

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crofton School
Number of pupils in school	1098
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr Simon Harrison Headteacher
Pupil premium lead	Mrs Laura Bryant – Assistant Headteacher
Governor / Trustee lead	Mitzi Swanson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,028
Recovery premium funding allocation this academic year	£48,801
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£321,829

Part A: Pupil premium strategy plan

Statement of intent

At Crofton school, our objective is to ensure equality of ambition for all, so that every student can access the same life chances, opportunities, and experiences, irrespective of background, cultural experience, gender, or ability. Ultimately, we should no longer need to talk about specific groups / characteristics – all strategy will be based only on identified learning need.

This strategy will outline how we aim to remove as many barriers to achievement as we can to ensure our vulnerable / disadvantaged students

- progress at the same rate as others
- know how to get help and are comfortable doing so
- stay safe
- are well rounded members of our community.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these aims, including progress for those with high prior attainment. We will consider the challenges faced by other vulnerable students, 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 pupil premium or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our school improvement plan outlines our priority areas – Literacy & metacognitive strategies. We believe that a whole school focus on these areas will enable all students to be effective learners and will help students recover any gaps that persist following the disruption to learning during the pandemic. Diagnostic assessment will ensure that our approach will be responsive to both common challenges and individual needs, and will be a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve. Targeted academic support both in class and through pastoral interventions are also an important part of our strategy to remove barriers to learning for our disadvantaged students, and wider strategies that support our students' sense of belonging in Crofton School, through leadership, pride in their learning environment, and an ethos of kindness to others, ambition for their future, and the diligence needed to achieve this lies at the heart of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gaps</p> <p>Students arrive with gaps in their learning and achievement – 2022 KS2 data shows the gaps in PP students arriving below Age Related Expectations (ARE) compared to their peers were 8% in Eng writing, 8% for English grammar, 7% in English reading, 11% in Maths, and 5% in Science. Subsequent assessments show that this gap remains until Year 11</p>
2	<p>Literacy</p> <p>The English attainment of disadvantaged students is generally lower than that of their peers. Disadvantaged students generally have lower levels of reading comprehension than their peers. The average reading age of our Year 7 PP students is 10:05 (Oct 2021). This is 8 months lower than the average reading age across Year 7 as a whole. These gaps are sustained to Year 11, especially at the 5+ where the gap in English is 21%. Meetings with foundation subject leaders report that it is poor literacy skills that are a barrier to learning for KS3 PP students that are below ARE</p>
3	<p>Learning behaviours and engagement with families</p> <p>Students do not always come into school with the right breakfast / uniform / equipment / aspirations. Evidence from PG data and student voice shows that our vulnerable students are less likely to work independently at school and at home. 21% of PP students have Attitude to Learning grades of 3 or 4, compared to 13% of non-PP. 16% of PP students have Home Learning grades of 3 or 4, compared to 11% of non-PP.</p> <p>The attendance at Parents Evening of parents of PP students tends to deteriorate as students move up the school. Although the gap in attendance between PP and non-PP parents is not significant in year 7 and 8 (9% and +3% in 2020/21), it rose to 34% Year 9, 24% for Year 10, and 32% for Year 11.</p>
4	<p>Social, emotional and mental health</p> <p>Our analysis of attendance data, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams / future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 109 pupils (40 of whom are disadvantaged) in Years 7-10 currently require additional support with social and emotional needs, and are currently receiving 1:1 intervention, either in school or with external providers. In addition, our persistent absent rate has risen from 14.88% in Autumn 2020 to 22.27% in Autumn 2021</p>
5	<p>Attendance</p>

	Attendance of disadvantaged pupils is lower than their peers, causing more gaps in their learning and impacting on their attainment. Over the last 3 years the Gap in attendance between PP and non-PP students has ranged from 3.03% - 5.49%. Vulnerable students are more likely to be persistently absent than their peers. 24-44% of PP students have been persistently absent, compared to 6-17% of their peers. We have identified links between pupils below ARE in KS3 and their attendance, and the performance of KS4 students in GCSE examinations.
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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
To raise the attainment of KS4 pupils resulting in stronger KS4 outcomes	By the end of our current plan in 2024/2025 outcomes for PP will demonstrate <ul style="list-style-type: none"> An average Attainment 8 score of 4.1 4+ 72% and 5+ 46% for E&M
To improve the literacy skills and vocabulary of disadvantaged pupils who struggle to access texts across the curriculum, and answer questions that require extended writing	Reading comprehension skills demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny
To reduce progress gaps in KS3 by identifying students transitioning to our school with gaps in the basic skills	The gap between PP and non-PP students achieving age related expectations will show that it's reducing for each year group as they move through KS3. This will translate to decreased gap in Attainment 8 scores at the end of Year 11
To improve the attendance of disadvantaged students and reduce instances of persistent absence, including targeted support for absence affected by emotional and mental health	Sustained high attendance for 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 5% In 2021/22 the gap was 7.2% To reduce the percentage of disadvantaged students who are

	<p>persistently absent each year over the next 3 years. In 2022 this was 52% of disadvantaged students</p>
<p>To increase the engagement of the parents of some vulnerable students to support their child's access to learning in school to consequently improve the attitude to learning of some vulnerable students</p>	<p>Attendance at parents evening by parents of PP students will rise in KS4, and the gap between the Attitude to Learning grades 3 and 4 of PP students and their non-PP peers will reduce year on year.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022 / 2023** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and a lead teacher with a TLR</p> <p>It will first be delivered through the tutor programme then rolled out through subject areas</p> <p>Online packages will be purchased (for example GCSE Pod, Educake) that support students metacognitive revision strategies</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development focussed on each teacher's subject area. Bedrock</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and the humanities:</p> <p>word-gap.pdf (oup.com.cn)</p>	2

will be purchased for delivery in KS3 tutor time and English home learning to improve vocabulary acquisition.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £168,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund 5 Student support leaders who will work with disadvantaged students on targeted intervention for Maths, Literacy, and supporting Home Learning In KS3 they will run targeted intervention afterschool and in tutor time</p> <ul style="list-style-type: none"> Literacy – reading club, Bedrock intervention, spelling and grammar intervention, debate club Maths – Maths retrieval intervention using Mymaths 	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF findings show that Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,2

<p>and Mathswatch</p> <ul style="list-style-type: none"> • Home learning – KS3 homelearning club 		
<p>We have appointed 2 members of staff to lead targeted Period 6 provision in the Revision and Intervention Centres (RICs) for KS3 and KS4 students. Focus on closing knowledge gaps and supporting with catch-up as identified after the pandemic. This will be bespoke interventions directed by subject teachers and will run at tutor times and after school.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>To enhance our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We have appointed 2 Maths Intervention Practitioners to work closely with teaching staff within the Maths Faculty, raising student</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>attainment, with a focus on Pupil Premium students. To concentrate on identifying students who are performing below age-related expectations in maths/numeracy, and working with them either on a one to one basis or in small groups, providing these students with learning strategies that enables them to access and make progress across the curriculum.</p>		
<p>School-led tutoring in English, maths, science, ADT geog, hist. and MFL for KS4 students. This will be delivered in small groups weekly after school. Students will be identified from PG data for targeted academic support in these Subjects.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund 5 Student support leaders who will work with disadvantaged students and their families to support their behaviour, attendance and wellbeing. Activities will include KS3 Breakfast club, Parental coffee mornings, Academic Mentoring, 1:1 social and emotional support, EBSA planning and monitoring</p>	<p>The impact of Emotionally Based School Avoidance (EBSA) on young people is far reaching. Outcomes for young people who display EBSA include poor academic attainment, reduced social opportunities and limited employment opportunities (Garry, 1996; Pellegrini, 2007 and Taylor, 2012). https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf</p> <p>EEF findings show Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Both targeted Behaviour interventions and universal approaches have positive overall effects on learning outcomes (+ 4 months). We have implemented a combination of behaviour approaches to reduce overall disruption and provide tailored support where required. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Building positive relationships with pupils has a huge impact on students' engagement with school When the Adults Change Everything Changes – Paul Dix 2017 https://whentheadultschange.com/</p>	<p>3, 4, 5</p>
<p>We will commission a part time Youth worker to support disadvantaged students</p>	<p>Targeted Behaviour interventions have positive overall effects on learning outcomes (+ 4 months). We have implemented a combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	<p>4</p>

<p>whose risky behaviour affects their well-being and puts them at risk of exclusion. Students will have a 1:1 session weekly.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £299,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attainment Gaps

PP Attainment and progress (2022 examinations)

Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

Attainment 8 (overall) - PP 4.1, not PP 5 – Gap = -0.9

Progress 8 (overall) - PP -0.51, not PP -0.04 Gap = -0.47

FSM6 High Attainers achieved better than their peers – Attainment 8 gap +0.5, P8 gap = 0.43, as did FSM6 students with an EHCP – A8 gap =1.3, P8 gap 0.78

GCSE English 4+ = 60%, 5+ = 37%, 7+ = 17%

GCSE Maths 4+ = 49%, 5+ = 29%, 7+ = 17%

GCSE E&M 4+ = 46%, 5+ = 29%, 7+ = 14%

Targeted interventions - English average grades increased from 3 to 5 (specific strength Student A from 3p in mock to grade 7 in final exam). The average grades of students having **science** intervention increased from 3.7 to 5 (specific strengths, Student B from 5 in mocks to 7/6 in the final exam, student C from 5 in mocks to 6/6 final exam) Separate science- average grades rose from 5.5 to 8.5. **Maths** ran Three targeted intervention sessions. Grade 7+ target group – Average improved from 5.7 in the mocks to 6.7 in the summer exams. With 57% of the students achieving 7+ and 26% even achieving grade 8. Tutor-time intervention targeting grade 4 and 5 – Average grade improved from 3.7 in the mock exams to 4.3 in the summer GCSE. With only 11% of the students not managing to reach 4+.

Literacy

Evidence in student literacy survey 2022- suggests reciprocal reading is used across all subject areas to support reading in class following CPL. Etymology explicitly taught across all subjects.

Bedrock - PP students improved test scores by 28% over Autumn term. Evidence suggests PP participation increasing although still below peers. 83% of students feel their reading and writing is improving

Progress gaps

The percentage of PP students below age related expectations is reducing in most year groups (it has plateaued in year 9)

Current Yr10

Yr7- Did not collect (Covid)

Yr8- 8% of PP Below in English, Maths and Science

Yr9- 6% of PP Below in English, Maths and Science

Current Yr9

Yr7- 21% of PP Below in English, Maths and Science

Yr8- 23% of PP Below in English, Maths and Science

Yr9- 23% of PP Below in English, Maths and Science

Current Yr8

Yr7- 29% of PP Below in English, Maths and Science

Yr8- 15% of PP Below in English, Maths and Science

Attendance

2022 (FFT)

Whole school attendance 91.4% (national 90.6%)

FSM6 attendance 85.2% (national 85.8%) - gap = -0.6%

Non FSM6 92.4% (national 92.1%) - gap = 0.3%

whole school persistent absence = 24% (national 30%)

FSM persistent absence = 52%

Parental Engagement

PP parents' attendance at Meet the Tutor event

Year 11 – 92% PP, 55% non-PP

Year 10 92% PP, 87.5% non PP

Year 9 – 40% PP, 47% non pp

Year 8 – 53% PP, 67% non PP
Year 7 - 71% PP, 69% non PP
Attitude to Learning grades
Current Yr10:
Yr9: 6% of PP achieving 3 or 4 ATL in English, Maths and Science
Yr8: 9% of PP achieving 3 or 4 ATL in English, Maths and Science
Yr7: 13% of PP achieving 3 or 4 ATL in English, Maths and Science
Current Yr9:
Yr9: 13% of PP achieving 3 or 4 ATL in English, Maths and Science
Yr8: 9% of PP achieving 3 or 4 ATL in English, Maths and Science
Yr7: 11% of PP achieving 3 or 4 ATL in English, Maths and Science
Current Yr8:
Yr8: 9% of PP achieving 3 or 4 ATL in English, Maths and Science
Yr7: 5% of PP achieving 3 or 4 ATL in English, Maths and Science

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In order to support our service children we have a pastoral system which can cater for the individual needs of students. Parents often write in and let us know about a

	<p>deployment. The Student Support Leader (one in each year part funded by the service child premium) support that student where needed or can reassure parents that the young person is doing well in school. We also sign post parents for additional support where there are more complex concerns around the young person. The school and its cluster primaries employ a Parent Support Advisor to coordinate this. The school attends a network of local schools where research and strategies are discussed along with new support available.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Year 11 GCSE in 2022 show that our service students perform better than their peers for most measures. A8 = 51.52 (non-service 48.24), 4+E&M = 78% (69.6%), 5+ E&M = 58.5% (46.8%), 7+E&M = 12.2% (15.2%).</p>

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Oracy – to support our strategies for improving literacy we have a number of projects and curriculum activities designed to improve students' spoken language skills. The HIAS Vocabulary and Oracy project has provided training to Literacy leaders which has then been disseminated in whole school CPD. Work is being undertaken on class resource to promote subject specific discussion: 'Speak like a...'. We also have the Debate Group, Reciprocal Reading in LRC lessons for Year 7 and 8, Year 8 to 10 book club, spoken assessments being embedded in the Humanities curriculums, and increased discussion time in lessons. We intend to provide more whole staff training in this area.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate