

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	Crossflatts Primary School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	13.1% 60 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Bennett
Pupil premium lead	Laura Reynolds
Governor / Trustee lead	Alycia Dray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,665
Recovery premium funding allocation this academic year	£9179
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£91,884
School Led Tutoring Funding (separate)	£7211.25

Part A: Pupil premium strategy plan

Statement of intent

At Crossflatts, we aim to ensure equity for all of our children, including our pupils identified as disadvantaged.

Our provision is intended to meet the varying needs of our children and families, therefore the diet for our disadvantaged children and families differs and is extremely bespoke, dependent on their specific requirements. Provision for our children and families is identified following forensic diagnostic assessment by our staff and in collaboration with our families.

We continue to work to improve the attainment and progress of disadvantaged pupils with the intention that the gaps between these pupils and their peers diminish - consistently across the school. Whatever the needs of our children, Quality First Teaching is at the heart of our provision and is the bedrock of strategy for our disadvantaged children and families. Furthermore, our adult to pupil ratio is extremely favourable with our disadvantaged children accessing adult led support at almost all times.

This year, our school are in receipt of the School Led Tutoring funding, which is being used to support our disadvantaged pupils, in order to further moderate the gap between disadvantaged and non-disadvantaged children. We have opted to carry out our tutoring 'in-house', led by our own staff and addressing our children's needs in a very bespoke and personalised way.

Following the Covid-19 Pandemic, we are also wholly focused on making reparations to the damage done in terms of esteem, confidence and ability to access school life. Our wider school focus on wellbeing and involvement is key to this, and is integral to our recovery as a school but particularly for our disadvantaged children, for whom the pandemic has provided a greater depth of challenge. Additionality is provided via our Learning Mentor, Social and Emotional Learning Lead and our Mental Health First Aiders, as well as through heavy investment in a programme supporting recovery and resilience in our children.

Community is the beating heart of our school. We work closely with our families to ensure that they are informed and engaged with the support that we are providing and that they are given opportunities to input into the plans made for their children.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of our disadvantaged children is lower than their peers.
2	Evidence suggests that our children who are disadvantaged have lower levels of wellbeing and involvement. This is evident from Year 1 through to Year 6.
3	The families of disadvantaged children are less likely to engage with school. This is apparent from attendance at parents evening, reading records and general involvement with school events/staff.
4	Disadvantaged children at our school have lower attainment in terms of reading and phonics. They are less likely to pass their phonics screening test in Year 1 or Year 2.

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
Improved attendance for our disadvantaged children.	Attendance will be at least 96% on average for our disadvantaged children.
Disadvantaged children are well known and their contextual information is taken into account when planning for learning	Pupil trackers are in place, alongside Pen Portraits, which are created, updated and monitored by class teachers, base managers and PP lead.
Children are ready for learning and are taught strategies to manage their emotions.	Wellbeing and Involvement scores increase over time. Children can talk appropriately about strategies for emotional management and strategies for dealing with adversity/difficult emotional situations.
The attainment gap between our disadvantaged and non-disadvantaged pupils will narrow.	Children will make progress and attain at least in line with their peers.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research Projects	Staff are completing individual research projects based on evidence relating to disadvantaged and piloting the most effective interventions in school. These will support our Disadvantaged pupils in terms of wellbeing, involvement, attendance and attainment. We are also involving families through our	2, 3 and 4
An increased pupil to adult ratio	<p>We have recruited additional support staff throughout school to target small groups of children via bespoke interventions. We have an increasingly favourable staff to pupil ratio in all classes, which supports in focussing narrowing the gaps in learning.</p> <p>Additional Staffing Support:</p> <ul style="list-style-type: none"> • A newly recruited HLTA in early years supporting the delivery of phonics • HLTA across KS1 and 2 to support reading recovery • A full time learning mentor • An additional fully qualified teacher in year 4 addressing specific areas of need • A specific member of SLT responsible for pupil premium • SEL TLR for a member of the teaching staff – (Social and Emotional Learning Lead) 	1, 2 and 4
Qualified specialists recruited to deliver wider learning opportunities	<p>The following adults have been recruited to work with school at various points across the academic year:</p> <ul style="list-style-type: none"> • A fully qualified teacher, with a P.E specialism, to work as a P.E consultant, delivering CPD and teaching children directly. 	1, 2 and 4

	<ul style="list-style-type: none"> • A qualified Forest School Practitioner to deliver a broad range of outdoor learning to enhance the curriculum experience and develop wellbeing and involvement. • A fully qualified art teacher to deliver art days, staff training and CPD for teaching staff. <p>These broader learning experiences provide opportunities for staff to develop as practitioners and for children to shine in a range of areas.</p> <p>These wider learning experiences are vital to the physical, emotional and mental health of our children and have the greatest impact on our Disadvantaged children, for whom life experiences can be limited.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	<p>Targeted support for 60%+ of our pupil premium children by adults within school. Needs and focus are identified after diagnostic assessment of gaps in children's learning, to raise attainment, close gaps and accelerate progress.</p> <p>These sessions run after school on a weekly basis and currently we are providing over 16 hours a week tutoring.</p> <p>This is only possible due to engagement and collaboration with families, who are aware and in support</p>	1, 2,3 and 4

	<p>of these additional actions to support their children's learning.</p> <p>Furthermore, these bespoke interventions provide opportunities for our Disadvantaged children to access small group work in a supportive way, in order to accelerate progress.</p> <p>In addition, working in a small group with their own teacher for a dedicated, regular session, develops and strengthens relationships for our disadvantaged children, with our class teachers across school, as well as a small number of peers in a safe and collaborative environment.</p>	
Learning Mentor	<p>Targeted support for pupils demonstrating areas on need in terms of social and emotional learning from a qualified and highly skilled learning mentor. This reduces barriers to learning and allows the children to access school in a positive manner in which they feel safe. It has been proven to impact attendance as well as wellbeing and involvement for children who access this specialist support.</p> <p>Families are also in receipt of support from our learning mentor and collaborate with them to engage them and their children with school.</p>	1,2,3 and 4
Structured interventions	<p>Every class in school has access to at least one support assistant who is trained in delivery of targeted interventions which may include but are not exclusive to:</p> <ul style="list-style-type: none"> • IDL – Dyslexia Support Programme • 20:20 reading • Focused coaching • Touch typing • Booster Groups <p>These allow children to access learning in line with their peers, which boosts engagement, progress and involvement.</p>	2&4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big Start Festival	<p>Whole school even focused on well-being and confidence/esteem. This event was dedicated to offering children broad life experiences; yoga, climbing wall, steel drum band, story teller, forest schools, petting zoo (and much more)</p> <p>Children came together as a community for the first time in 18 months, to start the academic year together, as a collaborative.</p> <p>This event had a positive impact on children's sense of community, gave children opportunities to feel successful and courageous. Children and families, as well as staff, responded positively to the event and was an exciting and engaging way to commence this academic year's journey together.</p>	1, 2, 3
My Happy Mind	<p>Whole school programme purchased to support social and emotional learning (SEL) and understanding for pupils and staff. Providing a programme of progressive, development of skills focuses around SEL. The programme is also available to our families who report positive impacts at home and allows them to support the learning happening within school.</p>	1,2,3
Class Dojo	<p>A whole school communication approach, which benefits our families by feeding back regularly to update them on the school day and upcoming events. The impact of class dojo in terms of parental engagement and involvement has been immeasurable. Families are reporting that they feel more connected to school than ever before.</p>	1,3
Assistant Head for PP	<p>A specific responsibility for pupil premium and its strategy and impact across school has been awarded to a newly appointed Assistant Head. The impact of this is that there is a measurable and sustainable plan in place to ensure those children who are disadvantaged are able to achieve equity with their peers in terms of attendances, attainment, progress, wellbeing and involvement.</p>	1,2,3 and 4

Member of SLT on PTA	A member of SLT is always present at PTA meetings, ensuring positive communication with parents. The impact is that families feel welcome and form good relationships as well as positive associations with our school.	3
Teaching TLR for SEL	<p>A specific responsibility for the Social and Emotional Learning curriculum at school has been awarded to a member of the teaching staff.</p> <p>This ensures that SEL is embedded across school for pupils, staff and families as a direct response to the COVID pandemic and its impact on the wellbeing of our children and families, particularly those identified as disadvantaged.</p>	2 and 3

Total budgeted cost: £107,000

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.

Covid 19 Response

- Provided 30+ laptops and devices during home learning.
- Provided an average of 80 food hampers per week from January – March 2021
- Home visits, phone calls and learning hand delivered where needed.
- Created individual and bespoke resource packs to support home learning.
- Supported families with uniform, furniture, other clothing as needed.
- Upon return to school, provided experiences and opportunities to provide enrichment and connection; Big Start, half termly birthday parties, theatre visits, etc.

Leadership

- Appointed 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 new Phonic 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.
- 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 are completing individual research projects based on evidence relating to disadvantaged and piloting the most effective interventions in school.

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.
- Developed a 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.

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 2020/2021 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 had a second academic year of significant disruption due to Covid-19.

For context, the children have endured 2 terms of school closure/home learning out of 6 in the last two academic years.

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 2020/21, 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	71.4%	87.8%	47.05%	72.9%	52.3%	78.9%
Reading	58.7%	74.6%	50%	71.04%	52.9%	81.7%
Maths	65.07%	91.06%	55.8%	76.4%	60.7%	85.8%

- Spring data was collated after the January – March 2021 lockdown due to Covid-19.

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
Classroom Secrets Annual Subscription	Classroom Secrets
Access Art	Access Art
Twinkl Annual Subscription	Twinkl
Clicker 8 Subscription	Jelly James
Diagnostics Assessments	NFER

Service pupil premium funding (optional)

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

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

Further information (optional)

Pupil Premium Update 2021/2022

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 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.

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.