

Pupil premium strategy statement – Croft Infant School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	Reception – 21 Year 1 – 21 Year 2 – 21 63/167 = 37.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Sally Swain
Pupil premium lead	Donna Banyard
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,345 (financial) 93,472 (academic)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£93,472 + £9,280 = £102,752

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

At Croft Infant School our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children as confident, happy and respectful citizens. We aim to improve outcomes for all our children where no child is left behind socially or academically because of disadvantage.

Our Pupil Premium Strategy uses the research based principles of taking the tiered approach of high quality teaching, targeted support and other wider strategies. We also work on the approach that the most effective ways to raise attainment and close gaps for disadvantaged children will also hugely support all children.

Our environment welcomes children with adults who build relationships with them by showing compassion and consideration towards their life experiences and starting points. We have high aspirations and expectations for all children to achieve through quality first teaching where there is a focus on adapting teaching to remove the barriers to learning. This is proven to have the greatest impact in raising attainment. Through robust and rigorous observations and tracking, children are given targeted academic support to narrow the gaps against their peers. Children are encouraged to become respectful and responsible for their actions and levels of engagement – including the need for children to want to achieve for themselves and not for extrinsic rewards. Our children's successes are celebrated to help them develop the feeling of enjoying the feeling of excellence. There are personalised programmes of support for children who need it.

Alongside academic rigor, we also actively monitor the wellbeing of pupils to ensure they are able to access a rich and broad curriculum. Common barriers to learning for disadvantaged children can be

- Less support at home
- Weak language and communication skills
- Lack of confidence
- Lack of resilience
- Poor attendance
- There may also be complex family situations that prevent a child from flourishing. The challenges are varied and there is no, "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Safeguarding and Early Help Requirements</u></p> <p>Our school are currently dealing with an increased number of families who need support to access the available early help services and referrals to Safeguarding including high numbers of children on CP.</p> <p>13/63 20% of pupil premium children accessing Safeguarding or Early Help support YR – 4, Y1 – 6, Y2 – 3 = 13 total.</p>
2	<p><u>Increased behaviour challenges</u></p> <p>High levels of SEMH needs</p> <p>A number of children are requiring significant support both within school and from external services to enable them to remain in school.</p> <p>3/63 (5%) pupil premium children with with SEMH needs. (2 in Y1 and 1 in YR)</p>
3	<p><u>Weak language and communication skills</u></p> <p>High levels of SLCN across the board.</p> <p>A significant number of children are entering school unable to communicate in an age related manner. This is primarily:</p> <ul style="list-style-type: none"> • limited understanding of language due to a lack of experiences • poor vocabulary development • poor technical speech skills requiring support from S&L services <p>23/63 (37%) pupil premium children who are identified as having SLCN needs. (YR – 8, Y1 – 11, Y2 – 4)</p>
4	<p><u>Metacognition</u></p> <p>Poor independent /organisational skills</p> <p>Lack levels of engagement and peer interactions.</p>

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
To support our vulnerable pupils so that they are able to learn effectively.	<ul style="list-style-type: none"> ✓ Adequate and timely reporting of Safeguarding concerns with follow up actions documented. ✓ Children identified swiftly and supported with Pastoral care where needed in a timely manner. ✓ Pupil Voice shows vulnerable children know they have a safe base whilst in school with basic needs met – food, clothing, nurture and attention.

	<ul style="list-style-type: none"> ✓ Pupil Voice shows that pupil premium children enjoy learning and attending school. ✓ Improved life quality – basic needs, adequate food and clothing, enhanced life experiences. ✓ Pupil premium children achieve at least 97% attendance, with absences chased daily and monitored. ✓ Most children will make good progress across all areas of the curriculum. ✓ Less children will require targeted support. ✓ Staff will know who their pupil premium children are in their class/year group.
To support children requiring support for SEMH needs to access high quality teaching in the classroom environment as much as possible.	<ul style="list-style-type: none"> ✓ Children with SEMH needs will access the learning environment more positively, more successfully and have their needs catered for through adaptive teaching. ✓ Rigorous tracking of IEP targets. ✓ Access to Positive Play and Nurture time planned for weekly. ✓ Increased adult support in classrooms for all children. ✓ Priority given to holistic activities where needed for specific children who need support to develop a more positive attitude towards school and education (designed to break down barriers). ✓ Where appropriate, children will be supported with a personalised timetable to meet their individual need – including time for regular brain breaks and well-being check ins. ✓ Regular Forest Schools sessions
To develop a language rich environment and curriculum.	<ul style="list-style-type: none"> ✓ The curriculum will offer rich vocabulary learning experiences across all topics taught in school. ✓ Children will engage in quality interactions with both adults and peers throughout the school day across all areas of learning. ✓ Children will be able to know when to listen and how to listen well. ✓ Children will be able to articulate what they know and understand across all areas of the curriculum in well-formed sentences. ✓ Children will use a wide range of vocabulary; including the use of subject specific vocabulary. ✓ Children will be able to read fluently with excellent levels of comprehension.
To develop children’s levels of engagement within the school environment and with peers.	<ul style="list-style-type: none"> ✓ The curriculum will offer real-life and purposeful learning opportunities linked to our local area and children’s incoming experiences to date. ✓ The children will be encouraged to collaborate with one another in shared learning opportunities.

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: £25,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual Safeguarding CPD for all adults. (£300)	NSPCC - Everyone who works or volunteers with children should understand the role they have in keeping children safe. This includes being able to recognise the signs and indicators of abuse and knowing how to follow their organisation's safeguarding and child protection procedures.	1
Temp Autumn term SENDCo support (£3618)	SEND matters - Statistically children with SEND are more likely to attend school less, get excluded more and make less progress from their starting points, students with SEND need and deserve a SENDCO who supports them to do well – and supports colleagues to get it right for them.	1, 2
Purchase of Provision Map software (£1000) Staff training for Provision Map and reviews x 3 (£450)	We have a much higher than average % level of SEND across our school (42%) with SLCN and SEMH being the area of most need amongst all children, including Disadvantaged children.	1,2
Safer Handling CPD Training (£1860)	EEF Improving Behaviour in Schools Recommendations:	2
Temporary additional TA support for SEMH 17.5 hours Aut to Sum (£9759) 18hours Spr and Sum (£5136)	<ol style="list-style-type: none"> 1. Know and Understand your Pupils 2. Teaching Learning Behaviours alongside managing misbehaviour 3. Use Effective Classroom Management Strategies to support good behaviour. 4. Use Simple approaches as part of your regular routine. 5. Use targeted approaches to meet the needs of individuals in your school. 	2, 4
EE Inset days x 2 linked to developing CP for increased independent learning with a focus on Language opportunities. Early Excellence training cost: Day 1 - £1,166.00 Day 2 - £1,221.50	EEF Preparing for Literacy <ol style="list-style-type: none"> 1. Prioritise the development of communication and language - language provides the foundation of thinking and learning and should be prioritised. 	2, 3, 4

<p>Whole School Reading Purchase of materials, training for Reading Lead (£250), Staff meeting time to deliver to the rest of the school (£360), purchase of books to support the teaching units (£170). (Total - £780)</p>	<ul style="list-style-type: none"> - High quality adult-child interactions are important and sometimes described as talking with children rather than just to children. - Adults have a vital role to play in modelling effective language and communication. - Use a wide range of approaches including shared reading and storytelling to explicitly extending children's vocabulary. <p>2. Develop children's early reading using a balanced approach.</p>	<p>3</p>
<p><i>Daily Story time – purchase of 50 Recommended Reads for each year group.</i> (Total £1000)</p>	<p>7. Use high quality targeted support to help struggling children.</p> <ul style="list-style-type: none"> - High quality support can ensure that children falling behind catch up as quickly as possible. - Small group support is more likely to be more effective when; <ul style="list-style-type: none"> • children with the greatest needs are supported by the most capable adults, • adults have been trained to deliver the activity being used. 	<p>3</p>

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

Budgeted cost: £62,243.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:2:1 Targeted daily readers, 30mins daily = 2.5hours (17.59 x 2.5 = £43.98) per class</i> <i>x 7classes = £307.83 per week</i> <i>x 39 weeks = £12,005.18</i></p>	<p>EEF Preparing for Literacy</p> <p>3. Prioritise the development of communication and language</p> <ul style="list-style-type: none"> - language provides the foundation of thinking and learning and should be prioritised. - High quality adult-child interactions are important and sometimes described as talking with children rather than just to children. 	<p>3</p>
<p><i>1:2:1 Daily phonic interventions 30mins daily = 2.5hours (17.59 x 2.5 = £43.98) per class</i> <i>x 7classes = £307.83 per week.</i> <i>x 39 weeks = £12,005.18</i></p>	<ul style="list-style-type: none"> - Adults have a vital role to play in modelling effective language and communication. - Use a wide range of approaches including shared reading and storytelling to explicitly extending children's vocabulary. <p>4. Develop children's early reading using a balanced approach.</p> <p>7. Use high quality targeted support to help struggling children.</p> <ul style="list-style-type: none"> - High quality support can ensure that children falling behind catch up as quickly as possible. 	<p>3</p>

	<p>- Small group support is more likely to be more effective when;</p> <ul style="list-style-type: none"> • children with the greatest needs are supported by the most capable adults, • adults have been trained to deliver the activity being used. 	
<p><i>Positive Play Programme (950), mentoring package (£650), training package (£1060)</i> <i>Total – £2,660</i></p>	<p>EEF Improving Behaviour in Schools Recommendations:</p> <ol style="list-style-type: none"> 1. Know and Understand your Pupils 2. Teaching Learning Behaviours alongside managing misbehaviour 3. Use Effective Classroom Management Strategies to support good behaviour. 4. Use Simple approaches as part of your regular routine. 5. Use targeted approaches to meet the needs of individuals in your school. <p>EEF Social and Emotional Learning Toolkit: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1, 2, 4
<p><i>25 hours for 1:2:1 Academic TA support for Y1 (£19, 388)</i></p>	<p>7. Use high quality targeted support to help struggling children.</p> <p>- High quality support can ensure that children falling behind catch up as quickly as possible.</p> <p>- Small group support is more likely to be more effective when;</p> <ul style="list-style-type: none"> • children with the greatest needs are supported by the most capable adults, • adults have been trained to deliver the activity being used. 	2, 3
<p><i>17.5 hours for 1:2:1 TA support for Continuous Provision developing language and levels of purposeful engagement – 5 mornings (£15,130)</i></p>	<p>EEF Preparing for Literacy</p> <ol style="list-style-type: none"> 3. Prioritise the development of communication and language <ul style="list-style-type: none"> - language provides the foundation of thinking and learning and should be prioritised. - High quality adult-child interactions are important and sometimes described as talking with children rather than just to children. - Adults have a vital role to play in modelling effective language and communication. 	2, 3, 4

<p><i>Y2 Intervention - First Class at Number – Autumn term 1 hour a day for 12 weeks (1,055.40)</i></p>	<p>7. Use high quality targeted support to help struggling children.</p> <ul style="list-style-type: none"> - High quality support can ensure that children falling behind catch up as quickly as possible. - Small group support is more likely to be more effective when; <ul style="list-style-type: none"> • children with the greatest needs are supported by the most capable adults, • adults have been trained to deliver the activity being used. 	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,100

Activity,	Evidence that supports this approach	Challenge number(s) addressed
<p>Support from Pastoral team for Early Help (£4700)</p>	<p>EEF: Working with Parents to support Children’s Learning</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>1, 2</p>
<p>‘My Happy Mind’ Mental Health Programme. £12 per child (£2004)</p>	<p>EEF Social and Emotional Learning Toolkit:</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>Teach SEL skills explicitly, integrate and model SEL skills through everyday teaching, plan carefully for adopting a SEL programme, use a sequential, active, focused and explicit curriculum, reinforce SEL skills through whole school ethos and activities and plan, support and monitor SEL implementation.</p>	<p>1, 2, 3</p>

<i>'Making Good Progress' to subsidise educational trips, experiences, school uniforms, Pottery visits, breakfast and snacks. (£5000)</i>		1, 2, 3, 4
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Total budgeted cost: £99,237.76

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider