

Pupil Premium Strategy Statement

Summary information					
School	Crofton Infants School				
Academic Year	2019/20	Total PP budget	£39,600	Date of most recent PP Review	July 2019
Total number of pupils	171	Number of pupils eligible for PP	30	Date for next internal review of this strategy	December 2019

School context

Crofton Infants School is a two form entry infant school in the village of Crofton on the outskirts of Wakefield. The school predominantly serves the local community however children also come from the surrounding villages.

The school currently has 18% of pupils who are eligible for the pupil premium grant in comparison to the national average which was 25% (2017).

6 - 20% of the children eligible for pupil premium are either CIC or post CIC and 1 child is a service child.

At Crofton Infants we are committed to ensuring that all our children from any group (SEND, EAL) regardless of their background or disadvantage achieve their potential . We also recognise that not all children who are eligible for the pupil premium grant are disadvantaged and we also recognise that there are those who are not eligible who have barriers to learning.

Pupils who are eligible for the pupil premium grant have a high profile in school. Pupil are monitored and any potential areas for improvement are quickly identified and strategies put in place to support improvement. Pupil premium children are a key focus during pupil progress meetings.

The key barriers to learning at present are:

Pupil premium children typically enter school (nursery) with a low baseline in speaking and communication skills.

A large percentage of the pupil premium children have identified additional SEN and/or medical needs. The predominate need is SEMH and 29% have or are undergoing a diagnosis of ASC.

A high percentage have additional needs linked to safeguarding or family vulnerabilities and are receiving external support.

Current attainment EYFS					
Total number of pupils	57	Number of pupils eligible for PP		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD				67%	57%
% achieving all learning goals				67%	55%
% achieving all prime areas of learning				67%	%
% achieving all specific areas of learning				67%	%

Current % achieving the expected standard in phonics at KS1					
% achieving the expected standard at Y1				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	60	Number of pupils eligible for PP		60%	72%
% achieving the expected standard at Y2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils	57	Number of pupils eligible for PP		100%	85%
% achieving the expected standard at the end of KS2				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Total number of pupils		Number of pupils eligible for PP		%	%

Current attainment KS1					
Total number of pupils		Number of pupils eligible for PP		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths				55%	%
Progress score in reading				73%	62%
Progress score in writing				64%	55%
Progress score in maths				64%	63%

Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>)			
		Person/Team Responsible	Cost
A	16/21 , 76% of the KS1 pupils entitled to PP are also SEND or CIC/post LAC. 31% have SEMH needs which often prevents these pupils from accessing whole class teaching. A nurture curriculum supports these pupils to achieve. ELSA supports the teaching of emotional literacy or emotional intelligence. ELSA support assistants are trained and supported by educational psychologists to deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.	SENCo & HT	Approx £40,464
B	Evidence shows that communication skills and the development of early language can slow progress. Those eligible for EYPP and 40% of those pupils eligible for PP funding in reception have communication and language needs.	EYFS leader	
C	Evidence would show that the number of pupil premium children passing the end of Year 1 phonics screening test particularly boys is below the national.	Year 1 teachers & HT	
Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>)			
		Person/Team Responsible	Cost
E	<p>29% of KS1 pupils entitled to PP have ASC and require a specialist curriculum to enable each child to achieve. Each child is an individual and has a different barrier to learning including severe anxiety, reluctance to join with group activities, communication difficulties, speech and language challenges. In order to ensure these pupils are able to access a curriculum individual interventions are designed. Teachers and support assistants are trained in interventions including</p> <p>Fit to learn Rainbow words Music interaction First steps to writing Daily phonics program taught by the most experienced member of teaching staff Daily intensive speech and language program to support individual issues taught by a trained TA and supported by a speech and language therapist.</p> <p>Each intervention is proven through research. The SENCo co-ordinates provision for PP children to ensure their needs are fully met. Any interventions undertaken are set with specific targets in mind for individual pupils. These targets are assessed and reviewed following the intervention, usually each half term.</p>	HT & SENCo have responsibility for monitoring the quality and delivery of interventions and their impact.	To be confirmed approx. £28,000
Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>)			
		Person/Team Responsible	Cost
G	To ensure the percentage of pupil premium pupils whose attendance meets the school target of 96% and continue to reduce the number of PA in this group. The HT and School administrator work closely with the MAT EWO to monitor attendance and punctuality using the attendance software in place. To subsidise curriculum opportunities such as visits, after school clubs, breakfast club as an incentive for children to enjoy school.	Administrator, HT & EWO	£2700
H	To maintain engagement of parents and carers of disadvantaged pupils .	HT, Parental support advisor	To be confirmed approx. £4000

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>16/21 , 76% of the KS1 pupils entitled to PP are also SEND or CIC/post LAC.</p> <p>31% have SEMH needs which often prevents these pupils from accessing whole class teaching.</p> <p>Pupils demonstrate challenging behaviours which can present as a danger to themselves or others.</p>	<p>Active Ingredient 1- A nurture curriculum would support these pupils to achieve.</p> <p>Active Ingredient 2- Each pupil would have an individually designed curriculum which is designed to reflect their interests and therefore support engagement in school</p> <p>Active Ingredient 3- Pupils will be taught outside the classroom by a teacher in small group to promote self-esteem and encourage engagement.</p> <p>Active Ingredient 4- The nurture provision will be supported and assessed by the educational psychologist, the communication and interaction team and the SEMH team.</p> <p>Active Ingredient 5- Pupils will achieve and self esteem will be improved thereby removing/lessening emotional violent outbursts.</p> <p>Centre for evidence and social innovation</p>	<p>CPD will be given to all staff around nurture</p> <p>Follow up support in terms of coaching will be provided by the research leads on a regular basis.</p> <p>Pupils will also take part in a specific intervention to support emotional literacy.</p> <p>ELSA supports the teaching of emotional literacy or emotional intelligence. ELSA support assistants are trained and supported by educational psychologists to deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.</p>	<p>Children will have an individually designed curriculum which supports their specific needs.</p> <p>The children working in the nurture provision will build a relationship with the nurture teacher and feel more able to make mistakes/ask for help.</p> <p>The children will enjoy school more and therefore attendance should improve and engagement in learning will improve which will in turn improve outcomes.</p> <p>Children's need will be met at a much earlier age which will hopefully prevent the risk of exclusion or school refusal as these children get older.</p>	<p>Pupils will be happier in school and this will lead to improved engagement and outcomes.</p> <p>The risk of exclusion will lessen.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Evidence shows that communication skills and the development of early language can slow progress. Those eligible for EYPP and 40% of those pupils eligible for PP funding in reception have communication and language needs.	<p>The EYFS staff will use 'launchpad for literacy' – a cohesive skill-based approach to literacy readiness, closing the gap, informed interventions and speech and language support.</p> <p>Quality first teaching will enable pupils to hear language and support language development.</p> <p>The environment will promote language through early reading and early phonics.</p>	CPD will be given to all EYFS staff in 'Launchpad for literacy' so that any gaps in language development can be highlighted and acted upon.	Staff are able to observe specific communication and language problems and act accordingly.	<p>Any gaps in understanding will be highlighted and supported.</p> <p>Pupils will have better language and communication development and therefore improved literacy development.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Evidence would show that the number of pupil premium children passing the end of Year 1 phonics screening test, particularly boys, is below the national.	<p>The EEF document @ The Attainment Gap' (2017) states that the 'quality of teaching is the biggest driver of pupil attainment, particularly for those from a disadvantaged background'.</p> <p>Pupil premium children will be taught by the most experienced teachers in small groups where necessary.</p> <p>Those children who did not pass the phonics screening in Year 1 will have small group intervention by an experienced teacher following a proven intervention program throughout year 2.</p>	<p>CPD for all staff in phonics to ensure consistency of approach.</p> <p>Opportunities for staff to share/observe best practice.</p> <p>Proven intervention to be taught by experienced phonics teacher.</p>	<p>All staff are able to teach phonics well and the percentage of pupils achieving the pass at the end of year 1 is at least in line with national.</p> <p>The percentage of pupils achieving a pass by the end of year 2 is maintained.</p>	Pupils will have a better understanding of phonics and have improved literacy skills.
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
6/21 , 29% of KS1 pupils entitled to PP have ASC and require a specialist curriculum to enable each child to achieve. Each child is an	Teachers and support assistants are trained in interventions including Fit to learn Rainbow words Music interaction	All staff who are responsible for the running of an intervention have specific CPD to ensure the intervention is taught correctly.	<p>All interventions are specific to a particular barrier to learning.</p> <p>Interventions are well researched and have a proven track record for success.</p>	Specific barriers or gaps in learning will be diminished.

<p>individual and has a different barrier to learning including severe anxiety, reluctance to join with group activities, communication difficulties, speech and language challenges. In order to ensure these pupils are able to access a curriculum individual interventions are designed.</p>	<p>First steps to writing Daily phonics program taught by the most experienced member of teaching staff Daily intensive speech and language program to support individual issues taught by a trained TA and supported by a speech and language therapist.</p> <p>Each intervention is proven through research. The SENCo co-ordinates provision for PP children to ensure their needs are fully met. Any interventions undertaken are set with specific targets in mind for individual</p>	<p>Staff are supported by the SENCo, HT and outside agencies.</p>	<p>Children are assessed before and after an intervention and the teaching of an intervention is monitored.</p>	
Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term		

E. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>To ensure the percentage of pupil premium pupils whose attendance meets the school target of 96% and continue to reduce the number of PA in this group. The HT and School administrator work closely with the MAT EWO to monitor attendance and punctuality using the attendance software in place. To subsidise curriculum opportunities such as visits, after school clubs,</p>	<p>The admin officer and the EWO work closely to monitor the attendance of all children including children eligible for pupil premium funding.</p> <p>The EWO meets with the admin officer weekly and produces a report which indicates all children whose attendance is below the target.</p> <p>The HT also monitors the report on a weekly basis and supports families through meetings and visits with parents and carers.</p>	<p>The HT and EWO are providing CPD to the admin officer to enable her to take on this role.</p>	<p>Attendance is closely monitored and any issues are dealt with quickly so that children are in school to be taught.</p>	<p>Children have the maximum teaching time and therefore do not miss out on valuable learning time.</p>

breakfast club as an incentive for children to enjoy school.				
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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

F. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better outcomes. Evidence from the Teaching and Learning Toolkit suggests that parentalk engagement can lead to learning gains of +3 months over a year.	<p>Parent workshops in EYFS to support parents with early reading and phonics.</p> <p>Teachers target individual parents to model how to read with children.</p> <p>School buys a parent support advisor to support families with challenges. This advisor will attend meetings and appointments with families, supports with form completion and can offer advice on services and groups available to support families.</p>	<p>The DHT and Early Years lead hold regular parent meetings to provide information and support to parents to support their children at home.</p> <p>Specific parents are asked to attend meetings to ensure they have the skills to support children with gaps in their learning.</p> <p>The HT will approach parents who appear to be struggling or have requested help and refer to the parent support advisor who can offer additional support.</p>	<p>Parents are given the support/skills which will enable them to support their children at home.</p> <p>Parents have an identified person who they can telephone or meet with who will help them with any issues.</p>	Parents are better informed which means children are better supported.

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Review Progress at the end of the autumn term	Review Progress at the end of the spring term	Review Progress at the end of the summer term

Review of Expenditure

Previous Academic Year

Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Problem	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Additional Information