

Crossdale Primary 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	Crossdale Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	6.2% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31.12.21
Date on which it will be reviewed	September 2024
Statement authorised by	Peter Cresswell
Pupil premium lead	Samantha Seedhouse
Governor / Trustee lead	Nic Sellars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,935
Recovery premium funding allocation this academic year	£1,418
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	£22,353

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. (1 pupil)
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.

<p>To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.</p>	<p>Attainment in maths 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. (1 pupil)</p>
<p>To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.</p>	<p>Attainment in maths 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</p>
<p>To raise attainment in Reading of EXS+ for all disadvantaged pupils in maths in Y1,3,4&5</p>	<p>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.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged students.</p>	<p>Intervention exit evaluations show improved pupil wellbeing. Student voice, parent surveys and teacher observations identify good levels of pupil wellbeing.</p>
<p>To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils attendance is higher than national disadvantaged attendance. 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
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 training for upper 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 use of Intent from school curriculum document, including 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

principles and the use of grammar bursts.	<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: £7,800

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.	
Targeted small groups by TAs address gaps in knowledge of basic number skills	EEF – Making the best use of teaching assistants. Strand 2: TA's use to add value to what teachers do and not replace them. Strand 5: Use TA's to deliver high quality, structured one to one and small group support using structured interventions. Strand 6: Adopt evidence-based interventions to support TA's	1, 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, Literacy Shed, Maths Shed)	EEF – Parental Engagement EEF – Digital Technology	1,2,3,4

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

Budgeted cost: £4,553

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	EEF -Improving Social and Emotional Learning in Primary Schools. Strand 1:Teach SEL skills explicitly Strand 3: Plan for adopting specific SEL programme	1,5

development in children		
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: £22,353

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.

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.</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 reading by the end of KS2.	<p>Attainment in reading 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 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, 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, the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data.</p>
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>

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

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	