

Croft Pupil Premium Autumn Update 2021-2022

The pupil premium strategy statement is now a 3 year document running from 2021-2024. Termly updates will still be provided and progress against the intended outcomes monitored.

Pupil Premium Strategy Overview of outcomes

Challenge number	Detail of challenge	Intended Outcome												
1	<p>Attendance and punctuality- Attendance figures show that in the year 2020-2021 attendance was low, largely due to Covid-19. The 2020-2021 school attendance figures show;</p> <table border="1"> <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%	For attendance of our pupils to be at least in line with the national average of similar special schools.
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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>	Evolved and improved curriculum pathways for all pupils with all pupils being exposed to increasing levels of vocabulary.												
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>	Pupils have a wider range of community experiences and enrichment activities.												
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</p>	Pupils will show improved												

	extent than in previous years. Families have spent long periods of time at home and many family situations and circumstances have changed. Many pupils do not get to spend periods of time involved in outdoor activities.	emotional and mental health
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.	An increased level of parental engagement and involvement

Autumn 2022 Progress

Progress towards intended outcomes

Intended outcome	Autumn 2022 Progress towards Outcomes														
1.	<p>The Deputy Head Teacher continues to lead attendance across school and is still working very closely with families to increase attendance.</p> <p>An additional staff member is now working closely with the DHT to focus on attendance, in particular those identified as having attendance of less than 90% in the last academic year. Those pupils have been identified and shared with all staff. Attendance figures for 2021-2022 show a significant improvement on last years figures, however these are still below national attendance figures.</p> <table><tr><td>01/09/21 22/07/22</td><td>Disadvantaged</td><td>Non Disadvantaged</td></tr><tr><td>Attendance</td><td>89%</td><td>84%</td></tr><tr><td>Authorised</td><td>8%</td><td>15%</td></tr><tr><td>Unauthorised</td><td>3%</td><td>1%</td></tr></table>			01/09/21 22/07/22	Disadvantaged	Non Disadvantaged	Attendance	89%	84%	Authorised	8%	15%	Unauthorised	3%	1%
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2.	<p>Leaders shared the new planning formats with all staff in the summer term.</p>														

	<p>Staff spent time creating planning documentation using the new format, ready for the Autumn term. This will continue across the year as staff create detailed planning documentation for the whole year.</p> <p>Vocabulary banks have been produced across all subject areas and shared with parents. This resource will continue to be produced across the year.</p> <p>An intervention post was advertised and a teacher has been appointed. The interventions teacher has a timetable which allows for regular, planned interventions in both primary and secondary across a full week.</p> <p>Crick Software (Clicker) have delivered all three planned training sessions for all Primary staff and selected secondary staff. Clicker is now installed on all laptops and desktops in school and is being used in both primary and secondary lessons.</p> <p>The vocational area has been improved with storage and seating.</p> <p>There are currently 4 vocational courses offered to pupils at Croft. Animal care, construction, land-based studies and motor vehicles. These have now been offered to both year 10 and year 11 pupils.</p>
3.	<p>Trips and visits have continued in both primary and secondary. Pupils have been fishing, visited the local community and been on trips to Newcastle.</p> <p>A secondary enrichment group continue to go climbing every week.</p> <p>A whole school rewards day was held in the school grounds in July. All pupils attended and enjoyed time at different stalls and activities both inside the hall and outside on the field.</p>
4.	<p>Staff have been signed up for some new wellbeing training with teaching times. The modules include raising attainment through wellbeing, and changing culture and climate.</p>
5.	<p>Parents and carers are beginning to be invited back into school for shows, events and parents evenings.</p> <p>Staff and parents continue to use Class Dojo and telephone calls on a regular basis.</p>

	Coffee mornings have resumed.
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