

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	Crossley Street Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Gavin Hirst
Pupil premium lead	Gemma Stanton
Governor / Trustee lead	Richard Meadmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 775
Recovery premium funding allocation this academic year	Covid Recovery Premium £3, 516
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	£44, 291

Part A: Pupil premium strategy plan

Statement of intent

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive effective Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and teaching assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well. Our Pupil Premium Strategy Plan identifies the following key strands: • Quality First Teaching • Academic Support / Intervention • Emotional/Social Support / Intervention

Challenges

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

Challenge number	Detail of challenge
1	Early language, speech and communication needs
2	Delay in number fluency
3	Social, Emotional, Mental Health needs – particularly in relation to self esteem, self-regulation and relationships
4	Early attachment issues which can impact on early educational development within the home (particularly post-adopted children)
5	Limited first hand experiences to support cultural capital

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 attainment in phonics and early reading	Use of the Little Wandle' scheme to closely monitor PP children through assessment. Ensuring that PP children have the opportunity to read in school 3 times per week. To ensure that 'keep up sessions' are in place for all children that need them. ARE % increase in reading from 33% to 50%

Prioritise pupil social and emotional health and well-being Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Learning Mentor, SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture, positive play sessions with learning mentor. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. Children with social and emotional health concerns to work with the Learning Mentor (PW)
Narrow the attainment gap between PP and non PP pupils with a particular focus on writing	Identify specific pupils for targeted provision and intervention to accelerate progress through the implementation of an objective specific provision map for each year group.
Monitor attendance of all PP children All disadvantaged pupils will meet national expectations for attendance/persistent absence.	The learning mentor to monitor attendance of all PP children. Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).
Support PP children with curriculum enrichment activities	Budget to provide eligible pupils with support for school trips, peripatetic music lessons. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

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.

Costs are based on average hourly salary, including add ons, for:

LSA - £11.59

HLTA - £17.06

Teacher - £33.29

SLT - £57.50

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,320.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Interaction	Intensive Interaction is based on research showing the style of interaction that is connected with effective learning for infants (in Western culture). The use of this style in Intensive Interaction with people with learning disabilities has been positively evaluated. . There are also a number of published case studies illustrating the progress that children and adults have made. These also show benefits for the interactive partners. Hutchinson, N. and Bodicoat, A. (2015) The Effectiveness of Intensive Interaction, A Systematic Literature Review, Journal of Applied Research in Intellectual Disabilities,	1, 3, 4

Team Teach Training	Team Teach is an accredited, award-winning provider of positive behavioural management training suitable for use throughout the education sector, from early years upwards. Strategies equip staff working in primary school environments with the tools they need to understand behaviour, manage challenging situations in the classroom, and minimise serious incidents.	3, 4
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2, 3, 4
Additional TA support- to ensure quality intervention and quality first teaching is supported through intervention	Interventions including phonics, writing stamina and number fluency to be run effectively and consistently across school.	1, 2
LSA/Teacher Mentoring/coaching by SLT to support quality intervention and interaction using StepLab	Regular mentoring by SLT on teaching and interventions to ensure quality and consistency, including modelled examples and feedback/next steps using StepLab	1, 2

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

Budgeted cost: £10,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by	Provision of QFT, and graduated approach. Effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2, 3

intervention leader and SLT through mentoring/coaching	premium-howschoolsare-spending-the funding successfully.	
Peripatetic music lessons	Ensuring that disadvantaged children are able participate in wide and varied extra curricular activities	5
School Trips	Allowing children to participate in a wide and varied curriculum	5
Budget to support children with necessary equipment	Allowing children to participate in a wide and varied curriculum	1, 2, 5

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

Budgeted cost: £ 870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Sessions with LM	Learning mentor in school works with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and small group work.	3, 4
LM (PW) to track attendance of PP children and work with families where attendance falls below...	Learning mentor in school works with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and small group work.	3, 4

Total budgeted cost: £ 45,857.02

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.

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In Reading, pupils working at ARE has risen from 33% to 65%, this exceeds our target of 50%. This has been achieved through a greater focus on reading across school as part of the SDP, and the implementation of Little Wandle phonics in Reception and KS1, and keep up/catch up sessions across school.

In Maths, 59% of pupils are working at ARE. This is an improvement on last year. PP children are targeted for intervention and pre-learning groups to help boost confidence in mathematics.

In Writing, 18% of pupils are working at ARE. Writing stamina is part of the SDP this year, and will be an area of focus moving forward. This will be addressed through a range of strategies, including 'Buzz Writing' a bi-monthly writing session where children are encouraged to write about something that interests them (DM Writing Lead). Focussed writing stamina intervention, SLT coaching and mentoring.

Internal Data for PP Pupils

	Reading	Writing	Maths
% below ARE	35	82	35
% at ARE	65	18	59
% above ARE	0	0	6

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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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?	
What was the impact of that spending on service pupil premium eligible pupils?	