

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Crosslee Community Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	51.46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Miss A. Crew
Pupil premium lead	Miss A. Crew Mrs R. Dawson
Governor / Trustee lead	Mrs C. Coops

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,514
Recovery premium funding allocation this academic year	£27,985
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	£312,499

Part A: Pupil premium strategy plan

Statement of intent

What are the key principles of your strategy plan?

Our Pupil Premium strategy is governed by five underpinning principles which seek to address the varied and diverse needs of our disadvantaged learners and seeks to:

- use an evidenced based approach to understand the effectiveness of a range of approaches available
- improve teaching quality across the school and introduce programmes that will benefit all pupils and develop the leadership skills that will monitor to improve the quality of teaching and learning across the school.
- identify a core number of priorities which will effectively address the learning and attainment gap that has widened, for our disadvantaged learners and improve attainment in Reading, Writing, Maths and Science.
- build the social and cultural capital of our disadvantaged pupils
- engage with parents through specific initiatives, to secure their support and involvement in the school community and their child's learning.

What are your ultimate objectives for your disadvantaged pupils?

- close the attainment gap to 65% for all pupils
- improve oracy and build social and emotional literacy through the Read, Write Inc Programme.
- Improve persistent absence and improve attendance (92 children throughout school- 64% being Pupil Premium children)

Our present Pupil Premium Strategy works towards these objectives by addressing these areas in a range of ways. Our focus on oracy and language and filling any gaps in learning impact across the curriculum, with the aim of improving the attainment of all pupils including those that are disadvantaged. Providing a range of first hand experiences for our pupils allows them to develop both their wider knowledge and empathy in terms of the experiences of others. This strengthens cultural capital, improves engagement and the children's wider knowledge to impact on outcomes. Providing support for pupils to be able to understand and regulate their emotions and behaviour builds increased social and emotional literacy for future success in all areas of life. By improving attendance pupils are able to engage in learning fully to achieve good progress and attainment across the curriculum, therefore closing the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language Skills Oral language skills are lower than expected for a significant percentage of pupils. This affects speaking and listening and their ability to read for meaning beyond the literal. It also affects pace and fluency in reading, and spelling and composition skills in their writing. The Wellcom intervention aids the language and oracy development from Early Years.
2	Limited Life Experiences Many of our pupils have limited life experiences. They do not visit a range of places or have experiences that other peers may have. This impacts on their first-hand knowledge of the world around them and their general knowledge. As a result, some children are limited in their ability to empathise with the experience of others in real life and through literature.
3	Social, Emotional and Health needs A proportion of pupils need support with their social and emotional skills, they find it difficult to regulate their feelings due to a range of needs and home issues. This can impact their ability to engage in learning across the curriculum.
4	Attendance and punctuality A range of home issues and the lack of prioritising the importance of education for some of our pupils from a young age can impact on their attendance and punctuality. Also having many families with additional vulnerabilities therefore distancing the relationship between home and school.
5	Gaps in Learning As a result of the pandemic, gaps in learning for many pupils have increased. These are highlighted in Maths, Reading and Writing plus the gap on Nursery entry level data.

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
<p>1. Improved language and communication skills across the school that impact on outcomes for pupils.</p>	<ul style="list-style-type: none"> ● Identified pupils are supported to develop their speech and language and make progress through their individual plans. ● Outcomes for pupils are achieved in line with our 3 Year Strategy Plan: <ul style="list-style-type: none"> ○ Improve attainment for all pupils to 65% across all year groups. ○ Staff are trained to deliver specific intervention to help aid the close in attainment such as: <ul style="list-style-type: none"> - Wellcomm-to improve oral language skills that will improve speaking and listening and ability to read for meaning. - KS1 Maths- focus on basic number skills to improve arithmetic scores and have an overall impact on Maths data. - KS1 Reading- Focus on inference and retrieval skills to improve End of Key Stage data and focus on closing the current attainment gap.

<p>2. Provide a range of experiences to support pupils' understanding and knowledge of the world around them.</p>	<ul style="list-style-type: none"> ● A range of experiences are provided across the school in terms of visits and visitors. These support pupils to develop understanding and knowledge of the world.

<p>3. To improve the social and emotional skills of pupils to improve their engagement in their learning.</p>	<ul style="list-style-type: none"> • Pupils are identified swiftly and provided with support plans to meet their social and emotional needs. • Cjoms incidents / exclusions data shows reduction in incidents. • Pupils are engaged in their learning and make good progress from their starting points
<p>4. To improve the attendance and punctuality of identified pupils.</p>	<ul style="list-style-type: none"> • Attendance and punctuality is improved for identified pupils. • Attendance improves following the pandemic towards 96% by 2023/2024. Mainly aiming to improve Pupil Premium children's attainment and punctuality.

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: £29,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. CPD - Training of teachers in the effective provision of Talk for Writing across the school. Provision of Talk for Writing across the school. Focus on spelling and grammar for staff to align with new writing provision.</p>	<p>EEF: evidence suggests that the use of purposeful, curriculum focused, dialogue and interaction within an oral language focused approach consistently shows a positive impact on learning. The Talk for Writing approach targets reading aloud, text discussions, and extending pupils' spoken vocabulary.</p>	<p>1</p>

<p>2. CPD - Training of teachers in the effective provision of Read Write Inc across the school. Provision of high quality phonics teaching across the school to continue to be embedded.</p>	<p>EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Qualified teachers tend to get better results, indicating that high quality training for all staff is essential to ensure pedagogical expertise. Average impact is an additional 4 months progress.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £144,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Position of Pupil Premium Champion / Interventions Leader to promote and develop this work to increase proficiency and impact.</p>	<p>EEF and Centre for Public Impact: Pupil Premium decisions are most successful when individualised to each school's own set of circumstances. An effective champion successfully advocates and champions the needs of Pupil Premium pupils and works to remove barriers to learning across the school community.</p>	<p>1,3,5</p>
<p>2. Staff are trained in a range of quality interventions to support the needs of learners and fill gaps in learning, such as phonics, picture detectives, arithmetic, Neli and Nessy</p>	<p>EEF and Centre for Public Impact: High quality teaching in the classroom, one-to-one or in small groups is crucial as evidence shows that the quality of teaching provision impacts significantly on disadvantaged children. Providing a range of quality interventions delivered by well trained staff consistently improves progress by 7 months.</p>	<p>1,3,5</p>

<p>3. A range of interventions and support are provided across the school to meet the needs of learners and to fill gaps in learning. These are provided in an effective way, impacting on progress and outcomes by the Interventions Team.</p>	<p>EEF: targeted academic support that links classroom teaching with one-to-one or small group interventions consistently shows a positive impact on academic progress. Frequently demonstrating 7 months progress</p>	<p>1,3,5</p>
<p>4. Additional Tutoring is provided from outside agencies and programs.</p>	<p>Tutor Trust there is a strong body of evidence which demonstrates the positive impact for children performance. The framework aid staff to tighten up on interventions and monitor the impact that these interventions are having.</p>	<p>1,5</p>

<p>6. Support staff are trained in a range of strategies and programs to support the social and emotional needs of identified pupils.</p>	<p>EEF: Effectively delivered by well trained staff SEL interventions improve pupils' interaction with others and their own learning and can have an average overall impact of 4+ months on attainment.</p>	<p>1, 3, 5</p>
<p>7. Provide Speech and Language assessment and support through a Speech and Language Specialist and associated support staff. Teachers provide individual programs provided by the specialist.</p>	<p>RCSLT: Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential. SALT provides personalised strategies to support a child's individual needs, alongside an effective training, support and feedback loop for the staff delivering the programmes in school. Together these ensure a child can fully engage with their education.</p>	<p>1, 3, 5</p>
<p>8. High quality resources provided and used to effectively engage pupils and support learning and wellbeing.</p>	<p>Good quality resources support children get the very most out of their learning opportunities through concrete and visual experiences to impact on the ability to retain and build on knowledge and skills.</p>	<p>1, 2, 3, 5</p>

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

wellbeing)

Budgeted cost: £138,259

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Educational Psychologist	EPS: The Educational Psychologist supports the school and families if children are experiencing barriers to their learning. The psychologist works with teachers, parents, our speech and language	3, 5

	therapists and social workers to help find ways forward.	
2. Early Years Outreach Worker	EEF: overall, early years and pre-school interventions have a positive impact and deliver an average of 5 months progress. Our Early Years outreach offer prepares parents and children for school and supports early steps towards academic success.	1, 2, 3, 5
3. Attendance support officer	2023-2024 academic year full time attendance support officer to promote attendance, address absences and ensure that pupils do not miss out on education and learning. A whole-school approach is taken because we recognise that regular unauthorised absence can be a complex matter where families often need support for a range of home issues.	4
5. 5 Breakfast Club Free / subsidised 6. Free Fruit for All	EEF and DfE: Such initiatives effectively reduce hunger, improve concentration and behaviour, and help pupils to develop social skills. Evidence has shown a moderate gain of 2 months in academic attainment.	3,4

<p>7. Subsidised and free visits/visitors/experiences that is covered by the proportion of funding</p>	<p>EEF: Pupils who participate in outdoor adventure learning demonstrate an additional 4 months progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence, perseverance and resilience.</p>	<p>2,3,4</p>
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<p>9. Free After School Clubs</p>	<p>Nuffield Foundation: After-school clubs can improve the academic performance and social skills of children from disadvantaged backgrounds. Taking part in activities after the formal school day could play a role in closing the attainment gap by up to 1.7 higher point score in Year 6 SATS.</p>	<p>1, 2, 3, 4</p>
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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 2022 - 2023 academic year.

Review: last year's aims and outcomes

Aim	Impact
1. To improve Speech and Language skills	<ul style="list-style-type: none">• Speech and Language specialist in place from October 2022.• 2 pupils received school funded DLD intervention.• Outcomes: pupils supported in school and provided with 1-1 support strategies. If appropriate, the pupil was referred for additional support from outside agencies. The majority of identified pupils made good progress in their speech and language development.• Speech and Language continues to be a key focus.
2. Increase progress and achievement for all pupils including higher attaining pupils. Improve knowledge and skills across the curriculum with a focus on reading, writing, STEM and committing knowledge to memory.	<ul style="list-style-type: none">• Maths No Problem Scheme introduced Summer 2023 across school. Curriculum development continued through the year to develop improved progression.• Outcomes across the school were behind National.
	As a result, English, Maths, Reading and Language skills will be a key focus next year in terms of development and raising attainment.

<p>3. Maintain and develop a range of interventions.</p>	<ul style="list-style-type: none"> ● Interventions provided included: <ul style="list-style-type: none"> ○ an embedded 'catch-up programme' which worked alongside current SEND provision ○ NTP intervention from Third Space Learning for Y4 and Y5 maths support ○ NTP intervention from Tutor Trust for Y6 and 5 reading support <p>Intervention will be a continued focus next year.</p>
<p>4. Continue to develop good behaviour for learning for all pupils.</p>	<ul style="list-style-type: none"> ● Staff trained on relational inclusion and trauma informed approach. ● Staff trained on supporting children with SEMH needs. ● Review and development of relational inclusion behaviour policy.
<p>5. Address welfare and experiential issues to ensure pupils make good progress.</p>	<ul style="list-style-type: none"> ● The Attendance Officer worked effectively on attendance and punctuality. ● Early help in place to support attendance. ● Senior T.A in EY's supported families well through an extremely challenging time. Confidence in school was good. ● Breakfast club in place to support good attendance.
	<ul style="list-style-type: none"> ● Provision of visitors and visits in place. Academic year 2023-24 focusing on links to new curriculum development. ● Forest School provision returned 2023-2024.

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
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Tuition	Tutor Trust
Reading	Reading Plus
DLD Speech / language and communication	Manchester SALT services