

Crossdale Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Crossdale Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	6.77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Peter Cresswell
Pupil premium lead	Sam Seedhouse
Governor / Trustee lead	Nic Sellars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19726
Recovery premium funding allocation this academic year	£0
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	£19726

Part A: Pupil premium strategy plan

Statement of intent

At Crossdale Primary, our main aims and objectives for our pupil premium strategy are:

- All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- All children leave KS2 as fluent and proficient readers.
- Through careful review, the challenges faced by our vulnerable pupils are considered and support is offered to match their needs. This will be reviewed termly in Pupil Progress meetings in school.
- Quality first teaching is at the forefront of our approach in supporting all pupils in school as this is proven to have the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged pupils in our school.
- Ensure pupil attendance is at least good, in order for children to access quality first teaching and further activities that support them in achieving well at school.

Challenges

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

Challenge number	Detail of challenge
1	Limited skills in communication and language for our disadvantaged children identified through observations and assessments during the autumn term, particularly for children in EYFS and KS1.
2	A lack of confidence and fluency in reading, observed and assessed from hearing children read, impacts negatively on the reading attainment for pupils.
3	In writing, our assessments identify that children in receipt of PPG funding, is below that of their peers.
4	Internal assessments identify that fluency of times tables and number facts could be strengthened in order to support children's mathematical application
5	The number of teacher referrals for ELSA support for pupils has risen. 11/20 of our disadvantaged pupils currently require additional support with social, emotional and mental health needs.
6	Due to the cost of living and financial pressures, pupils have had little or no participation in extra-curricular activities or had access to trips and

	residential to enhance the wider school curriculum and development of personal/social/life skills to support long-term learning.
7	Although our attendance rates for our disadvantaged pupils are higher than the FFT Nationals for both FSM6 groups and all pupils, they are slightly lower compared to non-disadvantaged pupils in our school. This can negatively affect progress, as the gaps in learning become more significant.

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 attainment of EXS+ for all disadvantaged pupils in reading by the end of KS1.	Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally. PPG attainment is higher than attainment of PPG children nationally. The number of children attaining a pass for the phonics screening in Y1 is at least typical to national data.
To raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS2.	Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally. PPG attainment is higher than attainment of PPG children nationally. Progress for PPG children is positive.
To raise attainment in Reading of EXS+ for all disadvantaged pupils in reading in Y1,3,4&5	In Y1,3,4 and 5, the number of children attaining EXS+ and HS in reading is greater than previous end of key stage data.
To raise attainment of EXS+ for all disadvantaged pupils in writing by the end of KS1 and KS2.	Data in writing shows that the gap between children in receipt of PP funding and those who aren't, has narrowed. At the end of KS1 and KS2, the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data. In Y1,3,4 and 5, the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data.

To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.	<p>Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally.</p> <p>PPG attainment is higher than attainment of PPG children nationally.</p> <p>The number of children attaining a pass for the phonics screening in Y1 is at least typical to national data.</p> <p>(1 pupil)</p>
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.	<p>Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally.</p> <p>PPG attainment is higher than attainment of PPG children nationally.</p> <p>Progress for PPG children is positive</p>
To raise attainment in Reading of EXS+ for all disadvantaged pupils in maths in Y1,3,4&5	In Y1,3,4 and 5, the number of children attaining EXS+ and HS in maths is greater than previous end of key stage data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged students.	Intervention 'exit' evaluations show improved pupil wellbeing. Student voice, parent surveys and teacher observations identify good levels of pupil wellbeing.
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.	<p>Disadvantaged pupils' attendance is higher than national disadvantaged attendance.</p> <p>Disadvantaged pupils' attendance is at least typical to national attendance.</p>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Read write inc. phonics training for EYFS, KS1 & Lower KS2 staff.	<p>EEF – Improving Literacy in KS1.</p> <p>Strand 1: Develop pupils' speaking and listening skills and wider understanding of language.</p> <p>Strand 2: Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</p> <p>Strand 3: Effectively implement a systematic phonics programme</p> <p>EEF – Improving Literacy in KS2.</p> <p>Strand 1: Developing pupils' language capabilities</p> <p>Strand 2: Support to develop reading fluency</p> <p>Strand 3: Teaching reading comprehension skills through modelling</p> <p>Strand 7: High quality, structured interventions</p>	1,2
Reading fluency and comprehension training for KS2 staff	<p>EEF – Improving Literacy in KS2.</p> <p>Strand 1: Developing pupils' language capabilities</p> <p>Strand 2: Support to develop reading fluency</p> <p>Strand 3: Teaching reading comprehension skills through modelling</p> <p>Strand 7: High quality, structured interventions</p>	2
Staff CPD for writing, focussing on the implementation and embedding of talk for writing.	<p>EEF – Improving Literacy in KS1.</p> <p>Strand 5: Teach pupils to use strategies for planning and monitoring their writing.</p>	3

	<p>Strand 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <p>EEF – Improving Literacy in KS2.</p> <p>Strand 4: Teach writing composition strategies through modelling and supported practice</p> <p>Strand 5: Develop pupils' transcription and sentence construction skills through extensive practice</p>	
Maths Subject Leader working with Maths Hub and delivering CPD for staff	<p>EEF- Improving mathematics in KS2 and KS3.</p> <p>Strand 1: Use assessment to build on previous knowledge and understanding.</p> <p>Strand 2: Use manipulatives and representations.</p> <p>Strand 3: Teach strategies for solving problems.</p> <p>Strand 4: Enable pupils to develop rich network of mathematical knowledge.</p>	4
Purchase of maths resources to support development of maths fluency across the school	<p>EEF- Improving mathematics in KS2 and KS3.</p> <p>Strand 2: Use manipulatives and representations.</p> <p>Strand 4: Enable pupils to develop rich network of mathematical knowledge.</p> <p>Strand 6: Use tasks and resources to support and challenge mathematics.</p>	4

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

Budgeted cost: £6,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring for reading and / or writing	EEF - Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This	1,2,3

	arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
<p>Maths lead working with EYFS & KS1 staff to embed Mastering number in KS1.</p> <p>CPD for KS2 staff for Mastering number in KS2.</p>	<p>EEF – Improving mathematics in the Early Years and KS1 (strands 1-4).</p> <p>EEF – Improving mathematics in KS2 & KS3 (strands 1,2,4,5)</p>	4
Purchase web-based programmes to support children's learning at home and in school (My Maths, Doodle Maths, Times Tables Rock Stars, Learning by Question, Letter Join, Spelling Shed)	<p>EEF – Parental Engagement</p> <p>EEF – Digital Technology</p>	1,2,3,4

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

Budgeted cost: £3,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted ELSA Intervention sessions to improve mental health and wellbeing through improving self-esteem, resilience and emotional development in children	<p>EEF -Improving Social and Emotional Learning in Primary Schools.</p> <p>Strand 1: Teach SEL skills explicitly</p> <p>Strand 3: Plan for adopting specific SEL programme</p>	1,5

Cultural Capital experiences - greatly reduced cost for trips, residential and extra-curricular opportunities to increase participation by disadvantaged pupils and enhance their knowledge and learning of the wider world	EEF – Improving Social and Emotional Learning in Primary Schools Strand 2: Integrate SEL skills through range of life experiences at school. OFSTED research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils.	5, 6
Embed principles of good practice set out in the DfE's Improving Attendance advice	DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

Total budgeted cost: £19726

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 2023 to 2024 academic year.

Intended outcome	Success criteria
To raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS1.	<p>Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally (75% Crossdale / 79% national all).</p> <p>PPG attainment is higher than attainment of PPG children nationally (75% Crossdale / 57% LA).</p> <p>The number of children attaining a pass for the phonics screening in Y1 is at least typical to national data (100% Crossdale / 80%).</p>
To raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS2.	<p>Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally (50% Crossdale (1 child) / 74% national all).</p> <p>PPG attainment is higher than attainment of PPG children nationally 50% Crossdale (1 child) / 58% nationally).</p> <p>Progress for PPG children is positive.</p>
To raise attainment of EXS+ for all disadvantaged pupils in reading in Y1,3,4&5	<p>In Y1,3,4 and 5, the number of children attaining EXS+ and HS in reading is greater than previous end of key stage data.</p>
To raise attainment of EXS+ for all disadvantaged pupils in writing by the end of KS1 and KS2.	<p>Data in writing shows that the gap between children in receipt of PP funding and those who aren't, has narrowed.</p> <p>At the end of KS1 and KS2 (compared to Y2 Spring), the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data.</p> <p>In Y1,3,4 and 5 (N/A), the number of children attaining EXS+ and HS in</p>

	writing is greater than previous end of key stage data.
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.	Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally (50% Crossdale / 72% national all). PPG attainment is higher than attainment of PPG children nationally (50% Crossdale / 67%).
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.	Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally (100% / 73% national all). PPG attainment is higher than attainment of PPG children nationally (100% Crossdale / 60% nationally). Progress for PPG children is positive
To raise attainment in Reading of EXS+ for all disadvantaged pupils in maths in Y1,3,4&5	In Y1,3,4 and 5, the number of children attaining EXS+ and HS in maths is greater than previous end of key stage data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged students.	Intervention 'exit' evaluations show improved pupil wellbeing. Student voice, parent surveys and teacher observations identify good levels of pupil wellbeing.
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils attendance is higher than national disadvantaged attendance (93.8% Crossdale / 91.8% national). Disadvantaged pupils attendance is at least typical to national attendance 93.8% Crossdale / 94.3% national all).

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
Read write inc. phonics	Ruth Miskin Training
Talk for Writing	Pie Corbett