

Pupil premium strategy statement

School overview

Metric	Data
School name	Crofton Academy
Pupils in school	1030
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£233,780
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	November 2021
Statement authorised by	Peter Walker
Pupil premium lead	Richard Fieldhouse
Governor lead	Roy Vaughan

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.08
Ebacc entry	0
Attainment 8	39.86
Percentage of Grade 5+ in English and maths	27%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.15	August 2021
Attainment 8	41	August 2021
Percentage of Grade 5+ in English and maths	30%	August 2021
Other	Attendance – 95% or higher PA – Below 20%	August 2021
Ebacc entry	16%	August 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Power of Language – a significant literacy gap has been identified between our disadvantaged learners and our non-disadvantaged when they arrive at the academy. This is around written and spoken language, colloquialisms and vocabulary specifically around cultural capital and a wide knowledge base. The EEF finds that a language and literacy focus can have a high impact not just on academic success but also on careers and rewarding lives.
Priority 2	Metacognition – the academy offered a knowledge rich curriculum that is broad and balanced to all. The ability of our disadvantaged pupils to remember and recall key knowledge is a priority using the latest cognitive learning strategies. The EEF has strong evidence that metacognition strategies have one of the highest impacts on pupil progress.
Barriers to learning these priorities address	The literacy of disadvantaged pupils arriving at the academy is significantly below the national average. Due to this lack of literacy, our disadvantaged pupils are more likely to struggle with extended writing in all subjects and spoken language when expressing or challenging views. Due to this barrier, they also have not read widely so have gaps in vocabulary, cultural capital, technical terms and the ability to catch-up and retain this new knowledge rapidly.
Projected spending	£40,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve outcomes for English and maths combined at 5+. Students in maths have not achieved as high as in English. The maths team have a strategy in place to support this which involves high quality classroom teaching and intervention which supports this. Maths and English have embedded Mastery learning at KS3 which the EEF have found has a high impact on pupil progress.
Priority 2	Improve outcomes across EBacc subjects in particular Science Trilogy. The science team have a Raising Achievement Plan in place to support this. A review of the science curriculum is taking place which is involving new medium term plans, lesson structures, recall strategies and new ways of supporting to fill gaps in knowledge.
Barriers to learning these priorities address	This will allow students to access/ better compete for college and other further education courses in particular at A-Level.
Projected spending	£118,000

Wider strategies for current academic year

Measure	Activity
Priority 1	There is a clear gap in levels of aspiration between our Non PP and PP students. The priority is to ensure that we offer all PP students a range of different opportunities, both academic and enriching.
Priority 2	Pupil premium attendance and persistent absence at the academy is below that of national others. The priority is to ensure that the gap to national others is closed and to do this the academy has a full time EWO and now has a member of SLT responsible for attendance.
Barriers to learning these priorities address	Parental support of some pupil premium students but the academy as part of the attendance strategy is working closely with parents to break down these barriers. This will in turn give students more confidence and in turn raise attainment and aspirations which will improve their life chances.
Projected spending	£94,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	The progress of our disadvantaged pupils is in line with National Others	P8 score
Targeted support	5+ English and maths is in line with National Others	P8 score
Wider strategies	Our disadvantaged students attend the Academy regularly.	PP attendance and PA above national.

Review: last year's aims and outcomes

Aim	Outcome
Pupil premium students in Year 7 on average have lower KS2 reading and KS2 math's scores than non-pupil premium students: 35% of current pupil premium student's reading ages are below expected and 25% below in math's (below 100 Standardised Age Score).	Maths - given an extra lesson of numeracy support per fortnight. A mastery SOW for Y7 allowing pupils to concentrate on the basics. English – Intervention time on English staff timetable to work with small groups of students. 55% made 1 full level of progress, 45% made 2 full levels of progress.
Improve outcomes for pupil premium students in maths at level 9-5.	Maths 9-5 improved from 21% (2018-19) to 27% (2019-20).
Raise aspirations of pupil premium students.	University trips for year 7 to Leeds, year 10 to York University and a Huddersfield University trip lined up for Year 10/11. (COVID prevented this from happening). Parental engagement workshops.
Improve attendance of pupil premium students to be above the national average (Crofton – PP 91.9%, national Other 95.6%).	Attendance: 89.28% (Non PP 94.13%) (PP 88.9%) PA: 29.54% (National PP: 24.6%)

