

CROFT COMMUNITY SCHOOL
PUPIL PREMIUM PLAN
2018-19

Overall aim

All of our pupils are important to us whether they are in receipt of Pupil Premium funding or not.

We strive to take advantage of every opportunity to broaden our curriculum, to enrich our approaches, to celebrate our talents, to nurture and set our children and young people on the right pathways for future learning. We want our pupils to have skills for life, to learn how to learn, to develop their own voice, and to use their own voice. We want them to become successful and confident contributors to society, to be valued, respected and accepted, to be listened to and understood. Therefore we have carefully considered how best to use our Pupil Premium funding to ensure that we create an appropriate learning environment and increase our pupils' achievement, ensure that our children are healthy, fit and 'well rounded' individuals in all areas of their development including their mental health. We want to ensure that the latest technologies and evidence based approaches are employed to enable our pupils to access the curriculum and express themselves, ensure our pupils have the confidence and necessary skills to engage socially in a range of contexts and ensure that we raise our children's aspirations and show them the world we live in through residential and out of school experiences.

Likewise we are consciously working with our staff, parents and carers to ensure we have the most skilled workforce through CPD and parental workshops and support.

The school has been allocated Pupil Premium funding according to how many learners have Free School Meals including Ever 6, or the children of service personnel. The income for 2018-19 up to April £50436

Total pupils who attract Pupil Premium: 69 (24 Primary 45 Secondary)

6 Pupils who are looked after or previously looked after by the Local Authority have an individual Pupil Premium Plus Plan.

All pupils at Croft Community School have an Education Health and Care Plan. Pupils have a wide range of barriers to their learning including moderate and severe learning difficulties, communication and interaction difficulties, Autism Spectrum Conditions, social, emotional and mental health difficulties and physical difficulties.

The plan will be reviewed and updated in April 2019

Rationale:

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- It is important for our pupils to achieve best the possible outcomes in English and Mathematics continues to be a priority for pupils at Croft Community School. These are essential areas for our pupils to be able to lead independent and successful lives. We will therefore continue to prioritise the areas of English and Maths across school.
- Physical development is an essential area for our pupils because of the impact of their SEND has on their fine and gross motor skills. Pupils at Croft require frequent opportunities for physical activity as well as more structured outdoor activities to develop positive relationships with their peers. Many pupils have emotional and sensory regulation difficulties which impact on their ability to focus and apply themselves in lessons. After researching a range of interventions and approaches it has been decided to use some of the PP grant to fund the introduction of OPAL – Outdoor, Play and Learning. OPAL supports schools to dramatically improve the quality of day-to-day play times, with a consequent beneficial impact on behaviour, engagement, learning, personal development and physical activity/literacy.
- Information gathered from parent/carers and staff at annual reviews and other meetings highlights that a high proportion of our pupils have difficulty with their concentration, managing their feelings and emotions and developing confidence. Social skills and developing independence are also areas where pupils need extra support and these areas are important for improving longer term outcomes for our children. We are, therefore, planning to ensure that our children are provided with a range of opportunities and activities designed to promote their mental health and wellbeing, social skills and independence. We will provide train staff to enable them to provide Lego Therapy and fund intervention session. The Bridge and Behaviour Support Unit will be developed to provide interventions and support for pupils struggling to manage their emotions withing the classroom environment. Bowen therapy has had a positive impact on the pupils who have accessed it and we will continue to fund a practitioner to come into school. The Duke of Edinburgh Award Scheme will be available for Year 10 and 11 pupils to enable them to build confidence, resilience, skills for work and friendship groups.
- There continues to be increasing numbers of pupils with ASC and/or ADHD within school. Every class in school has pupils with ASC and/or ADHD. To ensure consistency of approach and that our pupils are getting the best provision to meet their needs we will use some of our Pupil Premium to fund CPD and resources to enable staff to address the barrier to learning encountered by these pupils.

Measuring the impact.

Impact will be measured using a range of evidence including analysis of data both quantitative and qualitative. This will include:

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- Observations, learning walks and work scrutiny.
- Questionnaires (pupil, staff and parents) and feedback at annual review meetings of EHCP's.
- Analysis of progress towards targets on EHCP's/ IEP's.
- Analysis of progress using summative 'Durham Progression' data and formative assessment data on Evidence for Learning.
- Analysis of behaviour data from Behaviour Watch.
- Feedback from all stakeholders.
- Impact will be reviewed and monitored by the SLT and presented at termly governor meetings.

Key Area for Action	Action to be taken	Resources	Cost	Proposed Impact of spending
To continue to provide additional practice in Mathematics, through the use of Mathletics online	<ul style="list-style-type: none"> • Licence for continued use throughout the school 	<ul style="list-style-type: none"> • Subscription costs 	Total cost £400	<ul style="list-style-type: none"> • Improved pupil achievement • positive pupil engagement in practical maths and improved independent learning skills. • Pupils can access maths learning opportunities at home. <p><i>Impact measured through Mathletics software data. Durham Progression data. Lesson Observations Pupil/ carer feedback</i></p>

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<p>To continue to improve phonics teaching across the school by providing training to staff to embed and enhance the use of Read Write Inc</p>	<ul style="list-style-type: none"> Identified staff to attend RWI training 	<ul style="list-style-type: none"> Cost of Training Cost of supply cover 	<p>Cost of training and supply cover: £3000</p> <p>Total: £3000</p>	<ul style="list-style-type: none"> Improved pupil achievement and progress in reading, writing and spelling All relevant staff fully trained in Read Write Inc <p><i>Impact measured through RWI data. Durham Progression data. CASPA Lesson Observations Learning walks Work monitoring</i></p>
<p>To provide support and enable pupils to continue to improve their progress and confidence in Reading across all Key Stages</p>	<p>Implement</p> <ul style="list-style-type: none"> Accelerated Reader Program Lexia 	<ul style="list-style-type: none"> Subscription costs 	<p>£5000 £1752</p> <p>Total cost: £6752</p>	<ul style="list-style-type: none"> Increased reading age. Pupils respond to feedback and are motivated to make progress with their reading skills Increased access and engagement with the curriculum. Areas of difficulty highlighted to inform future intervention. <p><i>Impact measured through</i></p>

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				<i>software program data. Durham Progression Data. Pupil engagement and feedback.</i>
To improve the school library and develop pupils' interest in books and promote reading for pleasure.	<ul style="list-style-type: none"> • Redecorate and renew furniture and shelving. • Research, source and organise reading books. 	<ul style="list-style-type: none"> • Labour and materials. • Books and other resources 	<p>£5445</p> <p>£5000</p> <p>Total Cost £10445</p>	<ul style="list-style-type: none"> • Improved progress and achievement. • Increased access and engagement in reading activities. • More pupils reading for pleasure. <p><i>Impact measured through Durham Progression Data. Pupil engagement and feedback. Parent/Carer feedback</i></p>
To further develop and embed Bowen Therapy for identified pupils	<ul style="list-style-type: none"> • Bowen sessions delivered by Bowen Therapist 	<ul style="list-style-type: none"> • Therapist costs 	<p>£4100</p> <p>Total Cost £4100</p>	<ul style="list-style-type: none"> • Improved physical and sensory regulation. • Improved emotional and mental wellbeing. • Pupils ready to focus and engage in their learning. <p><i>Impact measured through behaviour in lessons and</i></p>

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				<i>Behaviour watch data. Pupil engagement and feedback. Outcomes on EHC Plans.</i>
Lego Therapy	<ul style="list-style-type: none"> • Staff trained in Lego Therapy • Intervention sessions arranged • Pupils identified 	<ul style="list-style-type: none"> • Lego Therapy Training • Staffing for intervention - 1/2 day cover per week • Resources 	£200 £2000 £1000 Total Cost £3200	<ul style="list-style-type: none"> • Increased problem solving skills. • On task behaviour • Development of social communication and interaction skills. • Collaboration and cooperation. <i>Impact measured by pupils engagement. Intervention evaluations. Progression data. Outcomes on EHC Plans</i>
Duke of Edinburgh		<ul style="list-style-type: none"> • Liscence • Resources and Kit 	£2500 £5000 Total cost £7500	<ul style="list-style-type: none"> • Increased confidence and resilience. • Develop leadership and teamwork skills. • Increased communication skills. • Opportunities to develop and apply practical and self help skills. <i>Impact measured by</i>

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				<i>achievement of award. Completion of tasks. Outcomes on EHC Plans. Observations. Pupils and parent/carer feedback.</i>
Introduce OPAL (Outdoor Play and Learning)	<ul style="list-style-type: none"> • Audit current provision with OPAL working party. • Devise an action plan outlining actions • Whole school training • Audit, source and order equipment. 	<ul style="list-style-type: none"> • OPAL registration and training • Equipment and loose parts. 	<p>£4350</p> <p>£5000</p> <p>Total cost: £9350</p>	<ul style="list-style-type: none"> • Improved social skills through play • Improved opportunities to enhance physical skills • Enhanced PE/outdoor education curriculum • Increased positive interaction with peers. • Collaborative working. • Opportunities for developing and applying problem solving and reasoning skill. <p><i>Impact measured by analysis of behaviour data, pupil engagement, Durham Progression</i></p>

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				<i>data, outcomes on EHC Plans</i>
To provide curriculum enrichment through the provision of "Wow!" days in every curriculum topic, to which parents/carers will be invited	<ul style="list-style-type: none"> • "Wow"! days to be identified and discussed with all staff. • AHT's lead and co-ordinate. • Plan and prepare days – source resources 	<ul style="list-style-type: none"> • Cost of resources • Educational Visitors to school 	£5000 Total cost: £5000	<ul style="list-style-type: none"> • Enriched curriculum • Embed British Values. • Opportunities for SMSC • Parents/carers involved in their child's learning and achievements. Able to help their child at home. <p><i>Impact measured by analysis of, pupil engagement, Durham Progression data, outcomes on EHC Plans. Parent/carers feedback</i></p>
To provide pupils with an appropriate learning environment using evidence based approaches.	<ul style="list-style-type: none"> • Training for staff <p>Resources and equipment to implement approaches and interventions</p>	<ul style="list-style-type: none"> • Cost of training– PECS x 4, SCERTS x 2, TEACCH x 4 • TACPAC • Supply Costs 	£1000 £600 £3000 £2000 £2000 Total cost	<ul style="list-style-type: none"> • Knowledgeable and skilled staff. • Increased access to the curriculum and learning. Progress across the curriculum. • Reduction in serious

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			£86000	<p>incidents or physical interventions for children with ADHD, ASC, sensory processing and emotional regulation difficulties.</p> <p><i>Impact measured through Durham Progression Data, behaviour data, outcomes on EHC Plans, lesson observations, evidence for learning.</i></p>
			<p>Carry Forward £8332 Total planned expenditure: £58347</p>	