



Crofton Junior School Pupil Premium Strategy Statement

Rationale:

Crofton Junior School will make use of the pupil premium fund in order to ensure that all pupils, particularly the most disadvantaged, are provided with the opportunity to access a curriculum, which:

- Is ambitious and develops the knowledge and cultural capital pupils need.
- Has the same academic ambitions for all learners.

1. Summary information					
School	Crofton Junior School				
Academic Year	2020/21	Total PP budget - (FSM Ever 6 Block Funding 2020 21)	£17,284	Total PP Spend	£20,856
Total number of pupils	236 currently	Number of pupils eligible for PP	30 currently 13%	Date for next internal review of this strategy	September 2022

2. 2018 19 End of Key Stage 2 Data			
	<i>Pupils eligible for PP</i>	<i>3 year trend</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age-related expectations in reading, writing and maths combined	55%	+17%	71%
% achieving age-related expectations in reading	64%	+18%	78%
Average scaled score in reading	104.1	+3.5	105
Progress score in reading	-0.5	+2.6	+0.3 (2018)

% achieving age-related expectations in writing	82%	+20%	83%
Progress score in writing	-0.7	+2.2	0.2
% achieving age-related expectations in maths	73%	+4%	84%
Average scaled score in maths	103.9	+1.1	106
Progress score in maths	-1.1	+01	0.3 (2018)
% achieving age-related expectations in EGPS	91%	+22%	83%
Average scaled score in EGPS	110.7	+6.5	107

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- A.** Even though, the difference has diminished significantly in the previous 3 years (2019/20 not included due to impact of Covid-19), an achievement gap remains between those pupils who are eligible for the pupil premium fund and those who aren't, particularly in reading & writing.
- Spring 2020 data demonstrates that attainment at the expected standard when comparing disadvantaged and non-disadvantaged pupils in Year 6 is:
- Reading - 33% below (50%)
 - Writing - 20% below (50%)
 - Maths - 33% below (50%)
 - Combined – 13% below (50%)
- FFT estimates indicate an end of Key Stage 2 attainment gap at the end of 2020/21 of:
- Reading - 7% below (72%)
 - Writing - 6% below (77%)
 - Maths - 4% below (82%)
 - Combined – 10% below (62%)
- B.** Increased pressures on staffing due to the sharp rise in the proportion of children attending school with an EHCP and requiring very individualised curriculums. Within the 2020/21 Year 3 intake, 6 pupils have an EHCP (10%) meaning that school has a total of 15 (6%), which is significantly above the national average.
- Impact of Covid-19 on pupil and staff attendance, thereby making it very difficult to implement strategies consistently to gain the full intended impact.

External barriers (*issues which also require action outside school, such as low attendance rates*)

- C.** Attendance and punctuality rates for pupils who are eligible for the pupil premium. Even though this has improved, there remains a gap in rates of attendance for disadvantaged pupils (92.66%) in comparison to non-disadvantaged (95.26%).
- D.** The financial ability of parents/carers to pay for educational and residential visits.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Increase the proportion of Good and Outstanding teaching.	All forms of monitoring, including pupil achievement, to indicate that all teaching is at least Good and 6 out of 11 is Outstanding.
B.	Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	Evidence of pupils who are eligible for the pupil premium fund diminishing the difference in attainment in all subjects throughout school.
C.	Provide the social and emotional support necessary to support children's return to school following the Covid-19 pandemic.	All pupils are able to access their learning effectively.
D.	Increased attendance rates for pupils eligible for the pupil premium.	Increased attendance rates for those pupils eligible for the pupil premium and a reduction in the number who are persistently absent.
E.	Ensure that all pupils are able to attend all educational visits and at least one of school's two educational visits.	All children to attend all educational visits and a residential visit if they wish to.

5. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase the proportion of Good & Outstanding teaching.</p> <p>Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.</p>	<p>Implement a bespoke triad coaching programme led by KW, HW & PB with a focus on:</p> <ul style="list-style-type: none"> Autumn & spring terms – securing Good Summer terms – moving to Outstanding <p>KW/HW cover cost for 0.5 days 4x 6-week block. HLTA cover cost for BA 4x 6-week block. HLTA cover for TS to work within the coaching triad 4x 6-week block. *Other members of staff to be used as models also.</p>	<p>We want to continue to make best use of the expertise we have in school in order ensure that our new teacher is well inducted into school and quickly moves to providing a Good quality of education to. We also want to develop our teachers providing a Good quality of education so that they know what are the characteristics of Outstanding and are able to move towards it. Our coaching programme has been very effective over the previous 4 years.</p>	<p>HT to oversee the impact of the coaching programme through the monitoring programme and SLT activities.</p>	<p>KW, HW & PB</p>	<p>On-going review through workbook monitoring, lesson observations and pupil discussions. 3 assessment points across the academic year.</p>
Total budgeted cost					£1,838
ii. Curriculum Based Learning					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.</p>	<p>Implement a phonics programme for those children who have not had the opportunity to complete the Year 2 retake due to the Covid-19 pandemic. Cost £1,100 (£100 for scheme, £750 for phase appropriate reading books & £250 for resources).</p>	<p>Children were not able to complete a catch-up phonics programme in Year 2 and then complete the re-check. (4/11 or 36% of this group PP)</p>	<p>Staff to receive LA phonics training. KW, HW & BV to monitor implementation and provide additional CPD as required.</p>	<p>KW, HW & BV</p>	<p>Autumn term and then on-going through 2020 21.</p>

Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	Employ a HLTA to allow for teacher led booster groups in Year 6 x2 per week. Summer 2 move the focus to Year 5 in preparation for the following year. Cost £3,848	Teacher led booster in-school booster groups focusing on key areas of development have proved to be effective in accelerating progress.	Half termly RAP meetings.	HW	September 2020 – July 2021
Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	Make use of Lexia as a reading and spelling intervention for SEND (K) and all Year 3 & 4 pupils some of whom are disadvantaged. Cost £1,290 per year for 3 years.	Research demonstrates that this programme targets gaps in learning and accelerates spelling and reading ages.	SENCo to oversee. Half-termly reports.	SENCo	July 2021
Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	Purchase 6 copies of the schools newspaper. Cost £313.	Ensure that all groups of pupils have access to high quality texts, which provide an understanding of the world around them.	Senior Administrator to check consistent order.	TH with KW	July 2021
Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	Employ a teaching assistant for 3 afternoons per week as 'Reading Expert.' The TA to lead 'Cultural Capital' reading sessions x2 per week for groups of pupils in each year group. Cost £3,982.	To provide pupils with the opportunity to: <ul style="list-style-type: none"> • Improve their word reading & comprehension skills. • Widen their vocabulary. • Develop their knowledge of the world. • Develop their cultural capital. 	Reading co-ordinator to lead initial training and monitor.	KW & TH	July 2021
Total budgeted cost					£10,533

iii. Social, Emotional & Behavioural needs and Supporting Families & Communities

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Continue to increase attendance rates for pupils eligible for the pupil premium and close the gap on this who are not.	Buy into the service of the pyramid parent support advisor. (Monitoring indicates that a high proportion of families over time are PP). Cost £3,113. Half termly attendance reports to be sent home. Close liaison with the EWO. HT to have regular contact with parents of pupils causing concern.	PP pupils were the lowest attending group of pupils at the end of the academic year. This was identified as an AFI by Ofsted. A high proportion of the pupils who require family intervention and individual support are PP pupils.	Regular review meetings with the parent support worker including through the CAF process. Regular monitoring of attendance and punctuality.	HT, SENCO & LM to liaise with HT & JC	Termly review meetings On-going throughout 2020 21
Provide the social and emotional support necessary to support children's return to school following the Covid-19 pandemic.	Implement the new PSHE scheme of work Jigsaw. Cost £2,000	Children with social, emotional and mental health needs, some of which will be as a result of the Covid-19 lockdown.	Focus of SLT monitoring in Autumn.	SLT	December 2020
Ensure that all pupils are able to attend all educational visits and at least one of school's two residential visits.	Provide financial support for up to half the cost of any educational visit or residential. Cost £1,500.	A higher proportion of PP children did not attend the Years 5 & 6 residential visits in 2019.	PB to agree following discussions with individual parents.	PB & VB	July 2021
Ensure that all pupils are able to attend extra-curricular activities.	Provide free access to all extra-curricular activities. (No extra-curricular activities in the autumn term due to Covid-19 regulations). Cost £1,872 (based on each PP pupil attending one extra-curricular activity each week).	Pupils benefit from accessing a broad curriculum and a broad range of experiences.	JC to ensure that parents of PP children are aware of the entitlement. JC to monitor uptake.	JC & PB	On a termly basis
Total budgeted cost					£8,485

6. Review of expenditure

We will review the impact of the pupil premium fund on an on-going and end of year summative basis. By doing so, we will be able to amend the plan as appropriate thereby maximising impact.

Methods of on-going review:

- Monitoring of workbooks
- Observations of whole, small group and one to one sessions
- Analysis of in-year assessment data
- Discussions with pupils, staff and external professionals
- Analysis of the financial support provided
- Analysis of extra-curricular activity registers

Methods of summative review:

- End of KS2 assessment data – attainment and progress
- Internal end of year assessment data – attainment and progress
- Summative review of monitoring information

7. Review of expenditure				
Previous Academic Year 2019 20			£17,280	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase the proportion of Good teaching.</p> <p>Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading and Writing.</p>	<p>A coaching programme led by KW focusing on: One newly qualified teacher, one unqualified teacher & one RQT. KW cover cost for 0.5 days 4x 6-week block. HLTA cover cost for MR, BA & SF 4x 6-week block. HLTA cover for MW to work within the coaching triad.</p>	<p>Medium impact. Success criteria met. In the period of time up to the lockdown, all members of staff demonstrated at least good progress in the quality of education they were providing.</p>	<p>The coaching progress to impact on quality first teaching was once again a successful approach and will be implemented in 2020 21.</p>	£4,000

ii. Curriculum Based Learning

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes particularly in Reading and Writing.</p>	<p>Make use of Lexia as a reading and spelling intervention for SEND (K) and Year 3 & 4 pupils with a spelling difficulty some of whom are disadvantaged. Cost £1,290 per year for 3 years.</p> <p>Purchase 6 copies of the schools' newspaper. Cost £313.</p> <p>Employ a teaching assistant for 3 afternoons per week as 'Reading Expert.' The TA to lead 'Cultural Capital' reading sessions x2 per week for groups of pupils in each year group. Cost £3,982.</p>	<p>Low impact. Success criteria not met. Due to the lockdown taking place in March, a full data is unavailable.</p>	<p>Lexia needs to be timetabled more precisely so that children access the programme fully.</p> <p>The cultural capital intervention demonstrated positives in terms of pupil engagement and developing an enjoyment of reading. Therefore, it needs to be further developed in 2020 21.</p>	<p>£5,588</p>

iii. Social, Emotional & Behavioural needs and Supporting Families & Communities

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Continue to increase attendance rates for pupils eligible for the pupil premium and close the gap on this who are not.</p> <p>Ensure that all pupils are able to attend all educational visits and at least one of school's two residential visits.</p> <p>Ensure that all pupils are able to attend extra-curricular activities.</p>	<p>Buy into the service of the pyramid parent support advisor. Cost £3,400.</p> <p>Half termly attendance reports to be sent home.</p> <p>Close liaison with the EWO.</p> <p>HT to have regular contact with parents of pupils causing concern.</p> <p>Provide financial support for up to half the cost of any educational visit or residential. Cost £2,440.</p> <p>Provide free access to all extra-curricular activities. Cost £1,872 (based on each PP pupil attending one extra-curricular activity each week).</p>	<p>Medium impact: Success criteria partly met. At the time of the lockdown, the gap in attendance between disadvantaged and non-disadvantaged pupils was 2.6%. Successes were achieved with individual families resulting in the children moving above the persistently absent threshold.</p> <p>59 out of 60 Year 5 pupils attended Robinwood. 50 out of 60 pupils attended France. No children did not attend due to financial issues. All children attended day visits.</p> <p>Curriculum activities were stopped at the end of the spring half term due to the Covid-19 lockdown therefore data is insufficient.</p>	<p>School will continue with all approaches, which demonstrated success within a short period of time. School's ability to provide residential and day visits will be dependent upon the Covid-19 regulations.</p> <p>School will require additional parent advisor and EWO support due to the impact of school reopening following lockdown and the challenges faced by some families.</p>	<p>£7,712</p>