

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	430
Proportion (%) of pupil premium eligible pupils	44.65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs A. Wadsworth
Pupil premium lead	Mrs A. Wadsworth and Mrs A. Finley
Governor / Trustee lead	Mrs C. Coops

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,409
Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270,074

# 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
- identify a core number of priorities which will effectively address the learning and attainment gap that has widened, for our disadvantaged learners, as a result of the pandemic
- 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
- improve oracy
- build social and emotional literacy
- offer a rich and broad curriculum to strengthen cultural capital

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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oral Language Skills</b></p> <p>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.</p>
2	<p><b>Limited Life Experiences</b></p> <p>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.</p>
3	<p><b>Social, Emotional and Health needs</b></p> <p>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.</p>
4	<p><b>Attendance and punctuality</b></p> <p>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.</p>
5	<p><b>Gaps in Learning</b></p> <p>As a result of the pandemic, gaps in learning for many pupils have increased. These are highlighted in Maths, Reading and Writing.</p>

## 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
1. Improved language and communication skills across the school that impact on outcomes for pupils.	<ul style="list-style-type: none"> <li>● Identified pupils are supported to develop their speech and language and make progress through their individual plans.</li> <li>● Outcomes for pupils are achieved in line with our 3 Year Strategy Plan: <ul style="list-style-type: none"> <li>○ EYFS targets in 2021-2022 of 68% Reading, 65% Writing,</li> </ul> </li> </ul>

	<p>72% Maths and 62% GLD. Rising to 80% Reading, 75% Writing, 82% Maths and 72% GLD by 2023-2024.</p> <ul style="list-style-type: none"> <li>○ Phonics target in 2021-2022 of 75% in Year 1 and 80% in Year 2. Rising to 85% in Year 1 and 90% in Year 2 by 2023-2024.</li> <li>○ KS1 targets in 2021-2022 of 50% Reading, 50% Writing, 60% Maths, 40% RWM and 65% Science. Rising to 70% Reading, 70% Writing, 80% Maths, 60% RWM and 85% Science by 2023-2024.</li> <li>○ KS2 targets in 2021-2022 of 55% Reading, 73% Writing, 60% Maths, 45% RWM, 65% GPS and 75% Science, Rising to 75% Reading, 80% Writing, 80% Maths, 65% RWM, 80% GPS and 85% Science by 2023-2024.</li> </ul>
<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"> <li>● A range of experiences are provided across the school in terms of visits and visitors (Covid safety dependent). These support pupils to develop understanding and knowledge of the world.</li> </ul>
<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"> <li>● Pupils are identified swiftly and provided with support plans to meet their social and emotional needs.</li> <li>● Cpoms incidents / exclusions data shows reduction in incidents.</li> <li>● Reduction in exclusions to the National Average</li> <li>● Pupils are engaged in their learning and make good progress from their starting points</li> </ul>
<p>4. To improve the attendance and punctuality of identified pupils.</p>	<ul style="list-style-type: none"> <li>● Attendance and punctuality is improved for identified pupils.</li> <li>● Attendance improves following the pandemic towards 97% by 2023/2024.</li> </ul>

<p>5. To provide a range of interventions and support to meet the needs of individuals and groups of children to fill gaps in learning.</p>	<ul style="list-style-type: none"> <li>• A range of interventions are provided across the school to meet the needs of pupils.</li> <li>• Pupils make good progress from their starting points.</li> <li>• In line with EEF evidence, interventions in Reading, Writing and Maths show a minimum 3 months+ learning gain for pupils engaged in small group interventions.</li> </ul>
---	---

## 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: £ 2,000

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.</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.</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>

3. CPD – Training of staff in Philosophy for Children. Provision of Philosophy for Children across the school.	EEF: Philosophy for Children sits alongside Oral language and Metacognition approaches and promotes pupil talk and interaction. It supports the development of specific strategies that make talk about learning explicit.	1, 2
--	--	------

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Position of Pupil Premium Champion / Interventions Leader to promote and develop this work to increase proficiency and impact.	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.	1,3,5
2. Staff are trained in a range of quality interventions to support the needs of learners and fill gaps in learning.	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 4 /5+ months.	1,3,5
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.	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 4 /5 + months progress	1,3,5
4. Additional Tutoring is provided from outside agencies and programs.	EEF, Third Space Learning, Fischer Family Trust, Tutor Trust and the National Tutoring Programme: there is a strong body of evidence which demonstrates the positive impact	1,5

5. Academic Mentor provided through the National Tutoring Programme.	additional tutoring has on pupil progress. A number of programmes, both digital and face-to-face, one-to-one or in small groups consistently deliver progress of 3 + months.	
6. Support staff are trained in a range of strategies and programs to support the social and emotional needs of identified pupils.	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.	1, 3, 5
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.	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.	1, 3, 5
8. High quality resources provided and used to effectively engage pupils and support learning and wellbeing.	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.	1, 2, 3, 5

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

Budgeted cost: £118,074

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. Home School Liaison	EEF: The association between parental engagement and a child's academic success is well established. Recent studies have suggested a 2-3 month gain in learning for pupils if parental engagement is increased. Our Home School Liaison officer works with parents and families to support engagement and attendance.	3, 4, 5
3. Early Years Outreach	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
4. One Education: Attendance Support	Our attendance officer works closely and successfully with the HSLO 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
7. Subsidised and free visits/visitors/experiences	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.	2,3,4
8. Forest School	Forest School Research: an effective Forest School Programme builds social and cultural capital by developing confidence, social skills,	3,4

	resilience, perseverance, motivation and communication alongside knowledge and understanding.	
9. Free After School Clubs	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.	1, 2, 3, 4

**Total budgeted cost: £ 270,074**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Please see below for outcomes for the previous Pupil Premium strategy plan. Due to the significant impact of Covid 19 some objectives were unable to be met fully despite all efforts to do so. These areas continue to be focused upon this year in our new Pupil Premium Strategy.

### Review: last year's aims and outcomes

Aim	Outcome
1. To improve Speech and Language skills	<ul style="list-style-type: none"><li>● Speech and Language specialist in place 2020-2021 and assessed 14 pupils.</li><li>● 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 within the limitations present, being impacted upon for some due to staff absence and lockdown periods.</li><li>● Speech and Language continues to be a key focus.</li></ul>
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"><li>● Fluent in 5 introduced across school to support Maths skills retention. Curriculum development continued through the year to develop improved progression. Other areas could not be focussed upon due to the ongoing impact of Covid-19.</li><li>● Outcomes across the school were severely impacted due to the ongoing</li></ul>

	<p>pandemic. As a result, English, Maths, Reading and Language skills will be a key focus next year in terms of development, recovery and catch up.</p>
<p>3. Maintain and develop a range of interventions.</p>	<ul style="list-style-type: none"> <li>● Interventions provided outside of national lockdowns included: <ul style="list-style-type: none"> <li>○ an embedded 'catch-up programme' which worked alongside current SEND provision</li> <li>○ NTP intervention from Third Space Learning for Y4 and Y6 maths support</li> <li>○ NTP intervention from Tutor Trust for Y6 reading support</li> </ul> </li> <li>● The impact of Covid was significant on the provision of interventions due to 'Bubble' working, significant staff absence and 'Bubble' closures and cover needed to maintain class provision.</li> <li>● Intervention and booster groups will be a continued focus next year.</li> </ul>
<p>4. Continue to develop good behaviour for learning for all pupils.</p>	<ul style="list-style-type: none"> <li>● Covid related measures supported improved behaviour and some adaptations are to be maintained going forward.</li> <li>● Support staff deployed effectively and successfully supported the emotional wellbeing of pupils adversely affected by 2 lockdowns and living through a pandemic.</li> <li>● Reduction in exclusions in terms of number, pupils and number of days.</li> </ul>
<p>5. Address welfare and experiential issues to ensure pupils make good progress.</p>	<ul style="list-style-type: none"> <li>● Attendance Officer and HSLO worked effectively on attendance and punctuality. However, the impact of Covid was significant due to National school closures, high numbers of 'bubble' closures throughout the year, individual families and cases across the school and periods of isolation.</li> <li>● Senior T.A in EY's supported families well through an extremely challenging time. Confidence in school was good.</li> <li>● Breakfast club was not able to be provided, however free bagels were provided for all pupils each morning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provision of visitors and visits impacted on significantly by Covid safety measures. Visits and visitors provided in a limited number in line with guidelines. Forest School provision limited due to redeployment of staff. Positive feedback from pupils when events could be offered.</li> </ul>
--	--

## 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*

<b>Programme</b>	<b>Provider</b>
Third Space Maths	Third Space Learning
Reading Tuition - check with SS about name of programme	Tutor Trust
Speech / language and communication	Welcomm Elklan