

# Croft Community School

## Pupil Premium Strategy Statement 2020 – 2021

**Pupil Premium Lead: Denise Franklin**

**Pupil Premium Governor: Margaret Farrow**

### **1. Rationale**

At Croft Community School 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 2020-2021 is £ 120791

Carryover from 2019-2020 £ 27036

Pupil Premium budget for 2020-2021 is £93755

Total pupils who attract Pupil Premium: 83 (55%) - 24 Primary 59 Secondary

9 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 September 2021

2. Pupil Premium Funding £93755											
Pupils Eligible for PP Funding		Number of Eligible Boys			Number of Eligible Girls			Number of Looked After Children/ Post LAC		Number of Service Children	
		46 13 Primary 33 Secondary			28 7 Primary 21 Secondary			9		0	
83		Primary Per Pupil £1,345  13 x £1,345 = £17485  Secondary Per Pupil £955  33 x £955 = £31515  Total = £49000			Primary Per Pupil £1,345  7 x £1,345 = £9415  Secondary Per Pupil £955  21 x £935 = £19635  Total = £29050			Per Pupil £1,745*  9 x £1,745 = £15705  Total = £15705		Per Pupil £310  £0	

\*Looked after children receive £2,345 with £600 being retained centrally by the Local Authority

3. Barriers to future attainment	
In-school barriers	
A	Pupils have recently been more engaged within school, however due to closure for Covid 19 and differences in access with home learning during this time the gap could widen.
B	Pupil premium children have benefited from the enormous effort school have implemented with regard to reading, however Covid 19 variations in home learning and access to support are inconsistent in places.
C	Early Years and Lower Primary outdoor area needs improving and updating to encourage better physical and mental health.
D	Resilience and readiness to learn has a negative impact on some lessons.
E	Limited technology devices available for cross curricular learning.
External barriers	
F	Wider learning opportunities are limited and children miss out on vital experiences to enhance learning.
G	Pupils have limited access to post 16 education and opportunities due to their family circumstances.
H	Although attendance figures had previously improved, Covid 19 has caused further absence and anxieties amongst families.

3. Pupil Premium Planned Expenditure					
	Desired Outcomes	Strategy	Action and Expenditure	Proposed Impact	Evaluation
A	<p>Development of confidence in Mathematics across the whole school.</p> <p>Encourage targeted mathematics programmes to support catch up.</p>	Teachers continue to promote mathletics in school and encourage use at home.	<p><b>Mathletics licence</b></p> <p><b>£400</b></p>	<p>Improved pupil engagement in mathematics across the school.</p> <p>Increased pupil attainment meaning more pupils achieve good or outstanding progress in mathematics.</p>	Autumn – The licence for Mathletics has been ordered and staff have begun an audit of resources with a view to ordering more maths resources to enhance the curriculum.
		Teachers set mathletics activities for all children during isolation or lockdown.	<p><b>White Rose Premium Primary</b></p> <p><b>£150</b></p>	<p>Improved access to mathematics at home on a regular basis with particular emphasis being given to a higher rate of engagement during any potential times of isolation or lockdown.</p>	Spring –
		Resources and activities identified to increase the mathematics profile in school	<p><b>Resources</b></p> <p><b>£1500</b></p> <p><b>Total £2050</b></p>		Summer –

	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
<b>B</b>	Improved phonics and reading comprehension throughout the school.	Daily reading taking place in school	<b>Cost of RWI books and resources</b>	Increased pupil attainment meaning more pupils achieve good or outstanding progress in reading.  Increased reading age across school.	Autumn – RWI books and resources have been purchased to the value of £888
		RWI texts and resources purchased to enhance the scheme used in school.	<b>£900</b>	To build on the key staff already trained to include more staff trained to ensure delivery of RWI lessons is correct and has the most impact.	Spring –
		Reading egg programme purchased to encourage a love of reading through reading games and activities.	<b>Cost of My On licence</b>  <b>£736</b>	More efficient identification in pupils requiring RWI intervention  Increased daily reading across school.	Summer –
		My On licence purchased which	<b>Cost of clicker upgrade to additional licences</b>  <b>£1800</b>	An increase in parental engagement with reading books.  Increased use of reading across the curriculum with clicker.	

		will offer personalised learning by offering texts online based on pupils areas of interest.  Upgrade clicker to all computers from the current licence which provides only 8.	<b>Total £3436</b>		
	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
<b>C</b>	To Improve the Early Years and Lower Primary outdoor learning with the development of a suitable outdoor classroom.  To increase engagement in physical activities and physical based play.	Staff to contact specialist outdoor development companies to provide quotations and to draw up plans.  Aim for plans to be completed and the outdoor area to be developed in the spring term.	Cost of developing the Early years and Lower primary outdoor area  <b>£35000</b>	The outdoor classroom to be used for a much higher percentage of the week.  Increased involvement in physical activities by all Early Years and Lower Primary pupils.  Pupils more engaged in outdoor learning activities.  Improved focus and concentration in lessons.  Improvement in pupils resilience and positive mental health.	<p><b>Autumn –</b> Two companies have been consulted for the Early Years outdoor area. Both companies have visited the school site and have taken measurements and photographs of the area. Both have worked with the Early years lead to come up with ideas and plans. One has provided illustrated plans and costings. The second is busy working on the plans and costings and they should be provided very soon.</p> <p><b>Spring –</b></p>

			<b>Total £35000</b>		Summer –
<b>D</b>	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
	To increase progress of PP children through targeted support and interventions in all subject areas.	Staff to develop an intervention timetable based on internal data tracking and liason with classroom staff.	<b>HLTA £14094 (Timetabled 0.5)</b>  <b>Cost of whole staff PECS training £6300</b>  <b>Cost of additional PECS resources £1000</b>  <b>Cost of games and activities to</b>	Targeted support to be provided to raise attainment ensuring students make good or outstanding progress.  Tracked using progression software.  Use of literacy and numeracy assessment levels to ascertain impact.  Quality first teaching.  Pupils use skills learned across the curriculum, showing more resilience.	Autumn – Whole staff virtual PECS training has taken place. Cost £6300  Additional PECS resources have been purchased to be used across school costing £750
					Spring –
					Summer –

			<p>enhance intervention programmes</p> <p>£946</p> <p>Total Cost £22340</p>		
	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
<b>E</b>	To improve access to technology in school.	Staff to complete an audit of laptops and ipads in school and to order replacements or additional devices as required.	<p><b>Purchase of laptops and ipads</b></p> <p>£29000</p>	Pupils able to access a wider digital curriculum in school and develop additional skills to support any future periods of school closure.	Autumn – Laptops and Ipads have been purchased and delivered to school. These have been allocated to each class. £28986
					Spring –
					Summer –
	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
<b>F</b>	Enriched curriculum through the provision of WOW days.	Parents continue to be included in curriculum days	<p><b>WOW days</b></p> <p>£2000</p>	Increase pupils communication skills and ability to develop positive relationships. Improved mental	Autumn – End of Autumn term rewards and treats purchased which took place in school due to lockdown restrictions. £350



	<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>Financial barriers removed which may limit educational trips and visits for PP children..</p>	<p>with 'showcase' events.</p> <p>Theatre groups, musicians, and other workshops booked throughout the year.</p> <p>All classes plan regular trips and visits using the school minibus or hired transportation.</p>	<p><b>Reward days £1000</b></p> <p><b>Trips and visitors £3000</b></p> <p><b>Running costs to keep the new school minibus suitable for use £4000</b></p> <p><b>Total = £10000</b></p>	<p>health and wellbeing during lessons impacting on pupil progress.</p> <p>Pupils will become confident learners and will take risks trying new experiences.</p> <p>Pupils attainment increases due to confidence and independence developed.</p>	<p></p> <p>Spring –</p> <p>Summer –</p>
	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
<b>G</b>	<p>New middle lead teacher to take the lead on Post 16 education and to coordinate, monitor and review opportunities and events.</p>	<p>Pupils to attend off site education to gain vocational qualifications and to be introduced to post 16 educational possibilities.</p>	<p><b>Cost for TLR middle leader post £2871</b></p> <p><b>Cost of activities for post 16</b></p>	<p>Pupils supported to make informed decisions about their future education and / or training opportunities.</p> <p>Greater number of pupils continue with post 16 education or employment.</p>	<p>Autumn – Consultation took place regarding new TLR position created. A job description was shared with staff with a view to the post commencing in spring 2021.</p>

	<p>Post 16 Educational opportunities contribution.</p> <p>Post 16 data tracked for 3 years to allow school to evaluate the success of programmes put in place.</p>	<p>Workshops in school to increase awareness of the world of work and further education.</p> <p>Access to CEIAG advice and guidance.</p> <p>Close supervision and support to ensure students don't become NEET.</p>	<p><b>£2000</b></p> <p><b>Total = £4871</b></p>	<p>School to have a clearer picture of where pupils go after leaving Croft and how they develop in employment or further education.</p>	<p>Spring –</p> <p>Summer –</p>
	<b>Desired Outcomes</b>	<b>Strategy</b>	<b>Action and Expenditure</b>	<b>Proposed Impact</b>	<b>Evaluation</b>
<b>H</b>	Improve overall attendance	Deputy Head to oversee an HLTA who will take the	<b>Cost of 0.5 HLTA</b>	Increased level of attendance at least in line with national expectations.	Autumn – Job description shared with staff with a view to the HLTA position commencing in Spring 2021

	including improving persistent absence.  Encourage a higher rate of attendance despite the current climate in relation to Covid 19.	lead on attendance in school. They will work closely with families and work closely with an attendance officer.  Targeted support for families to ensure pupils attend school regularly and on time.	<b>£14094</b>          <b>Total £14094</b>	Decrease unauthorised absence, particularly during the current climate.	
					Spring –
					Summer –

Budget Summary		
A	Improved pupil engagement in mathematics across the school.	£2050
B	Increased reading confidence and fluency across school.	£3436
C	Improved outdoor learning	£35000
D	Targeted support to be provided to raise attainment	£22340
E	Increased quantity of computers	£29000
F	Enriched range of wider learning opportunities.	£10000
G	Pupils supported to make informed decisions about their future education and / or training opportunities which is then tracked for 3 years.	£4871
H	Improve overall PP attendance at least in line with national expectations.	£14094

<b>Total spend = £120791</b>
------------------------------

<b>Governance</b>	
Monitoring the Effectiveness & Impact of Pupil Premium Performance	
Pupil Premium Governor: Margaret Farrow	
<b>Review Date</b>	September 2021