

# Pupil premium strategy statement: Croftlands Infant & Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	2.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023
Date this statement was published	24.4.2023
Date on which it will be reviewed	24.4.2024
Statement authorised by	Mrs A. Woodburn (Acting Headteacher)
Pupil premium lead	Mr D. Stewart
Governor / Trustee lead	Mrs M. Thompson-Craig

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6925

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is “Be caring. Be happy. Always do your best.” Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they’re set.
  - Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills, concentration and focus skills, immaturity, attitudes to learning Children entering Reception are generally below age expectations for communication and language. Some children have missed out on their nursery education due to the Covid pandemic and 3 this has been detrimental to them in terms of speech and language development.
2	Engagement in wider school and enrichment activities. The impact of the pandemic has meant that there have been fewer opportunities for children to participate in trips and activities or see their peers outside of school. Their social and emotional wellbeing may have suffered as a result.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading & writing.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 will show that more than 73% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 will show that more than 73% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: £2308.33**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine There is extensive evidence associating childhood social and emotional skills with improved outcomes at school	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, 1 6 educational practices and supported by professional development and training for staff. attitudes, behaviour and relationships with peers):</p> <p><a href="#">SEL/EEF Social and Emotional Learning.pdf</a></p>	1 & 3

and in later life (e.g., improved academic performance, 1 6 educational practices and supported by professional development and training for staff.		
---	--	--

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

**Budgeted cost: £ 2308.33**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Develop of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, 1 6 educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	2 & 3

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

**Budgeted cost: £2308.33**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Opportunities to enhance the experiences and education of all children.	Provide opportunities for more trips and visits, including the theatre and outdoor education.	2
Cost of Inclusion Activities.	School will cover the costs of out of school activities etc where necessary to promote engagement and inclusion	2

**Total budgeted cost: £6925**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupils were able to partake in visits, both virtually and in school, which built on skills and knowledge from lessons and adapted to COVID-19 restrictions

Additional resources provided as part of our curriculum review to support teaching and learning and access during any remote learning

Intervention with teaching assistants for children with identified gaps in learning: mathematics, speech and language, reading and nurture groups. (These groups were led by teaching assistants trained in the delivery of specific programs e.g. First Class Number, NELI and Colourful Semantics.)

Disadvantaged pupils were able to access trips e.g. Brockhole, Coniston Water Park and Lowther Castle and experience in school music sessions led by specialist practitioners. (These were linked to whole school curriculum e.g. history, music, PSHE, P.E and geography.)

#### In summer 2022:

79% of children in Year 2 met the expected standard or above in reading.

75% of children in Year 2 met the expected standard or above in writing.

76% of children in Year 2 met the expected standard in mathematics.

71% of children in Year 2 met the expected standard or above in all areas.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
NELI – Nuffield Early Language Intervention.	Nuffield Foundation Education Ltd.
Colourful Semantics	SLT for Kids.
White Rose Maths Premium Teaching Resources	White Rose Maths
Charanga Music	Cumbria Music Hub