

Croft Community School Pupil Premium Impact Evaluation 2018-19

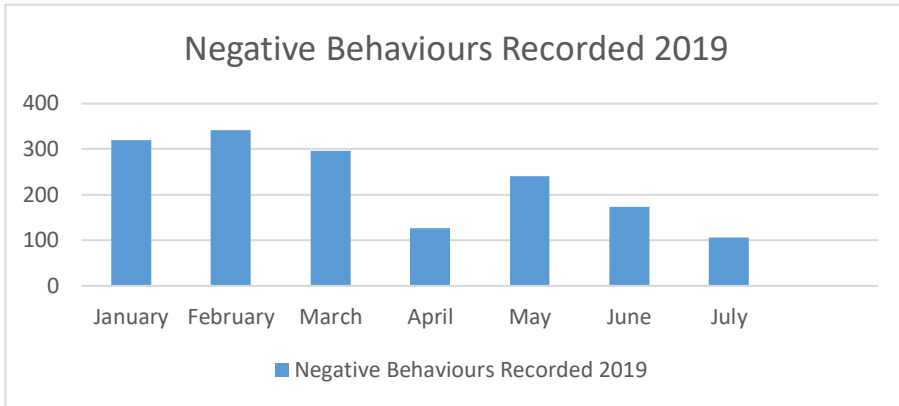
September 2019

Key Area for Action	Update on progress
To continue to provide additional practice in Mathematics, through the use of Mathletics online	All year groups have access to Mathletics. Data for Number, place value shows that 65% of disadvantaged pupils made at least the progress expected (exp) of them.
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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>The introduction of Read Write Inc across the primary classes has resulted in 57% of disadvantaged primary pupils making at least the progress expected (exp) of them in reading .</p> <p><u>Reading</u></p> <table><tr><th>Year Group</th><th>Disadv</th><th>Disadv exp</th><th>Other</th><th>Other Exp</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>R</td><td>1</td><td>1 - 100%</td><td>0</td><td>N/A</td></tr><tr><td>Y1</td><td>1</td><td>1 - 100%</td><td>4</td><td>4 - 100%</td></tr><tr><td>Y2</td><td>0</td><td>N/A</td><td>1</td><td>1 - 100%</td></tr><tr><td>Y3</td><td>3</td><td>2 - 66%</td><td>2</td><td>1 - 50%</td></tr><tr><td>Y4</td><td>4</td><td>3- 75%</td><td>5</td><td>3 - 60%</td></tr><tr><td>Y5</td><td>5</td><td>2 - 40%</td><td>4</td><td>1 - 25%</td></tr><tr><td>Y6</td><td>7</td><td>3 - 43%</td><td>6</td><td>1 - 16%</td></tr><tr><td>Total</td><td>21</td><td>12-57%</td><td>22</td><td>11-50%</td></tr></table>	Year Group	Disadv	Disadv exp	Other	Other Exp						R	1	1 - 100%	0	N/A	Y1	1	1 - 100%	4	4 - 100%	Y2	0	N/A	1	1 - 100%	Y3	3	2 - 66%	2	1 - 50%	Y4	4	3- 75%	5	3 - 60%	Y5	5	2 - 40%	4	1 - 25%	Y6	7	3 - 43%	6	1 - 16%	Total	21	12-57%	22	11-50%
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To provide support and enable students to continue to improve their progress and confidence in Reading across all Key Stages	<p>Primary and secondary students have responded to accelerated reader well and are motivated to work towards rewards.</p> <p>The programme tracks the number of words read by pupils and how many quizzes have been taken. Pupils are given a reading age which determines the texts which they access.</p> <p>Students not yet ready to use accelerated reader continue to use Lexia on a regular basis and are motivated to work towards certificates.</p>																																																		
To improve the school library and develop students' interest in books and promote reading for pleasure.	<p>The library is now organised well, allowing students better access.</p> <p>Accelerated reader texts are easily accessible to pupils and staff ensure that books are changed as frequently as needed.</p>																																																		

To further develop and embed Bowen Therapy for identified students	<p>25 Pupils accessed Bowen Therapy throughout the year.</p> <p>56% Disadvantaged pupils 14% Other</p> <p>Most pupils responded well whilst in Bowen sessions. Staff report that the majority of pupils are more ready to learn when they return to class.</p>																																																															
Lego Therapy	Lego therapy intervention was reintroduced in September 2019 with year 7 pupils. Early indications are that the pupils are responding positively.																																																															
Duke of Edinburgh	<p>Requested equipment has now been purchased and has been used to enhance the Duke of Edinburgh award.</p> <p><u>Pupils accessed Duke of Edinburgh</u></p> <table><tr><td></td><td colspan="2">Bronze Award</td><td colspan="2">Silver Award</td><td colspan="2">Complete</td><td colspan="2">Accessed – No Award</td></tr><tr><td></td><td>Disadv</td><td>Other</td><td>Disadv</td><td>Other</td><td>Disadv</td><td>Other</td><td>Disadv</td><td>Other</td></tr><tr><td>Year 8</td><td>5</td><td>4</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Year 9</td><td>0</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Year 10</td><td>13</td><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Year 11</td><td>0</td><td>0</td><td>0</td><td>0</td><td>4</td><td>0</td><td>3</td><td>0</td></tr><tr><td>Total</td><td>18</td><td>6</td><td>1</td><td>0</td><td>4</td><td>0</td><td>3</td><td>0</td></tr></table>		Bronze Award		Silver Award		Complete		Accessed – No Award			Disadv	Other	Disadv	Other	Disadv	Other	Disadv	Other	Year 8	5	4	0	0	0	0	0	0	Year 9	0	0	1	0	0	0	0	0	Year 10	13	2	0	0	0	0	0	0	Year 11	0	0	0	0	4	0	3	0	Total	18	6	1	0	4	0	3	0
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	<p>As a result of having the equipment, residential visits could be offered to pupils, using school equipment to enhance experiences.</p> <p><u>Residential visits</u></p> <table><tr><td></td><td>Disadv</td><td>Other</td></tr><tr><td>Year 5</td><td>1</td><td>1</td></tr><tr><td>Year 6</td><td>2</td><td>2</td></tr><tr><td>Year 7</td><td>3</td><td>4</td></tr><tr><td>Year 8</td><td>3</td><td>2</td></tr><tr><td>Year 9</td><td>6</td><td>2</td></tr><tr><td>Year 10</td><td>5</td><td>5</td></tr><tr><td>Year 11</td><td>1</td><td>1</td></tr><tr><td>Total</td><td>21</td><td>17</td></tr></table>		Disadv	Other	Year 5	1	1	Year 6	2	2	Year 7	3	4	Year 8	3	2	Year 9	6	2	Year 10	5	5	Year 11	1	1	Total	21	17
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Introduce OPAL (Outdoor Play and Learning)	<p>OPAL was introduced to students after Easter 2019. An OPAL team was formed to drive OPAL forward in school.</p> <p>Two whole staff training sessions have taken place to promote the importance of play.</p> <p>The OPAL team have continued to source loose parts to add to the area. Generally behavioural incidents have reduced across the school.</p> <p>Staff and students feel positive about OPAL. Pupils are now more engaged in productive play.</p> <p>The OPAL team are consulting with pupil voice and Key Stage 4 students in order to develop the Key Stage 4 area outside.</p>																											

	<p>Behaviour watch data shows that the negative behaviours across school have generally reduced since the introduction of OPAL in early April.</p>  <table border="1"> <caption>Negative Behaviours Recorded 2019</caption> <thead> <tr> <th>Month</th> <th>Negative Behaviours Recorded</th> </tr> </thead> <tbody> <tr> <td>January</td> <td>320</td> </tr> <tr> <td>February</td> <td>340</td> </tr> <tr> <td>March</td> <td>300</td> </tr> <tr> <td>April</td> <td>130</td> </tr> <tr> <td>May</td> <td>240</td> </tr> <tr> <td>June</td> <td>180</td> </tr> <tr> <td>July</td> <td>110</td> </tr> </tbody> </table>	Month	Negative Behaviours Recorded	January	320	February	340	March	300	April	130	May	240	June	180	July	110
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To provide curriculum enrichment through the provision of “Wow” days in every curriculum topic, to which parents/carers will be invited	<p>Three primary WOW days have taken place. One at the end of the Autumn, Spring and Summer Terms.</p> <p>Parents and carers have been involved in a fashion show, an outdoor willow weaving and classroom work showcase afternoon, and a magician visit.</p>																
To provide students with an appropriate learning environment using evidence based approaches.	<p>Staff have used their PECS training to work with support staff within classrooms to ensure a consistent approach to PECS for those students for whom it is relevant.</p> <p>Staff attended Evergreen Primary School and used TEACCH strategies at Croft. These are now implemented in three classrooms, with aspects being used as appropriate in other classrooms. This is overseen by the ASC lead in school.</p>																