

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Croft Community School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	82 pupils 45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Davis
Pupil premium lead	Denise Franklin
Governor / Trustee lead	Margaret Farrow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97050
Recovery premium funding allocation this academic year	£27260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2117
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126427

# Part A: Pupil premium strategy plan

## Statement of intent

At Croft Community School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We strive to take advantage of every opportunity to broaden our curriculum, to celebrate our talents and to encourage our pupils to be confident contributors to society. Our ultimate objectives are to:

- ✓ Remove barriers to learning
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- ✓ Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to have a voice and to communicate effectively in a wide range of contexts
- ✓ Support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials and quality first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Access to high quality social, emotional and mental health support from appropriately trained adults

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge														
1	<p>Attendance and punctuality- Attendance figures show that in the year 2020-2021 attendance was low, largely due to Covid-19. The 2021-2022 school attendance figures show;</p> <table><tr><td></td><td>Disadvantaged</td><td>Non Disadvantaged</td></tr><tr><td>Attendance</td><td>74%</td><td>73%</td></tr><tr><td>Authorised</td><td>24%</td><td>26%</td></tr><tr><td>Unauthorised</td><td>3%</td><td>0%</td></tr></table> <p>The priority is now to get all children back into full time education.</p>				Disadvantaged	Non Disadvantaged	Attendance	74%	73%	Authorised	24%	26%	Unauthorised	3%	0%
	Disadvantaged	Non Disadvantaged													
Attendance	74%	73%													
Authorised	24%	26%													
Unauthorised	3%	0%													
2	<p>Attainment - Disadvantaged pupils’ achievement can be variable from their starting points when entering school. The difficulties and barriers to learning that our pupils experience vary, and can affect their overall achievement.</p>														
3	<p>Cultural Capital - many of our pupil premium children do not have the range of rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited. Some parents struggle to find suitable out of school activities for their child to participate in, or have limited time and / or transport options available.</p>														
4	<p>Emotional intelligence and mental health – Pupils experiences outside of school vary greatly and have been further impacted by the pandemic to a greater extent than in previous years. Families have spent long periods of time at home and many family situations and circumstances</p>														

	have changed. Many pupils do not get to spend periods of time involved in outdoor activities.
5	Parental involvement – School research shows that parental engagement and involvement is an area which is not as strong as we would like it to be. Many of our pupils come on school transport therefore not all parents have daily face to face contact with classroom staff. Covid restrictions have meant that parents and carers have not been able to come into school over the past 18 months.

## 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
1. For attendance of our pupils to be at least in line with the national average of similar special schools.	<p>Prompt phone calls to parents who have an absent child without reason.</p> <p>Persistent absences challenges by our attendance officer.</p> <p>Data collection shows increased pupil attendance.</p> <p>School attendance meets or exceeds the national average for similar special schools.</p>
2. Evolved and improved curriculum pathways for all pupils with all pupils being exposed to increasing levels of vocabulary.	<p>Staff CPD on removing barriers to learning.</p> <p>Staff have allocated time to evolve the curriculum with the needs of our pupils in mind.</p> <p>Quality first teaching evident in lesson observations and learning walks.</p> <p>Pupils will be engaged in a progressive yet exciting curriculum allowing increased attainment in all subjects.</p>

	<p>Curriculum planning documents include Tier 2 and Tier 3 vocabulary and this is taught consistently well across the curriculum.</p> <p>Work scrutiny shows that pupils are using and applying Tier 2 and Tier 3 vocabulary in their work.</p> <p>A varied vocational programme offered to pupils with opportunities to gain nationally recognised qualifications.</p> <p>Data collection shows increased levels of progress in all subject areas.</p> <p>Targeted intervention programme in place.</p> <p>A greater proportion of pupils leave school with an increased number of qualifications.</p> <p>Pupils attend school more frequently (linked to outcome 1) as they are heavily invested in a rich, meaningful curriculum.</p>
3. Pupils have a wider range of community experiences and enrichment activities.	<p>Trips, visits and visitors planned to broaden our pupil's interaction with the wider world.</p> <p>A wide range of extra-curricular activities will be offered to broaden our pupil's experiences.</p> <p>Social skills, independence, perseverance and team work are developed.</p> <p>Discounts will continue to apply to pupil premium families for all enrichment opportunities to include, but not limited to, trips, visits and residential experiences.</p>

	<p>Pupils show greater confidence and independence to help them to engage with the wider community.</p> <p>Activities linked to preparing for adulthood outcomes.</p>
4. Pupils will show improved emotional and mental health	<p>Pupils are able to self-regulate in order to access the full curriculum and to further develop social and friendship groups.</p> <p>Pupils show resilience across areas of the curriculum.</p> <p>Pupils feel happy in school and their attendance will remain high (linked to outcome 1)</p> <p>Pupil voice surveys show that pupils are happy and feel safe in school.</p> <p>Targeted interventions for identified pupils.</p> <p>Pupils have access to on site mental health first aiders.</p>
5. An Increased level of parental engagement and involvement	<p>Increased level of parental involvement in organised school events and activities.</p> <p>Higher attendance at in school events such as curriculum showcase days.</p> <p>Planned social activities take place for parents to attend in school.</p> <p>General approaches which encourage parents to support their children with, for example reading or homework.</p>

## 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: £51427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of a progressive curriculum model which includes ensuring that disciplinary literacy is across the curriculum</p> <p>Staff CPD to implement the use of Bedrock Learning to embed the use of Tier 2 and Tier 3 vocabulary literacy across school.</p> <p>Staff clicker training to support the use of disciplinary literacy in the curriculum.</p>	<p>Ofsted have carried out a range of curriculum subject reviews and agree that in order to provide a high quality education, a progressive curriculum must be in place with new learning building on previous learning.</p> <p><a href="http://www.gov.uk">Curriculum research reviews - GOV.UK (www.gov.uk)</a></p> <p>As part of the progressive curriculum, key vocabulary must be planned, introduced and used in each subject area. This is known as disciplinary literacy. Research makes it clear that in providing subject specific language, it allows pupils to comprehend more complex texts and to provide opportunities for high quality talking using subject specific language and key vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy</a></p> <p><a href="#">EEF KS3 KS4 LITERACY POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Expansion of the vocational programme	Research shows that vocational qualifications play an important role in schools. Access to vocational pathways allows pupils to build up employability skills and develop interests which can lead them to future career pathways.	2

<p>offered to secondary pupils</p> <p>Work experience for secondary pupils</p>	<p><a href="#">Research highlights the importance of vocational activities for adults with autism   Autism Speaks</a></p> <p><a href="#">Vocational Qualifications (accreditedqualifications.org.uk)</a></p>	
<p>Continue to develop reading in school with a higher proportion of staff trained in delivering Read Write Inc.</p> <p>Purchase additional resources, including a wider range of non-fiction texts.</p>	<p>The DFE reading framework (2021) states the importance of using a systematic programme to deliver phonics lessons and that high quality teaching ensures good progress.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	2

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a teacher to provide tuition and targeted interventions to those pupils who have been identified as not on track to meet their end of year targets.</p> <p>Purchase resources needed to carry out suitable interventions.</p>	<p>Individual and small group targeted intervention programmes show that they have the potential for the largest impact on attainment, especially when linked to classroom teaching and targeted at pupils specific learning needs.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF)</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2



	<p>Small group tuition has an average impact of four months progress across the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Retention of attendance officer (HLTA) to work with families in supporting attendance and pupil mental wellbeing where this is a barrier to attendance.</p> <p>Bespoke support packages in place to support return to education for pupils who are persistently absent.</p>	<p>Evidence from EEF suggests that bespoke pastoral support packages which include attendance support have a positive impact on pupil attainment as the child and family are more likely to engage in the package.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/attachment/21092021.pdf">Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1
<p>Provide social and emotional training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change.</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs and can lead to gains of +4 months over the course of a year.</p>	1, 2, 3, 4 5

<p>Mental health first aid training and the implementation of clear strategies to support our pupils in their day to day life.</p> <p>Invest in a programme whose aim is to develop life skills, improve attendance, develop a growth mind set and build resilience.</p> <p><a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	
<p>Enhanced trips, visits and visitors to experience cultural capital and to build up life skills and knowledge associated with these.</p>	<p>Research by Lareau and Weininger (2003) shows that there are a range of barriers to pupil and parental cultural capital experiences which can affect the current and future socio economic possibilities of our pupils if schools were not to recognise this and put plans in place to enhance the curriculum.</p> <p><a href="https://www.presentica.com/doc/11601450/cultural-capital-in-educational-research-a-critical-assessment">https://www.presentica.com/doc/11601450/cultural-capital-in-educational-research-a-critical-assessment</a></p>	<p>1, 2, 3, 5</p>
<p>Activities provided across the year to encourage parental involvement in school.</p>	<p>The EEF evidence from research and practice suggests that informing parents with key messages about upcoming tests, attendance updates, homework, positive news and what their child is learning at school aims to increase the involvement of hard to engage parents in their child's education through a simple yet effective communication approach.</p> <p>Parental invitations to in school events and activities including curriculum showcase days, enterprise activities and social activities have a positive impact.</p> <p>The EEF suggests that this approach can engage parents in their child's education and improve pupil attainment in key subject areas, reduce absenteeism and parent buy-in is high.</p>	<p>1, 3, 5</p>

	<a href="#">EEF Parental Engagement Summary of recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
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**Total budgeted cost: £ 126427**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Our research suggested that pupils did not have access to good quality technology which could be used in all areas of the curriculum. The purchase of a laptop for each pupil has greatly increased the use of technology in all subject areas.*

*The purchase of mathematics and English programmes and resources has shown a greater increase of pupil engagement and progress, particularly in reading. These resources allowed staff to continue to maintain a good quality learning environment for pupils during lockdown who remained at home.*

*The development of the new Early Years outdoor area has now been booked and paid for, with works to commence in January 2022.*

*Having a reliable minibus on site has meant that pupils had more access to trips, however due to Covid restrictions, these were not as frequent as planned. Rewards in school have increased pupil interaction with the positive behaviour schemes, showing in the improved levels of behaviour around school.*

*A TLR post holder has taken the responsibility for post 16 education and employment and had organised a range of career and education experiences and opportunities. These were however restricted due to Covid.*

*An attendance officer was appointed who began to work with families of those pupils with low attendance. Attendance figures were impacted by Covid – 19 and continue to be an area of focus.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected, or what we felt had not yet had time to be fully embedded.

We looked at several reports, studies and research papers about effective use of Pupil Premium funding. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents and carers as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

Using the EEF framework and guidance, and understanding the needs of our school will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.