

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	Crofton Junior School
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	38 pupils = 17% currently
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 / 22, 2022 / 23 & 2023 / 24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Paul Birdsall
Pupil premium lead	Paul Birdsall
Governor / Trustee lead	Stephanie Borman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,695 (October 2020 census reported 28 FSM - £37,660, 1 Service Child - £310 & 5 Post-LAC - £11,725)
Recovery premium funding allocation this academic year	£4,784
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,479

Part A: Pupil premium strategy plan

Statement of intent

At Crofton Junior School, our ultimate objective for our disadvantaged pupils, as with all pupils, is that we provide high-quality educational experiences, which will enable them to achieve their full potential. In doing so, we aim to remove any barriers thereby enabling all pupils equality of access to improve rates of progress and diminish the attainment gap between.

Our current pupil premium strategy plan works towards achieving these objectives by:

- Ensuring that all pupils receive a high standard of quality first teaching. We do this by implementing bespoke coaching models that make best use of the high levels of expertise.
- Analysing all arms of monitoring information, pupil workbooks, summative and formative assessment data and pupil and staff discussions, in order to recognise strengths and key areas for improvement.
- Targeting resources to focus on addressing key areas for improvement.
- Providing leaders with the time to undertake their roles and responsibilities to a high standard.

The key principles of our strategy plan is to:

- Ensure that all pupils receive a high-quality broad and balanced curriculum, which enables them to know more and remember more.
- Ensure that all pupils are provided with equal opportunities to develop a wide range of knowledge and skills both within and beyond the curriculum so that they are ready for the next stage in their education.

Challenges

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

Challenge number	Detail of challenge
1	<p>There is a significant attainment gap in Reading between disadvantaged and non-disadvantaged pupils.</p> <p>At the end of the 2020 / 21 academic year the proportion of disadvantaged pupils achieving the Expected Standard & above and the Greater Depth Standard in comparison non-disadvantaged was:</p>

		EXS+ disadvantaged pupils	EXS+ non-disadvantaged pupils	Difference	GDS disadvantaged pupils	GDS non-disadvantaged pupils	Difference																																			
	Year 3 (Autumn baseline)	50%	67%	17%	13%	20%	7%																																			
	Year 4	23%	60%	37%	8%	37%	29%																																			
	Year 5	36%	60%	24%	18%	38%	20%																																			
	Year 6	67%	67%	0%	17%	51%	34%																																			
2	Due to the impact of the Covid-19 pandemic, school has needed to implement a phonic catch-up intervention. 4 out of 7 pupils (57%) of pupils taking part are classed as disadvantaged in comparison to 17% of the school population.																																									
3	<p>Spelling is a barrier to children achieving the Expected Standard in Writing. There is a significant attainment gap in Reading between disadvantaged and non-disadvantaged pupils.</p> <p>At the end of the 2020 / 21 academic year the proportion of disadvantaged pupils achieving the Expected Standard & above and the Greater Depth Standard in comparison non-disadvantaged was:</p> <table border="1"> <thead> <tr> <th></th> <th>EXS+ disadvantaged pupils</th> <th>EXS+ non-disadvantaged pupils</th> <th>Difference</th> <th>GDS disadvantaged pupils</th> <th>GDS non-disadvantaged pupils</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3 (Autumn baseline)</td> <td>43%</td> <td>68%</td> <td>25%</td> <td>0%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Year 4</td> <td>15%</td> <td>42%</td> <td>27%</td> <td>8%</td> <td>26%</td> <td>18%</td> </tr> <tr> <td>Year 5</td> <td>36%</td> <td>60%</td> <td>24%</td> <td>9%</td> <td>24%</td> <td>15%</td> </tr> <tr> <td>Year 6</td> <td>50%</td> <td>69%</td> <td>19%</td> <td>0%</td> <td>31%</td> <td>31%</td> </tr> </tbody> </table>								EXS+ disadvantaged pupils	EXS+ non-disadvantaged pupils	Difference	GDS disadvantaged pupils	GDS non-disadvantaged pupils	Difference	Year 3 (Autumn baseline)	43%	68%	25%	0%	5%	5%	Year 4	15%	42%	27%	8%	26%	18%	Year 5	36%	60%	24%	9%	24%	15%	Year 6	50%	69%	19%	0%	31%	31%
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4	<p>The attendance of disadvantaged pupils was 88.77% in comparison to 95.38% for non-disadvantaged in the 2020 / 21 academic year. This data includes the impact of lockdown due to the Covid-19 pandemic.</p> <p>Current in-year data shows the attendance of disadvantaged pupils being 92.51% and non-disadvantaged 94.67%.</p>																																									
5	The proportion of disadvantaged pupils ($14/38 = 37\%$) who consistently do not complete their weekly homework (reading 3 times and completing set Spelling Shed & TTRockstars tasks) is significantly higher than that of non-disadvantaged pupils ($19/185 = 10\%$).																																									

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
To increase the proportion of disadvantaged pupils attaining the Expected Standard in Reading from the baseline point.	Over the 3-year period, the gap between the proportion of disadvantaged pupils attaining the Expected Standard in Reading in comparison to non-disadvantaged, will diminish in each year group.
To increase the proportion of disadvantaged pupils attaining the Expected Standard in Writing from the baseline point.	Over the 3-year period, the gap between the proportion of disadvantaged pupils attaining the Expected Standard in Writing in comparison to non-disadvantaged, will diminish in each year group.
To increase the proportion of disadvantaged pupils completing their weekly home learning.	Over the 3-year period, the proportion of disadvantaged pupils completing home learning in the weekly lunchtime catch-up session will decrease.

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: £26,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Coordinator to be provided with 2.5 hours weekly management time to focus on the development and monitoring of the reading curriculum. (£6,075)	<p>The Reading Coordinator is to:</p> <ul style="list-style-type: none"> • Lead the implementation and monitoring of the phonics programme. (EEF Toolkit +5 months within a 12-month period). • Lead the implementation of the Reading Comprehension intervention. (EEF Toolkit +6 months within a 12-month period). • Lead and monitor the implementation of the Reading curriculum. 	1 & 2
AHT to provide mentor support for our ECT and one RQT. (£16,610)	Internal monitoring demonstrates that bespoke coaching programmes have had a positive impact on improving quality 1 st teaching, which in turn has had a positive impact on rates of progress by the whole class and significant groups.	1 & 3
Acting AHT to provide mentor support for one RQT. (£3001)	Internal monitoring demonstrates that bespoke coaching programmes have had a positive impact on improving quality 1 st teaching, which in turn has had a positive impact on rates of progress by the whole class and significant groups.	1 & 3
Staff Kagan Structures CPD (£900)	Collaborative learning strategies. (EEF Toolkit +5 months within a 12-month period)	1 & 3

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

Budgeted cost: £10,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the cost of the Tutor Led Funding and employment of a teaching assistant 5 afternoons per week to deliver a reading intervention. (£1,054.50)	Reading Comprehension intervention (EEF Toolkit +6 months within a 12-month period).	1
Implement phonics interventions including the purchase of appropriate resources. (£500 budget; however, this will increase to up to £2,500 if a new validated scheme with associated resources and training are required)	Phonics (EEF Toolkit +5 months within a 12-month period).	2
Implement Lexia as a reading intervention. (£1,542)	Lexia Reading Core5 (EEF Toolkit +2 months within a 12-month period).	1
Purchase on line reading programmes e.g. Accelerated Reader, associated books and rewards. (£5,363.50)	Internal monitoring through 'growth reports' and progress through the reading scheme as well as pupil voice, has demonstrated the positive impact that Accelerated Reader has had in school re fluency and comprehension development for all pupils.	1 & 5
Purchase Spelling Shed as the online home learning task and to supplement the teaching of spelling in school. (£150)	Internal monitoring demonstrates that high levels of access impacts positively on success rates in formative and summative spelling tests and application within written work. Cognitive theory also demonstrates that repetition leads to knowledge being embedded in long term memory and therefore learning.	3 & 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage parents in the importance of completing home learning tasks during Inspire sessions. (£100 hospitality cost)	Parental engagement (EEF Toolkit +4 months within a 12-month period).	5
Employ an additional adult to hear the pupil premium children who are not being heard read at home. Cost within the £1054.50 subsidy.	One-to-one tuition (EEF Toolkit +5 months within a 12-month period).	1 & 5
Mrs Henwood Mental Health Lead accredited training and associated cover costs. (£1,000) Associated cover cost of weekly management cover. (£993)	There is a recognition that the mental health and wellbeing has been impacted on by the Covid-19 pandemic and that school's need a co-ordinated approach in order to support pupils, families and staff.	1, 3 & 4
Employment of Mrs Charles as Learning Mentor whose role is to support pupils and parents in overcoming barriers to learning including wellbeing and attendance. A significant proportion of her working pattern is supporting pupil premium pupils. (£16,978)	One-to-one tuition (EEF Toolkit +5 months within a 12-month period).	1, 3 & 4
Pay for the cost after-school activities and educational day visits and subsidise the cost of residential visits for all pupil premium pupils as required. (£1,000 budget)	Ensure all children have equality of access to all aspects of the curriculum thereby developing all children's cultural capital.	1 & 3

Total budgeted cost: £26,586 + £10,610 + £20,071 = £57,267

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.

School did not undertake any end of Key Stage 2 assessments. However, we did undertake end of year standardised NFER internal assessments, which informed overall teacher assessment in order to provide a baseline from which to progress in the 2021 22 academic year.

2020 21 Priorities:

1. Increase the proportion of Good and Outstanding teaching.

Internal monitoring indicated progress in the quality of teaching given the restrictions that were in place within school. This remains an area for further development in 2021 22, particularly given that two new members of staff have joined school from September 2021.

2. Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.

Progress towards this target was significantly impacted upon by the Covid-19 pandemic.

School was very proactive and successful during the pandemic in enabling all pupils with equality of access to our blended learning offer. As a result, there was not a significant difference in access between disadvantaged and non-disadvantaged pupils.

3. Provide the social and emotional support necessary to support children's return to school following the Covid-19 pandemic.

School provided very effective social and emotional support, which is evidenced by the high levels of attendance and the manner in which the children settled back into secure school routines. This impacted positively on standards of work and progress.

In order to do this, school liaised effectively with parents and external professionals enabling us to provide focused support where it was most needed. We also recognised the need to further develop our capacity and expertise as well as ensure that we have a fully coordinated approach to all aspects of wellbeing.

4. Increased attendance rates for pupils eligible for the pupil premium.

The attendance of disadvantaged pupils was 88.77% in comparison to 95.38% for non-disadvantaged in the 2020 / 21 academic year. This data includes the impact of lockdown due to the Covid-19 pandemic.

5. Ensure that all pupils are able to attend all educational visits and at least one of school's two educational visits.

Restrictions did not allow educational visits to take place throughout the academic year.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School had 1 service child last year. The pupil premium fund allocation was spent to provide additional adult support with a particular focus on a dyslexia programme of work.
What was the impact of that spending on service pupil premium eligible pupils?	Progress was seen in the pupil's ability to recognise sounds and read with fluency; however, a further focus on spelling is required within the 2021 22 academic year.

