# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2024 to 2027 academic year) 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 Anne Dale Infant School |
| Number of pupils in school | 2024-2025 - 204 |
| | 2025-2026 - 178 |
| Proportion (%) of pupil premium eligible pupils | 2024-2025 - 19% |
| | 2025-2026 - 11.2% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025<br>September 2026 |
| Statement authorised by | Lorraine Phillips |
| Pupil premium lead | Keira Manley |
| Governor / Trustee lead | Rachel Hattersley |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | 24/25 - £39,194 |
| | 25/26 - £28,929 |
| Recovery premium funding allocation this academic year | Finished in 23/24 |
| Pupil premium funding carried forward from previous years | N/A |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £28,929 |

# Part A: Pupil premium strategy plan

## Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the specific challenges for our community.

As a school we 'strive for the best in everyone' and believe that every child, regardless of background, life experiences and on entry attainment should be able to achieve at least in line with their peer group.

For our most vulnerable children our goal is for every child to achieve as far as they can academically during their time with us to protect their future; ensuring they will achieve well academically at end of Key Stage 4, will have choices about next steps and ultimately live a healthy, productive and happy life.

We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance, poor learning behaviours (focus and attention, resilience) and more frequent challenging behaviour.

There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied, and vary from cohort to cohort, and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers.

The key principles of our strategy:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised tracking sheets are used to ensure barriers are identified and overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

We recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

To make the biggest difference we will focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to attain in line with or exceed nationally expected attainment
- For all disadvantaged pupils to have attendance of 95%+
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Outcomes**<br>Internal assessments, in school monitoring and discussion indicate that the attainment in core subjects of disadvantaged pupils is below that of non-disadvantaged pupils. |
| 2 | **Attendance**<br>Our attendance data last year indicates that attendance among disadvantaged pupils is slightly lower than for non-disadvantaged pupils. 95.5% for disadvantaged compared to 96.6% There is a slight variation between year |

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| | groups |
| 3 | **Behaviour**<br>Poor learning behaviours (focus and attention, resilience) results in lack of engagement with learning, unfinished work, gaps in experience and knowledge. |
| 4 | **Home issues**<br>An increasing number of reports from parents of difficulties at home and an increased number of parents requiring family liaison support; (FLO)<br>Financial pressures at home – poor nutrition, lack of emotional regulation due to stress on parents, home environment poor resulting in poor sleep – all possibly resulting in poor engagement and progress<br>Witness to domestic abuse and not ready for learning, carrying worries of home life.<br>Poor parental mental health which impacts on home life, quality of interactions, children acting as carers, opportunity for home learning, sleep and emotional regulation. Poor parenting – not ready to learn, low aspirations |
| 5 | **Mental Health**<br>An increased number of children, particularly disadvantaged, presenting with poor emotional development and / or mental health or emotional needs of child seen in increased number of ELSA referrals being made by staff – bereavement, anxiety, stress and low esteem impacting on ability to engage in learning. |
| 6 | **Vocabulary**<br>Assessments and observations of pupils have shown that in some cases, children from disadvantaged backgrounds have limited vocabulary knowledge resulting in the inability to access age appropriate texts. This, along with the lack of exposure to high quality texts can also slow their writing and foundation subject progress. |
| 7 | **Resources**<br>Especially with the cost of living crisis, a number of our disadvantaged children, lack the appropriate resources for school such as clothing. This can hinder their mental health.<br>Some of our disadvantaged families have a lack of IT resources and internet access which limits pupils' learning opportunities. . |
| 8 | **Wider Opportunities**<br>Our pupils from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities, such as cultural outings and learning to play a musical instrument so can feel left out, have fewer experiences to talk about and feel proud of.<br>Disadvantaged children recognise that they have limited funds so often lack confidence as they are aware they cannot ask for opportunities from home. |
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## Intended outcomes and summary of progress

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.

*TED refers to Tackling Educational Disadvantage*

| Intended outcome | Success criteria | Progress from 2024-2025 | Progress from 2025-26 | Progress from 2026 - 27 |
|---|---|---|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in formal assessment as well as other sources of evidence, including engagement in lessons. | We have seen a significant improvement in the language skills of targeted children using the Neli intervention. Data shows that all but one of the TED children moved from 'concerns' to 'no cause for concern'. | | |
| Improved writing attainment among disadvantaged pupils. | Writing outcomes in 2024-2025 KS1 teacher assessments show an increase in the number of disadvantaged pupils (who are not on the SEN register), meeting the expected standard.100% of disadvantaged pupils make personal progress and close the gap between themselves and their non-disadvantaged peers. | 62% of TED children achieved the expected standard compared to 73% of all children. This is an improvement on the 38% TED last year compared to 64% of all children so the gap is closing. The 4 children who did not achieve ARE have all made progress and continue to access targeted support. | | |
| Improved reading (including phonics) attainment among disadvantaged pupils. | Reading outcomes in 2024-2025 show that more disadvantaged pupils met the expected standard than previous year. 100% of disadvantaged pupils make personal progress and close the gap between themselves and their non-disadvantaged peers. | There was a slight increase in the percentage of TED children achieving ARE in Reading from 2023-2024 when 35% achieved ARE to 2024-2025 when 38% achieved ARE. This will continue to be a focus in 2025-2026. | | |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our | Sustained high levels of wellbeing 2024-2025 demonstrated by:<br>• qualitative data from student voice, student and parent surveys and teacher observations | Stormbreak has been used across the school in all classes as shown in data on the dashboard.<br>When Boxall assessments were completed they showed a significant reduction in the | | |

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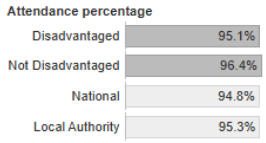
| disadvantaged pupils. | • reduction in number of ELSA referrals needed<br>• Stormbreak programme embedded, children able to identify feelings, name them and use self-regulation techniques to manage them | numbers of children needing targeted support.<br><br>Post ELSA assessments also showed improvements in the data and where the area of need changed, provision was adapted to meet need. | | |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024-2025 demonstrated by:<br>• the overall absence rate for all pupils, and disadvantaged pupils, being no more than 5%,<br>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers removed<br>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% different from their peers. | For the academic year 24-25, overall attendance<br>  <br><br><br>Persistent absence for TED pupils was 12% compared to 5% of non TED pupils. This was due to one TED pupil being on a reduced timetable. | | |

## Activity in the 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 £6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of diagnostic assessments (Language Link/Neli) to identify additional needs and / or gaps in learning.<br>Training for key staff to ensure assessments | Standardised assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1<br>3<br>7, 8 and 9 |

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| are interpreted and administered correctly. | | |
| Embedding dialogic activities in EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. **(Bucket Time, Helicopter Stories, Time to Talk, Neli)** We will purchase resources and provide ongoing staff training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language and follow into writing. | 1<br>7 |
| Ongoing cost of subscription to validated Little Wandle Phonics Scheme to secure stronger phonics teaching for all pupils.<br><br>Time for all staff to be released to continue to access online training modules or attend training delivered by our leaders. | Provide weekly time for a qualified teacher to work 1 to 1 or in small groups of disadvantaged children to support pre and or post teaching and targeted support. Assess accurately to enable targeted provision. End of term data and end of year achievements are analysed so that support is individual and accurate.<br><br>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 7,8 and 9 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br>We will fund a full subscription to 'White Rose Maths' for all staff to access training videos and resources.<br>Time for professional development to be allocated.<br>Release time allocated to leaders to monitor. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)<br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition<br><br>And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ | 1<br>7,8 and 9 |
| Improve the quality of social and emotional learning by providing access to training and resources to continue to embed the BOUNCE approach across all year groups. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 4<br>6 |

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| Social and emotional learning will be embedded in the curriculum through the provision of Stormbreak and SCARF. Online subscriptions to support staff planning, delivery, assessment and own knowledge.<br>Year leaders attend Strombreak surge training. Ongoing supervision for leaders delivered by Stormbreak team. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 4<br>6 |
| Staff CPD on understanding children's barriers to learning (particularly learning behaviours)– Kit Messenger training for all staff, EP services training, access to EEF research, professional dialogue and pupil review meetings | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 2 |

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

Budgeted cost: £6,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Language link assessments for all children – time from SEN HLTA and follow up speech and language programmes where needed HLTA hours in addition to TA for boosted learning and speech work | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>**Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF** | 1<br>8 and 9 |
| Nuffield Early Language Intervention (NELI) subscription and assessment of all children in Year R. identified children to have twenty week intervention programme. Staff to benefit from focused training sessions on delivery. Additional HLTA hours to deliver intervention. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1<br>2<br>7 |

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| Designated phonics space resourced / equipped<br>Additional TA hours for 1-1 and small group phonics | Train all new staff and provide ongoing refresher training for existing staff to ensure that intervention support is provided in line with the Little Wandle programme.<br>Purchase additional books within the Little Wandle scheme to support children requiring blending practice and stretch and challenge.<br><br>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>**Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF** | 7,8 and 9 |
| Number intervention – Dynamo Maths and Fluency Bee subscriptions and small group targeted Maths support | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) | 7, 8 and 9 |
| Environment developed to replicate life experiences and enhanced provision in Year 1 and 2 | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 7, 8 and 9 |
| Learning behaviour work; Kit Messenger, Bounce, Stormbreak and SCARF | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) | 6 |

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

Budgeted cost: £16,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance alert list – Admin staff to alert pastoral leader and class teacher of any absences of children on list – Heads of School and School Business Manager to monitor and contact parents, strategies explored and applied, parent meetings held, support | Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | 3 |

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| provided (e.g. transport), parenting contracts implemented | | |
| Family liaison officer support to provide parenting advice, mental health recommendations and assistance with self-referrals, establishing home routines, parenting courses; | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 5 |
| Welfare checks are carried out by teaching staff on any children where there are concerns; DSLs notified on CPOMS of each check and action taken if necessary to prevent an issue escalating. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 2<br>3<br>5 |
| Children who care (Busy Bees) lunches where young carers can meet together, have time for themselves, an opportunity to share with others and receive support from staff (ELSA) | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 5<br>6 |
| ELSA support – following ELSA or Boxall assessment bespoke intervention programme to address key area of emotional need | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 6 |
| Nurture group to experience early nurture experiences that have been missed to develop emotionally, personally and socially in order to integrate in to mainstream classroom and access learning | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 6 |
| Lego therapy to develop skills of independence, self-regulation, risk assessment, communication and teamwork | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | 4<br>6 |
| Sensory zones and BOUNCE.<br>Stormbreak – supporting mental health through movement. | There is extensive evidence associating childhood social and emotional skills with improved | 2<br>4 |

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| | outcomes at school and in later life.<br>**EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)** | |

## Total budgeted cost: £ 29,200