

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | Crossacres Primary School |
| Number of pupils in school | 710 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | September 2023- reviewed Next Date September 2024 |
| Statement authorised by | Suzanne Blay (Headteacher) |
| Pupil premium lead | Sarah Cordwell |
| Governor / Trustee lead | Liam Radford |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £433,590 |
| Recovery premium funding allocation academic year | £44,660 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £478,250 |

| | |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
|---|--|

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all our children, regardless of their background or the challenges they face is that they progress in all areas of the curriculum and grow into successful adults that can contribute to society! This includes supporting and challenging higher attaining disadvantaged pupils.

We focus on **teaching** as being "*the most important lever schools have to improve outcomes,*" (*EEF Guide to Supporting School Planning,*) closely followed by **carefully targeted academic support**. This is one to one sessions or small groups, where consistent regular delivery of lessons, that are closely linked to the content of their daily lessons and effective, rigorous feedback strategies are in place. This is bolstered by the **wider, non-academic barriers** to success in school, (attendance, behaviour, social / emotional.)

In addition to our long term plan, we are responsive to challenges as they arise for our pupils, whether academically or emotionally. All our staff are committed to raising standards for our disadvantaged pupils, this is through identification and targeted support and high expectations for all pupils.

Crossacres Primary Academy works tirelessly to ensure all children achieve their full potential! To ensure our strategies and interventions have maximum affect and impact, our governing body routinely examine data and the impact of this additional funding upon the progress made over time by our PP learners. Through scrutiny, governors are able to challenge in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds received and support the rationale behind the allocation of PP funding.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The social deprivation of the area Crossacres Primary serves. Wythenshawe is in the top 20% of deprived areas. The effects of this are far reaching on children's education and basic needs. 44% of children live the top 5-10% of deprived areas based on the IDACI. |

| | |
|---|---|
| 2 | Low baseline when children enter our Nursery and children are behind in the Prime Areas. Some children have underdeveloped oral skills and there are vocabulary gaps. |
| 3 | Attendance. In school, children who are disadvantaged have poorer attendance than non-disadvantaged children. This includes persistent absence where 71% (22/23) of these children are disadvantaged. |
| 4 | Ensuring there is high quality first teaching throughout the school from Nursery to Year Six. |
| 5 | Ensuring we develop and expand children's 'Cultural Capital' through extracurricular clubs, experiences, trips, visitors to school. |

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. Families are supported to ensure basic needs are met and school can support where needed. | <ul style="list-style-type: none"> Families financially supported in school. Help with purchasing school uniforms for example and Early help referrals and signposting to parenting support in school and the community. Early identification in EYFS of children falling behind and strategies quickly put in place to help children catch up. Families in need are supported to ensure children attend school and are safe. |
| 2. For children to have caught up in and the 'word gap' diminished in EYFS from low starting points. | <ul style="list-style-type: none"> Early identification of children to receive interventions, such as WellComm and speech and language referrals. Curriculum is effective in helping children with their language acquisition. Curriculum is planned and sequenced so that children develop language cumulatively. Continuous provision focuses on language and vocabulary. Staff are skilled at creating communication opportunities. |
| 3. The gap between disadvantaged non disadvantaged attendance is diminished for attendance and PA. | <ul style="list-style-type: none"> Attendance of PP children to be in line with NA for attendance: 94.4% currently PA for PP to reduce (64% of our PA children are PP) |
| 4. Quality first teaching in all classrooms where children are | <ul style="list-style-type: none"> Through rigorous and regular monitoring of teaching, books, pupil voice and assessment |

| | |
|---|--|
| progressing and being challenged, regardless of background. | data, evidence shows children are making progress and rapid progress where children need to catch up. |
| 5. All children to have opportunity to access to a wide range of extracurricular clubs and trips, visitors and experiences to broaden their cultural capital. | <ul style="list-style-type: none"> • Our aim is to have all PP children attend at least one extracurricular club each academic year this is monitored through PP tracking. • PP children were focused on for the tutoring program. • The word gap to diminish and children to have their horizons broadened and their cultural capital increased. |

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: £14,840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Supporting ECT's to ensure quality first teaching. | Ensuring quality first teaching is paramount and ensuring each teacher is supported and has the opportunity to improve is the key ingredient of a successful goal. For our school, this will translate into our disadvantaged children achieving academic success in line with, or better than others nationally, diminishing the gap. | 4 |
| Purchase of standardised diagnostic assessments | Teachers will quickly be able to identify the gaps in children's learning and use this to plug the missed learning. This will be beneficial for the disadvantaged to help them achieve academically in line with national others. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback | 4 |
| Membership to Salford Library Scheme | To support the continuation of shared reading in school. All children to have their own copy of books that are read during Whole Class Shared Read. Boxes of Topic books to support and enrich the curriculum. To continue to enable the disadvantaged children perform in line or exceed others in school and nationally in Reading. To help the disadvantaged children at the end of KS1 perform in line with others. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 4 |
| Purchase and implementation of a DFE validated Systematic, synthetic Phonics Program to secure stronger Phonics teaching for all pupils and uniformity in approaches to teaching Phonics. | Phonics approaches has a strong evidence base that indicates a high impact on children's being able to decode words and develop fluency and automaticity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 4 |

| | | |
|---|---|-----|
| Speech & Language Specialist <i>Central Manchester University NHS Foundation Trust.</i> | Early intervention of children in the Foundation Stage. Bespoke targets for each child that has been identified as needing extra support. To tackle speech and language problems early on in EYFS. % achieving GLD. | 2,4 |
|---|---|-----|

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

Budgeted cost: £ 270,508

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Rapid teachers for children falling behind. | Rapid Teachers – Small groups of children targeted to reach or exceed the expected standard. Research for the Education Endowment Foundation show that small groups can have a big impact on learning and progression. Experienced Teachers delivering bespoke lessons and targeting learning to ensure all children, including PP children reach expected standard. The children will be carefully and rigorously monitored to ensure progression. To continue our success from last academic year in % of children meeting expected standard in all areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 4 |
| SPLUD teacher Speech, Language & Understanding difficulty teacher. | Speech, Language & Understanding Difficulty Teacher. One day a week. Teacher targeting and tracking progress of children who need extra support with cognitive understanding and language support. To support our disadvantaged children which specific speech, language and learning difficulty to help them reach the expected standard. Progress measured in Reading Accuracy using YARC (Comprehension) and HAST (spelling) assessments. | 2,4 |
| 1: 1 Reading Intervention | PP children and Non PP children identified through Salford reading Test to be below age related expectations. These children are read with every day to increase their progress in Reading. The class teacher reads 1:1 with each child selected each day. This is tracked every term to monitor impact. To ensure children who are disadvantaged, that are reading below their reading age, are targeted through this intervention to ensure they catch up and progress at the same rate of non- disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 4 |

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

Budgeted cost: £ 175,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Subsidising Trips – all Year Groups | This money enables us to help children have a rich and varied learning experience at Crossacres Primary Academy. We believe giving children first hand experiences is crucial to their learning. (See our Website for trips!) We hope to ensure children have experiences that they might have been able to do without our financial support. The impact of these experiences are far reaching; in all areas of the curriculum. We believe it is our responsibility to open children's minds to the amazing world around them. To continue to support disadvantaged children to meet and exceed the national figure for reaching the expected standard in Science and continue to check progress of disadvantaged compared to others in the foundation subject areas. | 1, 5 |
| Music Specialist Support Music Specialist to work in Key Stage Two supporting children with Brass and Wind Instruments. | Music Specialist to work in Key Stage Two supporting children with Brass and Wind Instruments. We ensure there is a balance between PP and Non PP children to access to music lessons in brass and wind instruments. We also fund all of Year Five with African drumming. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1,5 |
| Attendance Officer- Embedding principles of good practice as set out in the DFE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | Working with all children to improve attendance. PP children identified. The Attendance Officer works closely with parents and families to improve attendance. Last year there was a gap between PP and Non PP attendance, we aim to diminish this. *Provide additional individual items of uniform on request. *Provide spaces at Breakfast Club. *Review attendance policy and share with parents to set clear expectations about regular attendance. | 3 |
| Art/ Drama/ Speech & Language Enrichment | Drama specialist working with Year 6 on our Drama production. This helps children with their speaking and listening skills, as well as their confidence skills. | 5 |

| | | |
|--|--|---|
| | <p>To give all children in Year Six, the experience of working with a specialist to develop their performance skills and enable them to perform in front of their families, a real audience!</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| Nurture Group- Pony Club/ Behavioural Incentive & Social/ Emotional Group. | <p>Children selected on a needs basis via SDQ's, to take part in caring for a Shetland Pony. Children have the chance to ride the pony and groom them. We compare SDQ's and the decrease in Negative behaviours and increase in positive behaviours to measure impact. We aim to help children who are attracting PP funding and others that struggle with social and emotional problems, to develop these skills in a small nurture group. Target is for all children to decrease their negative behaviours and attendance for PP children to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 2 |
| Forest School- Staff training and Resources | <p>Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. We hope forest school achieves...</p> <ul style="list-style-type: none"> • Improved outcomes relating to communication and interaction both for eligible pupils and across the school. • Staff have maximum impact in the classroom, measured by overall progress of the pupils. • Lower level of class disruption leading to improved outcomes for both the children with challenging behaviours and with other children in the class. • Significant personal development including self-esteem, self-confidence and independence. <p>We will measure this through whole school data, parent/child/ teacher questionnaires and behaviour monitoring.</p> | 2 |

| | | |
|--|--|-----|
| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
| Art Therapist- 3 full days | A qualified Art Therapist working with our KS1 and KS2 children. Bespoke programmes for children who have suffered some emotional trauma. Impact measured through attendance, children's attainment and academic progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 6 |
| Play Therapy | Children identified via SDQ's targeted for Play therapy. Enabling children who attract funding and others with specific social and communication problems, to learn how to play effectively with their peers and regulate their feelings. Impact measured through attendance, children's attainment and academic progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 6 |
| Wilderness Therapy (ongoing) | Wilderness therapy (also known as outdoor behavioural healthcare) is an adventure-based therapy treatment modality for behaviour modification and interpersonal self-improvement, combining experiential education, individual and group therapy in a wilderness setting. Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 6 |
| <u>Parental Involvement</u> Home School Learning Resources. | All children in statutory testing year groups, to receive revision guides and learning prompts for home. This helps parents support their child at home with their learning and makes them aware of the expectations of the tests their child will take. These are sent to Year One, Year Two and Year Six parents. These are given out after parent information meetings, where important information is shared with parents/carers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 2,3 |
| Bullying Mentor Program | This program is led by a local secondary school, where they deliver a program that trains children to be | 3 |

| | | |
|--|---|--|
| | bullying mentors in their year group. This involves the children visiting the secondary school. The mentors will be available at break time and dinner time for children to speak to. | |
|--|---|--|

Total budgeted cost: £ 461,148

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.

(1) Family Support- We endeavor to combat the social deprivation of the area by supplying resources to help the children with their learning at home. CGP revision books are provided for year groups and revision guides and books are purchased for children. We also buy all the children a book for Christmas. Additionally, we provide training for parents in how to support their children with learning. We have supported some families financially and provide financial advice for families. Uniforms have been provided and Early Help referrals have been completed to support families in need.

(2) EYFS -The % of children achieving GLD overall was 70% and the disadvantaged children achieving GLD was 64% which was only 1% behind the overall national figure of 65%.

(3.) Attendance: Our attendance officer works hard to improve the attendance of our pupil premium children and last year the attendance was 94%. There is still continued work in this area with % of 71% of the persistent absentees being PP.

(4) Quality first Teaching to close the gap- Our disadvantaged pupils performed well at the end of KS1 and in some cases outperformed the national figures.

Year 2 -Expected and above %

| Subject | Disadvantaged | Other | National (2022) |
|---------|---------------|-------|-----------------|
| Reading | 65 | 7 | 67 |
| Writing | 62 | 71 | 58 |
| Maths | 71 | 79 | 68 |

Year 2 - High Standard %

| Subject | Disadvantaged | Other | National (2022) |
|---------|---------------|-------|-----------------|
| Reading | 18 | 18 | 18 |
| Writing | 12 | 9 | 8 |
| Maths | 29 | 32 | 15 |

End of key stage 2 (Year 6) Expected and above

| Subject | Disadvantaged (48) | Other (40) | Disadvantaged difference from national | National other (2022) | National gap 2022 |
|---------|--------------------|------------|--|-----------------------|-------------------|
| Reading | 73 | 90 | -7 | 80 | -18 |

| | | | | | |
|----------|----|----|----|---------|-----|
| Writing | 75 | 93 | - | 75 | -25 |
| Maths | 77 | 90 | -1 | 78 | -22 |
| GPS | 65 | 90 | | No data | |
| Combined | 63 | 80 | -2 | 65 | -22 |

High Standard

| Subject | Disadvantaged (48) | Other (40) | Disadvantaged difference from national | National other (2022) | National gap 2022 |
|---------------|-----------------------|---------------|--|-----------------------------|----------------------|
| Reading | 17 | 52 | -15 | 32 | -15 |
| Writing | 6 | 30 | -10 | 16 | -10 |
| Maths | 15 | 43 | -12 | 27 | -15 |
| GPS | 29 | 58 | | No data | |
| Com- bined | 4 | 25 | -5 | 9 | -6 |

(5) Cultural Capital - We have a full program of trips and extra-curricular activities for all our children. This includes the offer of an extracurricular club for all our children that attract pupil premium funding and leaders track which children attend the clubs.

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 |
|-----------|----------|
| n/a | |
| n/a | |

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? | n/a |

| | |
|--|-----|
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |
|--|-----|

Further information (optional)

Our pupil premium funding strategy will be supported by additional strategies in school that are not funded by pupil premium funding.

- Offering a wide range of extracurricular clubs to boost wellbeing (Cosmic Yoga) attendance and aspiration. (Robotics Club)
- A pastoral lead has been taken on in school to help with all children and their families.
- Purchasing of new reading books for all key stages and books that are linked to our PSHE curriculum and protected characteristics.
- Embedding more effective practise around feedback. The EEF demonstrates this has benefits for all pupils, including disadvantaged.