



# Pupil premium strategy statement: Croft Church of England Primary School

**Be happy: aspire, believe, achieve**

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

**Philippians 4:13**

*'I can do all things through Christ who strengthens me.'*

1. Summary information					
School	Croft Church of England Primary School				
Academic Year	2019/20	Total PP budget	£8900 budget £10800 calculated	Date of most recent PP Review	July 2019
Total number of pupils	107	Number of pupils eligible for PP	6	Date for next internal review of this strategy	December 2019

2. Attainment end of KS2		
	<i>Pupils eligible for PP in 2019 (Unvalidated)</i>	<i>Pupils not eligible for PP in 2019</i>
% of pupils achieving the expected standard in reading, writing and maths	67%	69%
reading progress score	-1.7	-3.2
writing progress score	-0.7	3.3
maths progress score	-0.2	-1.7

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Underachievement in Reading, Writing and Maths for Lower Attaining Pupils and pupils with SEND. A proportion of children who are eligible for the Pupil Premium are not achieving at age related expectations in reading, writing and maths. 4/6 (67%) @ ARE for reading 1/6 (17%) @ ARE for writing 4/6 (67%) @ ARE for maths 1/6 (17%)@ARE for Combined R W M Number of PP children with SEND 5/6 (83%)
<b>B.</b>	Underdeveloped independent learning skills and over reliance on adults.
<b>C.</b>	Lack of opportunity to access curriculum enhancement and extracurricular activities due to financial hardship.

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

<b>A</b>	No external barriers.	
<b>2. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve Reading, Writing and Mathematics basic skills of pupils eligible for PP - evident in end of year pupil outcomes. 4/6 (67%) @ ARE for reading 3/6 (50%) @ ARE for writing 4/6 (67%) @ ARE for maths 3/6 (50%)@ARE for Combined R W M	Pupils eligible for PP make increased rates of progress with basic skills in Reading, Writing and Mathematics and reach National expectations or better by end of KS2.
<b>B.</b>	Independent learning skills develop so that pupils are less dependent on adults - evident in Independent Skills audits.	Pupils eligible for PP develop their independent learning skills, which has a positive impact on their learning and their self-esteem.
<b>C.</b>	Pupils have access to curriculum enrichment and extracurricular activities - evident in participation information.	Pupils have enhanced opportunities which contribute to their broader education and life experiences.

**3. Planned expenditure**

<b>Academic year</b>	<b>2019/20</b>					
How is the pupil premium planned to be used to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. Improve English and Mathematics basic skills of pupils eligible for PP</b>	To deliver frequent urgent action support and highly differentiated teaching to ensure that LAP pupils make rapid progress towards meeting end of year expectations. Closing the Gap. To release ATAs to deliver intervention programmes and provide small group support for LAP and SEND pupils. To purchase resources appropriate for LAP and SEND including new reading scheme. To provide pupils with further bespoke support and engage with parents. To continue to provide CPD opportunities for staff to deliver further interventions.	£3000 ATA Resources £900	Pupils who have gaps in their learning are identified quickly and targeted with specific interventions to rapidly increase rates of progress. TAs require training to achieve this and appropriate interventions need to be purchased.	Directed, supported and monitored by English and Mathematics and Assessment Leaders. TA led English and Mathematics interventions eg Dynamo, I Can Do Maths. Monitored by HT, SENCo and governing body.	English Lead/ Maths Leader/ SENCo/HT	Dec 2019 April 2020 July 2020
<b>B. Independent learning skills develop so that pupils are less dependent on adults</b>	To audit independent learning skills required to promote successful learning. To assess current skill levels amongst pupils. To devise strategies to improve independence and arrange CPD for staff. To implement strategies to improve independence and track progress. To monitor impact of independent skills upon learning and pupil progress	£ 3900 ATA costs	Pupil independence is a key aspect of basic skills and is fundamental to pupils' learning and progress. Pupils are over reliant on adult support and as a result pupil progress is impacted.	Directed and supported by E Years and Y1/2 teachers, SENCo and HT. TA led independence programmes. Monitoring of curriculum/interventions and impact. SLT monitoring. Governor monitoring.	Early Years/ Y1/2 teachers/ TAs/ SENCo/HT	Dec 2019 April 2020 July 2020

<b>C. Pupils have access to curriculum enrichment and extracurricular activities</b>	To identify pupils who are unable to access curriculum enhancement such as music lessons and East Barnby visit and extracurricular activities such as sport, due to financial hardship. To fund these activities so that all pupils have equal opportunities.	£1100	We want pupils to have access to all activities and opportunities in school. This provides enrichment, life enhancement and greater enjoyment.	Pupil Reflections SLT monitoring. Governor monitoring.	HT	Dec 2019 April 2020 July 2020
<b>Total budgeted cost</b>						<b>£8900</b>

**We use evidence and research-based teaching practice, including The Sutton Trust, the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, and the Centre for Literacy in Primary Education to inform spending discussions and decisions.**