

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	Crofton Infants School
Number of pupils in school	171 + nursery
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C Holloway
Pupil premium lead	C Holloway
Governor / Trustee lead	E Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47075
Recovery premium funding allocation this academic year	£24360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71435

Part A: Pupil premium strategy plan

Statement of intent

At Crofton Infants, we are committed to ensuring that all our children from any group (SEND, EAL, and CiC) 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. Pupils 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.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues
2	Language and communication skills
3	Phonological awareness
4	SEND
5	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
Children's emotional literacy will improve and therefore lead to improvement in academic outcomes	Pupils will be happier in school and this will lead to improved engagement and outcomes.

Children with language and communication difficulties are identified early so that support can be put in place.	Pupils will have improved communication through school as issues are identified earlier.
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. The percentage of pupils achieving a pass by the end of year 2 is maintained.	Pupils will have a better understanding of phonics and have improved literacy skills.
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.	Specific barriers or gaps in learning will be diminished.
Attendance is closely monitored and any issues are dealt with quickly so that children are in school and learning.	Children have the maximum teaching time and therefore do not miss valuable learning time.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for the new SENCo	The SENCo needs to ensure targeted high quality support is in place throughout school. CPD to ensure the SENCo is well trained to provide the best possible support to teachers to ensure quality first teaching for all children.	1,2 & 4
CPD for the SPP (Read, Write Inc)	Key findings from the EEF indicate that phonics has a positive impact overall and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and intensive support provided. The teaching of phonics should be explicit and systematic, 'Read, Write, Inc, supports this. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.	3
PE CPD for all teachers (Real PE)	There is evidence that physical activity can be linked to better cognitive functioning (Sibley & Etnier 2003). There is evidence that physical activity has a positive effect on mental health in children, including reducing anxiety and depression and improving mood (Ahn & Fedewa 2011). There is some evidence to indicate that physical activity can be linked to improved concentration and behaviour in the classroom. CPD for teachers will ensure that high quality PE lessons take place.	1 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 44,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA trained support assistants will lead individual or group sessions.	The Emotional Literacy support assistant programme is an evidence-informed intervention delivered by support assistants and supervised by the SENCo and educational psychologists. Research provides evidence to suggest a positive impact of the ELSA programme on pupil well-being.	1, 2 & 5
NELI, Blast & Launchpad to Literacy	All these interventions are researched and have a proven track record for supporting language and communication	2

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 18633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the EWO and/or parent support advisor	Parents having difficulties getting children into school have valued the support from the EWO and the parent support advisor. The advisor can support within the home and can offer practical help with other agencies and parental courses.	5
<i>Free Breakfast club, free after school clubs</i>	Evidence has shown that for some children the transition from home to school can cause severe anxiety. For these children the ability to come into school early, to have breakfast and enjoy activities with friends before the day starts eases that anxiety. Offering after school clubs is an incentive for children to join friends after school to take part in enjoyable activities which supports attendance.	5
<i>Use of well-being interventions</i>	The school works with the Future in mind practitioner who advises on the input of interventions for children who need well-being support. A support assistant in school will lead the intervention with the support of the practitioner. Evidence suggests that parents value the support of the future in mind practitioner.	5

Total budgeted cost: £ 65,965

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.

20/21 saw a focus on phonics as the school purchased a synthetic phonics program (Read, write Inc) to ensure consistency in teaching throughout school. Resources were purchased and training took place for all staff. Due to Covid 19 the program was not fully embedded but outcomes in phonics showed the impact Read, write inc had and will have over the next year.

PP funding was used to train two teaching assistants in an emotional support intervention, this will begin in 21/22 and the impact will be seen over the coming year.

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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Quality first teaching to ensure the pupils met expected outcomes.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils are meeting expected and above outcomes.

