



## Pupil Premium - Reflecting on Our Practice - September 2022-23

### What is Pupil Premium?

The government has allocated our school a sum of money which is called the "Pupil Premium". This is to improve the educational outcomes for particular students. The three identified groups are; students who are entitled to free school meals, students who have a parent working for the armed services and those children in local authority care. Any child who has claimed free school meals in the past 6 years is also entitled to this funding. This is called 'Ever 6'. Disadvantaged children can face a range of barriers to learning including low confidence, poor behaviour, and lack of support from home, limited social and wider experiences. It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. The respective children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential.

### Aims

- To ensure that PP funding is used effectively to close the disadvantage gap by addressing inequalities and raising the progress and attainment of those students entitled to PP.
- To ensure that PP funding is used effectively to raise the self-esteem and aspirations of those students entitled to PP through pastoral support and enrichment activities.
- To ensure that parents of PP students are engaged and informed of the PP support that their children are receiving and, that they have the opportunity to contribute to the evaluation process.

### Outcomes

- Engaged access to learning which ensures students attend and engage in learning.
- Closing the gap in literacy and numeracy.
- Personalised curriculum which is accessible to all.
- Wider learning and enrichment which inspires and engages all PP students.
- Leadership which closes the gap for all children entitled to PP children.

Number of pupils eligible for premium grant (PPG) and PPG received								
	2014/ 15	2015/16	2016/17	2017/18	2018/ 19	2019/20	2020/21	2021/22
<b>Percentage of pupils eligible</b>	11.13 %	11.31%	13.4%	15.91%	14.6%	11.8%	15.8%	15.8%
<b>Total number of pupils eligible</b>	52	55	62	74	67	54	72	72
<b>Total amount of funding received</b>	£67,600	£71,500	£74,600	£82,500	£73,200	£58,997	£101,650	

## Strategy for using the funding

- Providing small group work for Pupils entitled to PP funding with experienced teachers and support staff focused on overcoming gaps in learning to help them make improved progress and to raise their standard of attainment.
- Address needs around Social and Emotional learning as they arise, embedding a strong culture of SEL awareness.
- Parents are involved in the spending of the funding.
- We offer and implement a range of strategies – the Pupil Premium children at our school are a diverse group of different ages, backgrounds, abilities and needs.
- Monitor, evaluate and intervene.
- Develop clear provision maps which show how the needs of individuals will be addressed.
- Specific and targeted interventions from well-trained staff, to accelerate learning, this includes teacher led intervention.
- Promote and develop positive and life-long behaviours for learning.
- Invest in strategies and opportunities for the development of wellbeing for our children.
- Support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement.
- Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics.
- Much of our work through the Pupil Premium is aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. Initially this will be in English and Maths.
- Pupil Premium resources are used to target more able pupils entitled to PP funding to beyond ARE.
- Breakfast club and after school clubs subsidised for children who access these and are entitled to PP funding.
- Residential and school visits are subsidised to ensure our children eligible for PP funding are able to access them.

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## What we have done in the academic year 2021/22

### Covid 19 Recovery

- Established secure routines for all children.
- Provided food hampers with the support of local charities.
- Home visits, phone calls and learning hand delivered where needed.
- Provided 322 hours of tutoring across the last academic year.
- Supported families with uniform, furniture, other clothing as needed.
- Continued to provide experiences and opportunities to provide enrichment and connection; Big Start, half termly birthday parties, theatre visits, etc.

### Leadership

- Assistant headteacher as a member of SLT to be responsible for leading standards for our disadvantaged children.
- Increased capacity of adults in every Year Group from Reception to Year 6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains.

### Education:

- Ensured that all disadvantaged children can read- decode, read for meaning and for pleasure.
- Ensured that the Phonics and Reading Scheme RWI is monitored closely and pupils making less than expected progress are identified and supported.
- Created a welcoming and positive reading environment which invites children to sit and enjoy reading for pleasure in classrooms and also in the Reading Village.
- Engaged with our families to support them to support their own child with reading at home and provided appropriate resources and regular contact.
- The outcomes in the children's learning journals demonstrated strong progress over time.
- Pupil Interviews and family interviews told us how supported and guided our children and families feel. They know what to do next and who to go to for support.

### Staff CPD:

- Provided staff with an expanded teaching toolkit to enhance teaching and learning for all pupils – Clicker 8, classroom secrets, Whiterose maths, Literacy Shed Extra.
- Staff accessed regular and bespoke training to meet their individually identified training needs.

### Targeted monitoring and swift intervention:

- SLT support staff in ensuring that disadvantaged pupils make expected progress in core subjects. SLT and SMT regularly undertake book discoveries, pupil voice discussions and look at outcomes of disadvantaged pupils.
- Establishment of new system for tracking and monitoring the progress and attainment journey of our disadvantaged pupils, through school.
- Targeted disadvantaged pupils using in house data and provide LSA and additional teacher time to close the gaps where they are identified.
- Identified pupils who may require more targeted support on a daily basis – ensured that provision via intervention, adult support, etc is available and underway.

### **Breakdown of pupils entitled to PP funding 2021/22**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Number of children in year</b>	7	10	9	10	9	14	10
<b>Percentage of pupil premium children</b>	11.6%	16.6%	14.5%	16.1%	15.5%	22.5%	17.8%

### **Summary of Progress**

The progress made by individuals is important data. Where individuals have not made the expected/targeted progress, provision for these children has been modified in order to close the gap between children entitled to that funding and those who are not eligible.

In the year 2021/22 there was a significant correlation between SEN and PP children with 33% of our PP children identified as SEN. This had some impact on overall ARE at the end of Key Stage 2. Further to this, we spent much of the academic year establishing routine and settling the children back in after a very unsettled two academic years.

For context, the children have endured 2 terms of school closure/home learning out of 6 in the years 2019-2021.

Disadvantaged pupils are making improving progress from their individual starting points.

This table indicates the % of Pupil Premium children making at least expected progress in each term for 2021/22, and how this compares to the % of non-Pupil Premium children making at least expected progress.

	Disadvantaged Progress Autumn EXP+	Others Progress Autumn EXP+	Disadvantaged Progress Spring EXP+	Others Progress Spring EXP+	Disadvantaged Progress Summer EXP+	Others Progress Summer EXP+
Writing	12.9%	53.2%	25.2%	63.2%	27.8%	65.5%
Reading	18.8%	62.2%	26.5%	71.6%	34.5%	75.4%
Maths	21.9%	65.7%	37.11%	73.6%	43.22%	77.6%

### Pupil Premium Update 2022/2023

#### **1. Pupil and parent involvement**

Every family of a child entitled to Pupil Premium will be included in the plans and proposals for the allocation of the additional funding. The allocation will be based on the needs of the child; their ability, interests, talents, areas for improvement and barriers to learning.

#### **2. Curriculum, teaching and learning**

At Crossflatts Primary School we provide a high level of teaching and we ensure all our staff are suitably trained to deliver an engaging and enriching curriculum which enables all our children to make progress. We have a very highly qualified and well established learning mentor, who provides a high level of pastoral support as well as delivering extended learning opportunities. We also have a strong team of Mental Health First Aiders and a school wide lead for Social and Emotional Learning.

Staff are completing individual research projects, consulting the wider evidence base, relating to the Pupil Premium and children identified as disadvantaged. They will pilot the most effective interventions and share their practice school wide.

With the introduction of the government subsidised National Tutoring Programme, we will be offering school led tutoring for a large number of our Pupil Premium children this academic year. This will provide an opportunity for us to close the gap in progress and attainment for our Pupil Premium children. Planned and led by our own staff, the tutoring will provide bespoke and targeted support, giving the best prospect for supporting our children and ensuring their progress.

### 3. Care, Guidance and Support

- Training and support including a peer to peer staff programme, which results in consistent QFT across the school.
- LSA support throughout all year groups
- Specialist agencies - School nurse, educational psychology
- Support for school uniform
- Residential and educational visits
- Opportunities for cultural and social experiences missed due to Covid-19
- Personal resources
- Additional Teachers
- Specialist interventions

### 4. Monitor, evaluate and intervene

A tracking system has been developed and is now being embedded, which ensures that Pupil Premium children have their flight path mapped from EYFS through to Year 6. This encourages staff to know the children and their journey in terms of attainment and progress, as well as the interventions that they have already benefitted from. We continue to use our monitoring system for behaviour, attendance and pupil profiles. Pupil Premium attainment and progress is an integral measure of teaching and learning and is a priority for all staff.

#### Accountability

- Teaching and Learning Quality – Nicola Bennett, Nina Dobson, Rebecca Petrie, Laura Reynolds, All staff
- Curriculum, Progress and Intervention – Nicola Bennett, Nina Dobson, Rebecca Petrie, Laura Barker, Laura Reynolds
- Pastoral support – Laura Reynolds, Jo Cattell, Mental Health First Aid Team
- Attendance – Nicola Bennett, Nina Dobson, Rebecca Petrie, Laura Reynolds, Jo Cattell
- Enrichment – All staff
- Student tracking and monitoring - Nicola Bennett, Nina Dobson, Rebecca Petrie, Laura Reynolds, All Staff

**At Crossflatts, we believe that all children deserve to be championed and have the opportunity to learn, develop and achieve their potential. We want to create equity for our children, enabling them to be the very best that they can be.**