

Croft Community School Pupil Premium Impact Evaluation 2019 20

September 2020

Key Area for Action	Update on progress
Development of confidence in Mathematics.	All year groups have access to Mathletics in school and at home. Data for Number, place value shows that 66% of disadvantaged pupils made at least the progress expected (exp)
	Additional mathematics resources were purchases to support in class teaching.

<p>To continue to improve phonics teaching across the school</p>	<p>The addition of further staff Read Write Inc training and the purchase of Read Write Inc supporting texts across the primary classes has resulted in 74% 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>1</td><td>1-100%</td></tr><tr><td>Y1</td><td>1</td><td>1 - 100%</td><td>1</td><td>1- 100%</td></tr><tr><td>Y2</td><td>2</td><td>2-100%</td><td>3</td><td>2 - 66%</td></tr><tr><td>Y3</td><td>3</td><td>3 -100%</td><td>1</td><td>1 - 100%</td></tr><tr><td>Y4</td><td>7</td><td>5- 68%</td><td>2</td><td>2- 66%</td></tr><tr><td>Y5</td><td>5</td><td>3 - 60%</td><td>6</td><td>3 - 50%</td></tr><tr><td>Y6</td><td>3</td><td>0 - 43%</td><td>4</td><td>2 - 50%</td></tr><tr><td><b>Total</b></td><td><b>22</b></td><td><b>16 - 74%</b></td><td><b>18</b></td><td><b>12 - 67%</b></td></tr></table> <p>Some secondary pupils also had access to some catch up targeted RWI support to develop their confidence in reading. This was lead by a RWI trained member of staff who reported the positive impact the additional sessions had on the pupils.</p>	Year Group	Disadv	Disadv exp	Other	Other Exp						R	1	1 - 100%	1	1-100%	Y1	1	1 - 100%	1	1- 100%	Y2	2	2-100%	3	2 - 66%	Y3	3	3 -100%	1	1 - 100%	Y4	7	5- 68%	2	2- 66%	Y5	5	3 - 60%	6	3 - 50%	Y6	3	0 - 43%	4	2 - 50%	<b>Total</b>	<b>22</b>	<b>16 - 74%</b>	<b>18</b>	<b>12 - 67%</b>
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<p>Improved sensory regulation to be assessed</p> <p>Increase in emotional resilience and regulation</p> <p>Improved health and flexibility, relaxation, and emotional and mental well-being</p>	<p>Sensory equipment has been purchased for both primary and secondary pupils to access. Staff report that the number of behaviour slips issued has decreased.</p> <p>The equipment has allowed pupils to access a sensory diet, or to receive short term sensory intervention as needed in Primary.</p> <p>The Bridge works closely with secondary pupils and staff to offer sensory activities and interventions as they are required across the week.</p> <p>Pupils continue to access Bowen Therapy as a targeted intervention.</p>																																																		

<p>To increase progress of PP children through targeted support and interventions in all subject areas.</p>	<p>The primary intervention programme for disadvantaged pupils meant that 16 pupils had additional targeted mathematics or English 1:1 intervention with a HLTA. 10 of those pupils fully met their intervention targets, and the remaining children were working towards their targets, accessing further support until lockdown.</p> <p>One staff member PECS in the curriculum training and shared strategies with staff which has enhanced the use of PECS across primary.</p> <p>One member of staff had stages one and two Attention Autism training, which was used in one class. This had a noticeable difference in the concentration levels on the pupils in that one class.</p>
<p>Enriched outdoor learning opportunities including through OPAL</p> <p>Enriched curriculum through the provision of WOW days.</p> <p>Enhanced opportunities in school and on trips and visits.</p> <p>Increased opportunities for children ensuring that they gain a greater knowledge of the world around them.</p> <p>Contributions towards trips and residential.</p>	<p>OPAL equipment was ordered and the equipment which arrived had a positive impact on pupil break times with almost all of primary and the majority of secondary being engaged in play or in calmer activities including socialising in a positive way with friends.</p> <p>Every pupil accessed a choice of one trip or treat from a selection at the end of the Autumn term. An assembly informed the pupils of potential trips and they were then excited to work towards these by collecting Croft coins in lessons and around school.</p> <p>Parents were invited to a Primary WOW day which included an African drumming workshop. Parents remain positive about their involvement in these activities.</p> <p>NGL have been contacted to supply a suitable minibus which, although has not been in use yet, will allow additional trips and visits to take place.</p> <p>Residential trips did not take place due to Covid-19.</p>
<p>Post 16 Educational opportunities contribution.</p>	<p>Targeted pupils took part in horse riding sessions, rock climbing and outdoor education sessions. Staff report that this had a positive effect on pupil behaviours and for some, their motivation in school.</p>

<p>Improve overall attendance including improving persistent absence.</p>	<p>A focused approach on improving attendance has seen the attendance figures increased from 90.1% in the Autumn term 2019 to 95% in the Summer term of 2020.</p>
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