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| 53% Attracting Pupil Premium Funding \*Total Funding : £330.00 \*EYPP Funding: 65 children = £9060 | | | | |
| Use of Funding – | Actions | Average Impact-EFF | Costs | How will we Measure Impact? |
| ***Spec*ialist Teachers** |  |  |  |  |
| **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. These teachers are also responsible for the 1:1 Readers. The children will be carefully and rigorously monitored to ensure progression. These teachers are based in Year Five and Six. (3) |  | £232,926 | \*To continue our success from last academic year in % of children meeting expected standard in all areas. Our disadvantaged children to outperform others nationally in most areas! |
| **SPLUD** 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. |  | £12,300 | \*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. |
|  | | Total Specialist Teachers | **£245,226** |  |
| *Curriculum/ Teaching* | | | | *Impact* |
| **Salford Library Reading Scheme**  All Year Groups to support Reading Comprehension. | To support the introduction of shared reading in school. All children to have their own copy of texts read during Whole Class Shared Read. Boxes of Topic to support and enrich the curriculum. |  | £2,960 | \*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 nationally in Reading. (Gap 2018 = -8% at Expected and -10% at GDS.) |
| **Developing our Reading Comprehension Scheme.**  *(Adding to our Cracking Comprehension)* | Purchase Nelson comprehension scheme. Uses a clear layout with colour-coded questions covering **literal comprehension**, **vocabulary**, and higher-order skills such as **inference** and **deduction.** |  | £5000 | \*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 nationally in Reading. (Gap 2018 = -8% at Expected and -10% at GDS.) |
| **1:1 Tuition- For disadvantaged children needing extra support in the core areas.** | The school to provide 1:1 tuition to provide support academically in core areas. (4/5) | **+3** | £5000 | \*In school we identify disadvantaged children that are falling behind the expected standard in their Year Group. We give these children extra support and hope this will help them to meet the expected standard. |
| **1:1 Readers- Whole School** | 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. |  | £350 | \*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. |
|  | | Total for Curriculum/ Teaching | **12,845** |  |
| *Extra Curricular, Enrichment & Nurture* | | | | *Impact* |
| 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!) ***This also included funding Year Three and Six on their residential trips.*** | **+3** | £13,000 | \*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. |
| **Music** Specialist Support | Music Specialist to work in Key Stage Two supporting children with Brass and Wind Instruments. | **+2** | £3,600 | \*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. |
| **Speech & Language Specialist**  *Central Manchester University NHS Foundation Trust.* | Early intervention of children in the Foundation Stage. Bespoke targets for each child that has been identified as needing extra support. | **+5** | £8,755 | \*To tackle speech and language problems early on in EYFS. % achieving GLD. |
| **Attendance Officer** | 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** | £30,133 | \*The attendance officer, carefully tracks all PP children and compares to non PP. She is working on persistent absentees that are disadvantaged.  \*Attendance for PP-eligible pupils will be at least in line with that for all pupils nationally. |
| **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. | **+3** | £2,280 | \*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! |
| Nurture Group- **Pony Club/** Behavioural Incentive & Social/ Emotional Group. | 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. |  | £4,500 | \*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- for all children to decrease their negative behaviours and attendance for PP children to improve. |
| **Forest School- Staff training and Resources** | 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. |  | £1000 | *We hope forest school achieves…*   * 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.   *We will measure this through whole school data, parent/child/ teacher questionnaires and behaviour monitoring.* |
| **Art Therapist- 3 full days** | A qualified Art Therapist working with our KS1 and KS2 children. |  | £5000 | \*Bespoke programmes for children who have suffered some emotional trauma.  *Impact measured through attendance, children’s attainment and academic progress over the year.* |
| **Lego Therapy/ Social and communication groups** | Children with specific needs targeted by qualified leaders to improve social and communication skills. |  | £4,700 | \*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.* |
| **Play Therapy** | Children identified via SDQ’s targeted for Play therapy. One day. |  | £5,000 | \*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.* |
| **Play Equipment for the Playgrounds.** | The children requested more play equipment after a lot of the equipment was destroyed by vandals. This was identified in pupil voice interviews. They said this would make them happier. |  | £4,500 | * Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance. |
| **Wilderness Therapy** | 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. | **+3** | £5,000 | * Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance. |
|  | | Total for Curriculum/ Enrichment | **£87,468** |  |
| *Resources and Learning* | | | | *Impact* |
| **Parental Involvement**  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. | **+3** | £5,000 | \*To build on our successes last academic year in End of Key Stage Two and in Phonics, where in most areas, our disadvantaged outperformed the others nationally.  \*To continue to diminish the gap between disadvantaged in school and nationally, in all areas at the end of Key Stage One, at expected and GDS. (Biggest gap in Maths GDS compared to national others 2017 = -17%.)  \*Parents feel supported and secure in helping their children and it also helps tackle the material deprivation some of our parent’s experience. |
| **Bullying Mentor Program** | This program is led by a local secondary school, where they deliver a program that trains children to be 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. | **+3** | £1000 | \*To continue to listen to pupil voice and make break time and playtime a happy time for all. The mentors are available during break time and lunch time for children to speak to if they have concerns or worries.  \*Impact measured via pupil voice. |
| **Parenting Classes-** Fit- tastic in Foundation Stage | Fit-tastic- Involving parents and children, providing resources to support outdoor play.  We facilitate different parent classes to help our parents support their children’s learning at home. Our Assistant Head teacher / SENCO organises these. These classes help with children in early years along with their parents/carers, to help each child get the best start in life. A 12 week programme delivered in your school, based around physical activity and movement, supporting the development of gross and fine motor skills essential for school readiness. | **+3** | £2,000 | * The impact will be measured in the number of children taking part, that attract funding and whether they achieve GLD or not at the end of EYFS. This will help raise standards for our EYFS children, where children start below national averages. * *Impact measured through attendance, children’s attainment and academic progress over the year. Also, through questionnaires for parents and children.* |
|  | | Resources & Learning | **8,800** |  |
| *Final Total* | |  |  | **Total Spent 2019-2020 :£349,339** |
| **Total PP Funding: £330.00** |