

## 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	Croft Infant School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	51/152 - 34%
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	September 2021
Date on which it will be reviewed	Termly and then July 2022
Statement authorised by	Helen Godfrey
Pupil premium lead	Donna Banyard
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,285
Recovery premium funding allocation this academic year	£5,333
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	£79,618

# Part A: Pupil premium strategy plan

## Statement of intent

*‘All members of staff and the governing body accept responsibility for meeting the pastoral, social and academic needs of our ‘socially disadvantaged’ pupils. We hope that by providing a caring and nurturing environment, each child will develop a life-long love for learning. They will gain skills and abilities to allow them to achieve their full potential leading to an improvement in life chances and employment. ‘*

Pupil premium is funding allocated to help schools for the specific purpose of boosting attainment of children from low income families. The funding is based on the number of pupils who are currently eligible for free school meals (FSMs) or those children who have been registered in the last six years (Ever6).

Schools will also receive additional funding if they have left local-authority care because of 1 of the following: adoption, a special guardianship order, a child arrangements order or a residence order.

Despite previous strategy statements identifying pupils rapidly for support, precedence had been given to removing pupils from the classroom for several interventions for minimal impact. In light of the COVID-19 pandemic and reduced capacity for interventions there has been much more focus on class based support and recognising the most valuable resource to all pupils is a highly skilled classroom teacher delivering quality first teaching.

The key principles of our strategy will be focusing on ‘back to basics’ support for our children and families. We would like to build relationships with our families, which empowers parents to support their children. All members of our school community (teaching staff, children, Governors and parents) will develop a shared vision where it is believed that all children can reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Parents lack understanding on the value that a robust education can make to improving their children’s life chances and employment.

2	Parents see school as a threatening place to be based on their own difficult experiences of school causing a lack of engagement in both social events and workshops about how to support their child.
3	Children enter school lacking basic independence.
4	Children enter school with severely delayed language and literacy skills.
5	Children do progress in developing early reading skills but this needs to be achieved with urgency to allow access to other areas of learning.

## 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
<i>Parents will begin to develop a positive attitude our school community.</i>	Parents will engage with non-threatening social events that are well organised and planned in advance. We will develop a PTA 'Friends of Croft' with Governor support.
<i>Parents will begin to support pupils at home.</i>	Parents will listen to their children read at least 3 times a week. Children will bring their book bag with their reading record and book in every day.
Children will develop basic independence skills.	Children will be able to: toilet themselves hold a basic conversation with each other and adults clearly look after their things – put their reading book and records away and get out when asked by an adult. Find a pencil/whiteboard pen/scissors etc when asked Peel their own fruit fasten their coats/cardigans
Children will have access to the support required to improve their language skills.	Class teachers and SENDCo will identify children requiring extra language support swiftly into the academic year. Families will be signposted to Early Help. SENDCo will liaise with Speech and Language Therapists regarding individual programmes. All adults will model and talk with children. Daily storytime. Talk for Writing approaches to book talk
Children will make rapid progress in phonics from the beginning of their school career.	Children will meet end of term and year expectations for their year group. % of children meeting the expected PSC standard will increase to 80% 2019 results. % of children retaking the Y2 PSC will decrease.

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: £26,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily phonics for all children using the schools chosen SSP – Bug Club.</i>	EEF Report (June 2018) <b>PREPARING FOR LITERACY</b> Improving communication, language and literacy in the early years	4 5
<i>Designated RL dedicated to raising the profile of reading.</i>		4 5
<i>Termly support from the English Hub in the form of 6 LS days.</i>		4 5
<i>Staff engaged in Phonics CPD using the SSP Practice Map.</i>		4 5
<i>Decodable books matched to children's levels, changed weekly by CT.</i>		4 5
<i>Weekly guided reading sessions for all children with closely matched decodable books.</i>		4 5
<i>Children have home access to Bug Club online.</i>		1 2 4 5
<i>Research by RL and HT to investigate choosing a standardised reading test.</i>		4 5
<i>CPD for chosen standardised reading test for CT's.</i>		4 5
<i>CT's plan for English using Talk for Writing approaches.</i>		Time to Talk: Implementing Outstanding Practice in Speech, Language and Communication. (2018) Jean Gross MBE

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

Budgeted cost: £26,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lowest attaining 20% readers identified by 1/10/21</i>	<ul style="list-style-type: none"> <li>• EEF guidance (July 21) Oral Language Interventions suggest: Very high impact for low financial cost. Evidence suggests +6months progress gained over the course of a year. broadly similar impact when delivered by trained TA's. 3+ times a week over a sustained period to be most successful. Can include reading aloud.</li> <li>• METACOGNITION AND SELF-REGULATED LEARNING Summary of Recommendations. Teachers should pay attention to children's engagement in their learning.</li> </ul>	1 2 4 5
<i>Lowest attaining 20% readers timetabled to read daily to an adult.</i>		1 2 4 5
<i>Lowest attaining 20% to be sat at the front of the class during phonics with CT support (TA to support/extend high attainers)</i>		4 5
<i>SEND children at Wave 2/3 accessing agreed SSP programme with TA support at an appropriate phase.</i>	<p>EEF report June2018 Preparing for Literacy. Improving communication language and literacy in the early years.</p> <p>Making Best Use of Teaching Assistants, EEF, November 2021 Recommendation 2 and 3 – Use TA's to add value to what teacher's do and Use TA's to help pupils develop independent learning skills and manage their own learning.</p>	4 5

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

Budgeted cost: £26,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SBM/HT/PPL</i> Lead to monitor attendance of FSM children.	EEF Working with Parents Teaching and Learning Toolkit advises +3 months' progress over the course of a year with effective parental engagement.	1 2
HG trained as DMHL	'Transforming children and young people's mental health provision' 2017 Green Paper	1, 2,3 4, 5.
Introducing a reading incentive scheme in school. 3 reads at home = Dojo point Teachers collect reading records weekly. Raffle ticket reward – prize draw Read x25 certificate X 50 a book mark X 75 book X 100 pin badges	Literacy –targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006)  There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).	1, 2, 3, 4, 5
Mrs Breffitt to establish 'Friends of Croft' PTA. ➤ Initial Summer meeting at Alfreton park, to meet families. ➤ First committee meeting.	EEF: Working with Parents to Support Children's Learning  There is an established link between the home learning environment at all ages and children's performance at school.	1, 2.
Social/Emotional ➤ MacMillian Coffee 'Cakeaway' ➤ Christmas events- Nativities at DNA parents to attend.. ➤ National school breakfast program. ➤ Survey's for parental voice.	Talk to less involved parents about what support they would find helpful. Provide practical strategies to support learning at home. Tailor school communications to encourage positive dialogue about learning. Offer more sustained and intensive support where needed.	1, 2, 3, 4, 5.
Academic ➤ New parent open eve. ➤ Introduction to Bug Club for Reception Parents. ➤ Phonics workshop to give Phonics Screening Check		1, 2, 3, 4, 5.

**Total budgeted cost: £79,620**

## 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.

*During 2020-21 we prioritised ensuring the children felt comfortable returning to school. All class followed the recommended Recovery Curriculum. Staff were allocated to year group bubbles. Staff worked within year group bubbles, across both classes, to support children where needed academic support. We have invested in Family Support resources based at our feeder Junior School.*

**\*\*\*I am not sure what else we can write here based on the last two years?\*\*\***

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding. \*\*Is there anything else we want to include?*