,' by the National Literacy Trust, clearly outline the need to address gaps in communication, including the acquisition of new language and vocabulary, from very early on during a child's time at school. With this in mind children in EYFS, not only receive language based interventions if needed, but all children are taught using, 'Launchpad to Literacy' as prerequisite to phonics, reading and early literacy.

Research projects such as the Educational Endowment Foundation (EEF) have also been used to support our decision making in regards to pupil premium spending. This is further detailed in the schedule of pupil premium spend below. The EEF references, the overall quality of teaching, reading comprehension interventions, as well as phonics and working with parents, as four key ways to support with closing the gap in attainment.

The publication of guidance reports such as, 'Preparing for Literacy,' 'Metacognition and self regulated learning,' as well as 'Working with Parents to Support Children's Learning' from the EEF, alongside their review document, 'The Attainment Gap', have further informed and justified our decisions in school. We have also reviewed our practice in school against the 'EEF Guide to the Pupil Premium' (June 2019).

Alongside this, OFSTED's earlier publications which reference good use of pupil premium spend, such as, 'The Pupil Premium – an Update' July 2014 and 'The Pupil Premium -How schools are spending the funding successfully to maximise achievement' 2013, have been used in our decision making to employ support staff to deliver specific planned interventions, as well as allow class teachers to continue to work with small groups when necessary. Past successes in school, as well as initiatives developed by other schools, have also had an impact on our decisions.

Currently our interventions in school focus on phonics, reading, writing, speech and language development, social and emotional health, as well as the development of physical skills. This is in accordance to the school development plan which highlights the need for disadvantaged pupils at the school to attain in line with, or above, their peers in reading and writing by the end of key stage 1 and to make at least 'expected' progress from their starting points, with a high proportion making accelerated progress. Success in these key areas is also promoted through our school curriculum, which is designed to meet the needs of our pupils. A focus on embedding and strengthening development in the 'prime areas' as a foundation for our aim that all children will leave our school with the skills needed to be readers, writers and mathematicians.

Higher ability disadvantaged children have access to a program of support designed to teach and promote greater depth in English and Mathematics.

A whole school ethos, alongside structured routines and small group targeted intervention, addresses specific behaviours, promotes attachments and encourages collaboration with others.

Opportunities to participate and develop skills throughout the wider curriculum continues to be a priority this year for all of our children, including those in receipt of pupil premium funding. Engagement in a wider range of activities both in and out of school will widen children's experiences and opportunities to develop key knowledge and skills outside of English and Mathematics. These opportunities are also critical for the acquisition of new vocabulary and language, another key driver in our school curriculum. Data outcomes, as well as children's learning in these wider areas of the curriculum have already evidenced the positive impact of this.

Finally, we recognise that some of our children with limited opportunities, in comparison to their peers, will perhaps benefit the most from our well-being initiative in school. Our framework brings together aspects of Personal, Social and Emotional Development, including a focus on healthy relationships, Religious Education, as well as Physical Education and Mental Health and Well-being. (Linked to DEF Mental Health in School's Guidance – 2018).

In addition to these aspects, we have designed a set of skills and challenges that children will undertake and achieve during their time in school from nursery to year 2. These have been carefully designed so that the children move through increasing levels of commitment, learning and challenge. At each step, skills and projects have been carefully chosen, not only to build upon previous experiences, but to allow the children the opportunity to take part in work that will benefit both the environment and the community, whether this be on a local or global stage.

The framework is inclusive for all of our children regardless of their individual need or background.

To recognise their achievements there will be different stages of rewards and celebrations. By working within this framework children will not only develop their confidence and self-esteem, they will become positive, independent and self-motivated learners of the future.

***Waterton Academy Trust has a clear focus on improving outcomes for disadvantaged children, based upon the latest research. As a school we are supported to review and evaluate our approach and work with a network of professionals on a regular basis throughout the year to do this. Our Head of School has been part of the 'One Wakefield' initiative which has used credited research as the basis for the priorities carried out in school.***

Challenge number	Detail of challenge
1	Disadvantaged children typically enter school (reception / nursery) with a low baseline in speaking, demonstrating poor communication skills and limited vocabulary.
2	The development of an ambitious curriculum has resulted in an evaluation of the outdoor space in EYFS, so that a wider range of opportunities can be developed for the children to promote interactions, language development and key knowledge. Continued CPD is required to focus on planning and interacting with the learning focus, rather than the activity, to maximise learning opportunities.
3	Children who do not read at home need further support to develop fluency and comprehension skills.
4	Children with identified additional needs require a further structured intervention to support with phonics acquisition.
5	Disadvantaged children typically enter school with limited opportunities and experiences of the wider community and world in comparison to their peers. This has an effect on their knowledge of the world as well as the acquisition of language and vocabulary. Financial restraints of families result in limited extra-curricular experiences when outside of school.
6	Some of our disadvantaged children typically display low self-efficacy attributes (which can result in negative behaviours linked to adverse childhood traumas). Some of these behaviours are challenging and disruptive to others. Some staff lack in experience or confidence and knowledge of how to work with and support these pupils. They lack confidence and have not yet developed their own teacher strategies
7	Some of our disadvantaged pupils have low attendance.

## 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
<p>To continue to set aspirational end of KS1 targets for the disadvantaged children, based upon their individual starting points, so that 80% achieve RWM+</p> <p><b>This will involve some children making accelerated progress from their starting points – in order to close the gap to ARE and GDS.</b></p> <p>This will be measured by data tracking throughout the year and the final outcomes in 2025.</p>	<p>80% achieve RWM+</p>
<p>To increase the percentage of pupil premium children whose attendance meets the school target of 96% and continue to ensure the percentage of PA in this group is below national. This will be measured by tracking throughout the year and the final outcomes in 2025</p>	<p>The attendance of pupil premium children will be at least 96%.</p> <p>The number of pupil premium children who are classed as PA will be lower than national</p>
<p>To continue increase the percentage of pupil premium children passing the end of Year 1 phonics check so that it is above national. This will be measured by data tracking throughout the year and the final outcomes in 2025.</p>	<p>The percentage of pupil premium children passing the end of Year 1 phonics score will be at least 75% (6/8).</p>
<p>To continue to ensure that the percentage of pupil premium children achieving a GLD at the end of Foundation Stage is at least in line with national (non PP). This will be measured by data tracking throughout the year and the final outcomes in 2025</p>	<p>The percentage of pupil premium children achieving a GLD at the end of EYFS remains at least in line with national (non PP)</p>
<p>To maintain the engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home. (With an emphasis on reading and sharing expectations). To ensure families of pupil premium children are well supported by school. This will be measured by attendance at events, feedback from parents, monitoring of reading/ reading journals and data outcomes in school, particularly reading.</p>	<p>The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%.</p> <p>Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.</p> <p>All families of pupil premium children have accessed/been given support from school.(If appropriate / required).</p>
<p>To maintain the engagement and participation of disadvantaged children in ALL wider opportunities on offer at school, including full participation in the after school clubs. This will be measured by outcomes in the wider curriculum <b>such as</b> Physical Development and Expressive Arts and Design at the end of EYFS. At Key Stage 1 this will be measured by the outcomes in all subject assessment at the end of each term as well as examples of learning. Pupil voice surveys, through the year, will measure the impact of events and participation in these. Attendance at after school clubs and cross school competitions will be measured, along with participation in all elements of school life.</p>	<p>The percentage of disadvantaged children accessing after school clubs remains above 75%</p> <p>The percentage of children participating in events to represent the school increase to 100%</p> <p>The percentage of children achieving expected in PD at the end of EYFS will at least be in line with National.</p> <p>The percentage of disadvantaged children achieving expected in EAD at the end of EYFS will at least be in line with National.</p> <p>The percentage of children assessed at ARE or above in all other subjects continues to be above 80%</p> <p>Examples of planning and children's work will evidence progress and development of skills and knowledge across a range of subject areas.</p> <p>Achievement of end of year badges and certificates</p>

## 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: £12,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening the teaching and acquisition of vocabulary across all subject areas, so that all children can access the ambitious school curriculum</p>	<p><i>Research has shown that there is a direct link between language acquisition by the age of 3 and outcomes in later life, (including academic, health &amp; well-being, employment). It is therefore our duty as early educators to close this language deficit for all of our children. We need to continue our commitment that all staff see this not only as a priority for children's current learning in school, but the impact that this will have on our pupils for the rest of their life.</i></p> <p>The development of language as a precursor to writing is supported by a new report 'Talking About a Generation, from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of communication and language as a precursor to future successes in Literacy. <i>An additional adult means further high quality interactions to develop language and vocabulary can take place.</i></p> <p>'The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home.</p> <p>Preparing for Literacy' (EEF), also suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high quality targeted support for children.</p> <p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. Having an additional adult present would enable the teacher to be able to carry out this role as well as support with individualised reading and comprehension activities, targeted guided reading groups.</p>	<p>1, 6</p>
<p>Sustaining high quality first teaching to improve outcomes for children (particularly boys and disadvantaged children) at the end of EYFS and KS1</p>	<p>Where High Quality First teaching is outstanding in school, children, including disadvantaged children attain age related expectations and above. As an approach this needs to be consistent and maintained throughout every class in school.</p> <p>Historically when pupil premium children have been in classes taught by consistently good or better teachers, outcomes for these children have been good and accelerated progress has been made.</p> <p>This is supported by the EEF document, 'The Attainment Gap' (2017), which states that, the 'Quality of teaching is the biggest driver of pupil attainment, particularly for those from a disadvantaged background' and goes on to discuss research to support this.</p> <p>EEF Guide to the Pupil Premium' (June 2019). ' <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i>'</p> <p>Research cited by The Teacher Development Trust from <a href="#">Kraft &amp; Papay, 2014</a> suggests that in schools where teachers improve, the following aspects of the professional environment seem to relate to whether teachers are improving: <b>Peer Collaboration: the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;</b> and <b>Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teaching.</b></p>	<p>1</p>

<p>Embedding improvements to the outdoor learning environment in the early years foundation stage, so that children have a wider range of opportunities to progress through the ambitious EYFS curriculum, supported by effective interactions from adults.</p>	<p>The development of language as a precursor to writing is supported by a new report '<i>Talking About a Generation</i>', from The Communication Trust, which identifies the development of language as key, particularly for disadvantaged children. The new approaches in place focus on continued development of communication and language as a precursor to future successes in Literacy. <i>An additional adult means further high-quality interactions to develop language and vocabulary can take place</i></p> <p>'Preparing for Literacy' (EEF), suggests supporting evidence for these approaches chosen, including the vital role which adults play in modelling effective language and communication in the learning environment and the use of high-quality targeted support for children. This document goes on to state that</p> <p><i>'High quality targeted support can ensure that children falling behind catch up as quickly as possible and that small-group support is more likely to be effective when:</i></p> <ul style="list-style-type: none"> <li>• <i>children with the greatest needs are supported by the most capable adults;</i></li> <li>• <i>adults have been trained to deliver the activity being used</i></li> </ul>	<p>1, 2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed reading interventions including 'Better Readers' for children Reception to Year 2</p>	<p>The EEF toolkit suggests that oral language interventions which include – Targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension can improve outcomes by up to 5 months. This work will also address the barriers of language and communication and support those children who receive less support with Literacy development at home. The EEF toolkit suggests that 'Feedback' can improve outcomes by up to 8 months. This is obviously part of Quality first teaching as well as part of key interventions in place. Successful feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.</p>	<p>3</p>
<p>Review and embed phonics interventions based upon RWI</p>	<p>The EEF toolkit suggests that quality teaching (including phonics teaching), carried out by a teacher, which specifically meets the needs of the child/group can improve outcome by up to 4 months. The additional adult present would enable the teacher to be able to carry out focused phonics interventions.</p>	<p>4</p>

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

Budgeted cost: £15635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children, including those who are disadvantaged, are provided with experiences and opportunities to develop skills which will support their personal development by</p>	<p>The EEF toolkit suggests that from wider involvement in the arts, improved outcomes have been identified in English, mathematics and science learning. Wider benefits on attitudes to learning and wellbeing have also consistently been reported.</p>	<p>5</p>

<p>Embedding effective, purposeful wider opportunities across the curriculum, in order to further develop children's knowledge and breadth of vocabulary.</p>	<p>Participating in sports and physical activity is also likely to have wider health and social benefits.</p> <p>Further evidence taken from the EEF's Teaching and Learning Toolkit supports that collaborative learning through such experiences have a consistently positive impact on pupils</p> <p>These actions will therefore support with addressing the barriers to learning that are linked to poor fine and gross motor skills, poor fitness and diet and children's low self-efficacy attributes.</p>	
<p>Continue to support the individual needs of all of our children by developing consistently strong practice across school, including those early in their career, in managing the behaviour of pupils with specific needs, resulting in an improvement in teacher confidence and knowledge.</p>	<p>Actions linked to developing pupil engagement and supporting children socially and emotionally are part of our wider pupil premium strategy and are supported by the EEF evidence guides – 'Parental Engagement' (2019) and 'Social and Emotional Learning in Schools' (2019).</p> <p>Alongside these, additional research and guidance supports our approach in this area – for example DFE Guidance – Supporting Mental Health in Schools (2018), states that '...partnerships with families should be part of a whole school approach to promote consistent support for children's health and well-being,</p> <p>Improving behaviour in schools (EEF 2019) identifies strategies to support and understand children's behaviours and recognises that classroom management alongside adapting individual approaches for high needs children are just some ways – based upon evidence of improving behaviour and therefore outcomes. The teaching and learning toolkit recognises that behaviour interventions can improve progress by up to 3 months.</p>	6
<p>Support the improved attendance of all pupils</p>	<p>Government research shows that overall absence has a negative link to attainment with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English Baccalaureate (EBacc).</p> <p>Poor attendance can affect children's ability to make and keep friendships; a vital part of growing up. Setting good attendance patterns from an early age, from nursery through primary school will also help children later on in their life.</p>	7

**Total budgeted cost: £42920**

## 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 2023 to 2024 academic year.

#### **Focused CPD**

CPD has not only been directly linked to the school improvement plan, but also pertinent to the needs of the individual staff, in particular those early in their career. Bespoke teacher development meetings continued for throughout the year. This included parallel PPA to support high quality planning and pupil experiences across the year groups. Opportunities to work with more experienced colleagues were also in place. Monitoring focused on key groups of disadvantaged pupils, the Executive Headteacher continued to review individual case studies to ensure that each disadvantaged child was continuing to make progress.

Bespoke Maths CPD for EYFS and KS1 teachers supplemented the new approach to teaching mathematics through a carefully structured and progressive curriculum. School is now in the sustaining mastery approach and continues to work with the maths hub. Staff confidence in teaching mathematics improved outcomes. There was a renewed focus on children having a 'deeper' understanding of key mathematical concepts in nursery and reception before moving on to new learning.

All children met targets based upon those set from the end of EYFS. Some children surpassed these targets.

#### **Development of language including implementation of Launchpad for Literacy**

All staff have an improved understanding of the importance of develop language and vocabulary through the CPD work carried out. Children at Crofton are becoming confident speakers and are given the opportunity to develop and use new vocabulary. Work in this area will continue in 2024-25.

The EYFS team are secure in their understanding and implementation of the Launchpad for Literacy. The EYFS leader has continued to work with the author of this approach and access regular high quality training for her team.

Delivery of phonics was consistent across school, which resulted in 97 % of the 2023-24 Y1 cohort passing the screening test. Alongside internal assessments, which identify individual improvements for children – bespoke interventions were planned and will continue into Autumn 2024. All staff receive weekly phonics coaching sessions.

### **Development of wider opportunities / character and wellbeing**

We continue to provide personal development and wider opportunities for all pupils.

Events to promote health and wellbeing and the arts are planned in regularly and activities and other elements of our offer for disadvantaged pupils continued . All children classed as disadvantaged were given roles in school, ranging from school councilors, reading ambassadors to members of the eco team. This supports their personal and social development – an integral part of the key actions identified by staff to benefit specific individuals.

Sports events and competitions were run both in school, as part of the multi academy trust and as part of virtual competitions from Wakefield local authority. All children took part in these. All disadvantaged children were offered places free of charge at a wide range of after school clubs.

Performance for parents ensured that all children had the opportunity and the audience to practice language and speaking skills.

### **Support for reading**

Analysis of reading needs was conducted within the first week of children returning to school in September. Children were then targeted for interventions – primarily based upon reading and phonics. Regular analysis took place throughout the year, every 6 weeks to prevent any pupil falling behind.

Outcomes at the end of EYFS and KS1 in reading remained strong for all groups – including those classed as disadvantaged.

### **Attendance**

A focus on attendance for disadvantaged pupils has improved attendance.

All children met targets based upon those set from the end of EYFS. Some children surpassed these targets.

Y1 – only 1 disadvantaged child did not pass the phonics screening check and this child has complex SEN communication challenges.

## 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*

<b>Programme</b>	<b>Provider</b>
Launchpad for Literacy	Kirstie Page

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium funding.

The school has utilized a DFE grant to train a senior mental health lead.

The school will continue to offer a wide range of high quality extracurricular activities to boost well-being, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

