

# Croftway Pupil premium Strategy Statement

## School overview

| Metric                                      | Data             |
|---|------------------|
| School name                                 | Croftway Academy |
| Pupils in school                            | 383              |
| Proportion of disadvantaged pupils          | 143/383 37%      |
| Pupil premium allocation this academic year | £196,370         |
| Academic year or years covered by statement | 2021-2022        |
| Publish date                                | 01 October 2021  |
| Review date                                 | 01 October 2022  |
| Statement authorised by                     | Deb Ward         |
| Pupil premium lead                          | Tony Irvine      |
| Governor lead                               | Louise Doyle     |

## Disadvantaged pupil progress scores for 2019 academic year

| Measure | Score |
|---------|-------|
| Reading | -2.7  |
| Writing | -0.1  |
| Maths   | -0.2  |

## Disadvantaged pupil performance overview for 2019 academic year RWM combined

| Measure                          | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 55%   |
| Achieving high standard at KS2   | 9%    |

## Strategy aims for disadvantaged pupils

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Ensure all relevant staff (including new staff) have received in house and paid-for training to deliver the phonics scheme effectively.  |
| Priority 2                                    | Ensure all staff have up to date writing training and coaching to promote children's basic skills  |
| Barriers to learning these priorities address | The children who have been most predominantly affected by Covid lockdown and bubble closures have access to teaching interventions   |
| Projected spending                            | £23,000 catch up funding plus additional TA provision of £124,870 linked to TA provision<br>Additional RWI training and release cover £195 per day for 10 days = £19,500. Support for NQT (1) and RQT (3) for CPD phonics, reading and writing |

### Teaching priorities for current academic year 2021 2022

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Phonics to be in line with National expectations at Y1 and Y2.<br>Reading to be fluent by the end of KS1<br>Reading at the end of KS2 to be broadly in line with National Expectations | July 2022   |
| Progress in Writing     | Writing to address the identified SPAG needs across school and also at KS2 to be broadly in line with National Expectations  | July 2022   |
| Progress in Mathematics | Mathematics to be broadly in line with National Expectations at the end of KS2 and at Y4 the Times Table to be at least 20% higher than June 2021                                      | July 2022   |
| Phonics                 | To be broadly in line with National Expectations   | May 2022    |
| Other                   | Improve attendance of disadvantaged children and SEND children to within 2% of National all children's expectations.   | July 2022   |

### Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Achieve national average scores in KS2 Reading above 0                   | Sept 21     |
| Progress in Writing     | Achieve national average progress scores in KS2 Writing above -          | Sept 21     |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score for our school is above 0 | Sept 21     |
| Phonics                 | Achieve national average expected standard in PSC                        | Sept 21     |
| Other                   | Improve attendance of disadvantaged pupils to LA average (97.5%)         | Sept 21     |

### Targeted academic support for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | All new staff to have RWI phonics training and existing staff have regular CPD refresher sessions   |
| Priority 2                                    | Writing is developed to enable children to have greater opportunity for writing in KS1 and for longer pieces of writing in KS2  |
| Barriers to learning these priorities address | The children who have been most predominantly affected by Covid lockdown and bubble closures have access to teaching interventions. Interventions are planned and monitored rigorously. |
| Projected spending                            | £196,370  |

### Wider strategies for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Providing incentives for reading and wider reading. Provide catch up learning interventions. Use Star reader to identify specific area of maths that require additional learning and teaching. |
| Priority 2                                    | Focus on the SPAG aspects of writing and secure the non negotiables for all year groups. Review and improve KS1 writing in Y1 especially to ensure maximised opportunities for writing.        |
| Priority 3                                    | Embed maths mastery and develop children's arithmetic with special focus on Y4 times tables  |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions<br>Attendance to improve  |
| Projected spending                            | £29,000 (from expenditure above) plus additional reading resources £5,000 per year.  |
|   |  |

### Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Providing CPD and gaptask time to embed CPD then monitor the impact and quality of CPD within the classroom and impact on children's recorded learning. | Training days. Staff meeting times for CPD input and then application time |
| Targeted support | Intervention groups for phonics, reading including  | Academic mentor, TA deployment (with EHCP                                  |

|                  |  |  |
|------------------|--|--|
|                  | tiered reading and maths focus learning  | children) linked targets and intervention.   |
| Wider strategies | Parents with personal weaker Literacy and numeracy skills and EAL parents have parental support sessions and opportunities (Covid allowed) | Work as a 3 school provision for support for parents through the family team and Family Team lead. |

**Review: last year's aims and outcomes were significantly affected by Covid 19**

| <b>Aim</b>                      | <b>Outcome</b>  |
|---------------------------------|---|
| Progress in Reading and Writing | Children of key workers and vulnerable children were able to access small classes and focus on reading and writing skills. Children who were accessing remote learning have more significant gaps in their learning that needs to be addressed in 2021-2022 |
| Progress in Mathematics         | Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.   |
| Phonics                         | There is still a gap for disadvantaged. Increased time for phonics and interventions. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.  |
| Other                           | Attendance was in above with National averages during lockdown  |