

# Pupil Premium Strategy Statement

<b>Summary information</b>					
<b>School</b>	Crofton Infants School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£56,075	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	168 46 Nursery	<b>Number of pupils eligible for PP</b>	36 (3 Lac/post LAC & 2 service )	<b>Date for next internal review of this strategy</b>	December 2020

## 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 23% of pupils who are eligible for the pupil premium grant in comparison to the national average, which was 13.6% (2018). 14 of the 36 pupil premium children have SEND or support from additional agencies including social services, early help hub or EWO. The school also have a further 5 children who are post LAC or service children of which two need additional support in school.

At Crofton Infants, we are committed to ensuring that all our children from any group (SEND, EAL, and LAC) 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, 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 percentage of the pupil premium children have identified additional SEN and/or medical needs, the predominate need is language and communication.

<b>Current attainment EYFS</b>				
Total number of pupils	60	Number of pupils eligible for PP		Pupils eligible for PP (your school) Pupils not eligible for PP (national average)
% achieving GLD			%	%
% achieving all learning goals			%	%
% achieving all prime areas of learning			%	%
% achieving all specific areas of learning			%	%

<b>Current % achieving the expected standard in phonics at KS1</b>				
% achieving the expected standard at Y1			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Total number of pupils	52	Number of pupils eligible for PP		%
% achieving the expected standard at Y2			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Total number of pupils	57	Number of pupils eligible for PP		%

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

<b>Quality First Teaching</b> ( <i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)</i>			
		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>A</b>	14/39, 36% of pupils entitled to PP are also SEND or need additional support from other agencies. 29% have language and communication issues, which can prevent these pupils from accessing whole class teaching. Many of these children do not read regularly at home and do not have access to a range of vocabulary. A strong phonics program supports these children to read. A nurture curriculum also supports 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.	English Lead & Senco	Approx. £7000 Read, Write, Inc. £1000 ELSA training when available
<b>B</b>	Evidence shows that communication skills and the development of early language can slow progress. 28% eligible for PP funding in reception have communication and language needs.	EYFS leader	£400 Blast program
<b>C</b>	Evidence would show that the number of pupil premium children passing the end of Year 1 phonics screening test in 2019, particularly boys is below the national.	Year 1 teachers & HT	£7000 Read, write Inc.
<b>Targeted Academic Support</b> ( <i>Structured interventions - small group tuition, one-to-one support)</i>			
		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>D</b>	48% of KS1 pupils entitled to PP have a barrier to learning which requires a specialist curriculum to enable each child to achieve. Each child is an individual and the barriers to learning including severe anxiety, reluctance to join with group activities, communication difficulties, speech and language challenges and attendance. 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  Sensory circuit 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.  Each intervention is proven through research and has the support of the SENSS team. 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.	HT & SENCo have responsibility for monitoring the quality and delivery of interventions and their impact.	To be confirmed approx. £35,000
<b>Wider Strategies</b> ( <i>issues which also require action such as low attendance, behaviour, parental engagement)</i>			

		<b>Person/Team Responsible</b>	<b>Cost</b>
<b>E</b>	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. Parent support advisor also supports families with attendance.	Administrator, HT & EWO	£2700
<b>F</b>	To maintain engagement of parents and carers of disadvantaged pupils.	HT, Parental support advisor	£3510

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
36% of the KS1 pupils entitled to PP are also SEND or post LAC.  29% have severe language and communication difficulties	Active Ingredient 1- Teaching staff will focus on language and reading with these children  Active Ingredient 2- Each pupil would have an individually designed curriculum, which is designed to support language development.  Active Ingredient 3- Pupils will have daily reading and small group phonics to support reading development  Active ingredient 4- As reading improves, self-esteem will improve	CPD will be given to all staff around synthetic phonics and early reading including the use of 'Read, Write, Inc.' throughout school. The research leads on a regular basis will provide follow up support in terms of coaching. Pupils will also take part in a specific intervention to support communication – 'Blast'	Children will have an individually designed curriculum, which supports their specific needs.  Children's reading ability will improve and therefore lead to improvement in other subjects  Children's needs will be met at a much earlier age, which will improve reading and writing outcomes.	Pupils will be happier in school and this will lead to improved engagement and outcomes.
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	
All Read, Write Inc. resources have been received and the English lead has has CPD to train staff.  Twilight training had to be postponed due to Covid 19 but will take place in January.  Class teachers are ensuring pupil premium children receive daily reading.  Include reading data				

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 28% of those pupils eligible for PP funding have communication and language needs.	<p>The EYFS staff will use 'Launchpad for literacy' and 'Blast' – 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>	<p>CPD will be given to all EYFS staff in 'Launchpad for literacy' and 'Blast' so that any gaps in language development can be highlighted and acted upon.</p> <p>The EYFS teachers will also provide a language rich curriculum through stories and increasing vocabulary in provision as a language gap cannot be solved with intervention alone.</p>	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
EYFS currently use Launchpad to Literacy and the Wellcom program to assess and support children's language skills. Language development has been further supported by the purchase of 'Blast' which is supported by the SENSS team.				

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>The most experienced teachers in small groups will teach pupil premium children where necessary.</p> <p>Those children who do not pass the phonics screening in the Autumn term will have small group intervention by an experienced teacher following a proven intervention program throughout year 2.</p> <p>Introduction of Read, Write, Inc. , phonics program</p>	<p>CPD for all staff in phonics to ensure consistency of approach.</p> <p>Purchase of Read, Write Inc. to ensure consistency of approach throughout school.</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
The Year 1 phonics screening check took place in the Autumn term for Year 2 pupils due to Covid 19. 8/10 children identified as pupil premium achieved the pass mark of 32 (if this is the pass mark for 2020). Both children who did not achieve the pass mark are SEND.				

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
48% of KS1 pupils entitled to PP have additional needs and	Teachers and support assistants are trained in interventions including	All staff who are responsible for the running of an intervention have	All interventions are specific to a particular barrier to learning.	Specific barriers or gaps in learning will be diminished.

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 and attendance. In order to ensure these pupils are able to access a curriculum individual interventions will be designed by the Senco or class teacher.	<p>Sensory circuit Rainbow words Music interaction First steps to writing Daily phonics program taught by the most experienced member of teaching staff</p> <p>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>specific CPD to ensure the intervention is taught correctly.</p> <p>The SENCo, HT and outside agencies support staff.</p>	<p>Interventions are well researched and have a proven track record for success. Children are assessed before and after an intervention and the teaching is monitored.</p>	
<b>Review Progress at the end of the autumn term</b>  In order to maintain 'bubbles' interventions are taking place differently but children are receiving the support they need.		<b>Review Progress at the end of the spring term</b>	<b>Review Progress at the end of the summer term</b>	

<b>E. Planned Expenditure</b>				
<b>Barrier/Problem</b>	<b>Intervention Description (What are the active ingredients?)</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
<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.</p> <p>The HT and School administrator work closely with the MAT EWO and parent support advisor to monitor attendance and punctuality using the attendance software</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</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 and learning.</p>	<p>Children have the maximum teaching time and therefore do not miss valuable learning time.</p>

in place. To subsidise curriculum opportunities such as visits, after school clubs, breakfast club as an incentive for children to enjoy school.	<p>through meetings and visits with parents and carers.</p> <p>Parents/carers who may be experiencing difficulties in getting their child to school are offered the support of the 'parent support advisor'.</p>			
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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
The EWO continues to support PP children's attendance. 5/21 24% of the KS1 Pupil premium are currently PA, this is due to illness and covid related absences.		

#### 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 parental 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>Use of Evidence me in EYFS to ensure parents/carers are kept up to date with their child's learning and for parents/carers to contribute to learning</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 leader 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.

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
<p>The use of 'Evidence me' in EYFS has allowed the teachers to keep regular contact with parents/carers. Parents/carers can contact staff easily and ask questions about their child's learning.</p>		

Review of Expenditure				
Previous Academic Year		2019/20		
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)
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**Additional Information**

