

Crosshall Infant School Academy Trust Pupil Premium Strategy Statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 - 2023 academic year 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	Crosshall Infant School Academy Trust
Number of pupils in school and nursery	308-259 in school, 49 in nursery-October 22 census
Proportion (%) of pupil premium eligible pupils	9%
Academic years that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024
Date this statement was published	15.11.22
Date on which it will be reviewed	30.11.23
Statement authorised by	Mrs Deborah James
Pupil premium lead	Mrs Deborah James
Governor / Trustee lead	Mr Keith Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,170
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,103

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to make good progress and achieve high attainment. We take into account the challenges faced by vulnerable children including those who have a social worker. The provisions that we have outlined in this statement are also intended to support the needs of our children, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach within school, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that the attainment of non-disadvantaged will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education support and recovery including the use of our school led tutoring funding.

Our approach is responsive to challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our children excel. To ensure they are effective we:

- ensure all children, including disadvantaged children, are challenged in the work that they are set
- act early to intervene at the point need is identified
- have a whole school approach in which all staff take responsibility for the outcomes achieved by disadvantaged children and have high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged children.
2	Assessments, observations, and discussions with children suggest disadvantaged children sometimes have greater difficulties with phonics and developing early reading skills than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged children have been impacted by partial school closures, in some cases to a greater extent than for other children. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some children being behind age-related expectations.
4	Our attendance data consistently indicates that attendance among some of our disadvantaged children has been consistently lower than for non-disadvantaged children. Our assessments and observations indicate that absenteeism negatively impacts on the progress made by some of our disadvantaged children.

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 oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children.
Improved reading attainment among disadvantaged children.	Reading outcomes at the end of Y2 are high for all children including disadvantaged children.

Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • children and parent questionnaires and teacher observations • school able to operate and provide opportunities and education in a 'normal' way unrestricted by Covid regulations.
Improve attendance for all children including our disadvantaged children.	Sustained high attendance for all children.

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

Budgeted cost: £1,500.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in the Developing Mastery Project including training for lead staff in Year 1 and Year 2 and cascading to all teachers through Professional Development Meetings and Team Meetings.	This project is led by the Cambridgeshire Maths Hub and aims to secure firm foundations in the development of mastery for children in KS1. The aim, over time, is that children will leave KS1 with increased fluency in calculation and a real confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception and progression through KS1 to support success in the future.	1,3,4
Provision of Music Therapy	Music Therapy is based on the understanding that we are all able to respond to music, irrespective	1,3,4

	<p>of musical ability. We use sound, rhythm and improvised music-making to connect with and form relationships with children as part of our music therapy sessions. Shared musical play, verbal and non-verbal, helps children gain a positive sense of themselves and self-confidence grows. Our skilled and compassionate teacher works in an improvisational way to gradually build trust and communication.</p>	
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Teaching and Targeted Academic Support

Budgeted cost: £38,003.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of oral language support programmes within Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> • Talking Boxes • Time to Talk • Pre teaching for children with EAL • Speech and language support programmes provided by Speech and Language Therapist • Talk Time for identified children 	<p>Oral language interventions can have a positive impact on the language skills of children. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	1,2,3

<p>Additional small group phonics sessions targeted at children who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Provision of reading recovery interventions:</p> <ul style="list-style-type: none"> • Butterfly Readers • Ladybird Readers • Expanded Rehearsal Technique 	<p>Research shows that Reading Recovery achieves good results that are swift and long lasting. Reading Recovery is recognised as an example of good practice in literacy education. Our reading interventions are adapted versions of the Reading Recovery programme. It involves a planned series of regular one-to-one lessons with a trained teaching assistant. Reading interventions are different for every child, starting from what the child knows and what they need to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to use letter and word detail fluently without losing focus on meaning and comprehension.</p>	<p>2,3</p>

Wider Strategies

Budgeted cost: £10,600.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a healthy free school lunch to all of our disadvantaged children on a daily basis so that they are well fed and develop long term healthy eating habits.	Government research indicates that providing a healthy nutritious meal in the middle of the school day improves children's educational attainment, social skills and behaviour and helps families with the cost of living. Our non-disadvantaged children are provided with a Universal Infant Free School Meal so this means all children in school are provided with a healthy nutritious lunch at no cost to families.	1,2,3,4
Fund the costs of all educational visits for disadvantaged children.	This ensures that all children receive the same opportunities and are able to participate fully in our provision of enjoyable learning activities based on first-hand experiences.	1,2,3,4

Total budgeted cost: £50,103

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 - 2022 academic year.

During 2021 - 2022 our priorities were to ensure that all our children, including our disadvantaged children, were able to achieve the expected level or above in reading, writing, maths and phonics at the end of Year 2. The national test resumed in 2022 and the outcomes of our tests and LA moderated teacher assessments are detailed below:

End of Key Stage 1 Results 2022

	% Working at EXS+	% Working at GDS
Reading	84	50
Writing	76	17
Maths	82	22
RWM	72	13

End of Year 2 Phonics Screening Result 2022

	Result
	% Achieved EXS
Phonics	95

End of Year 1 Phonics Screening Result 2022

	Result
	% Achieved EXS
Phonics	89

The performance of our disadvantaged children was in line with the performance of all children. Covid19 has impacted the learning of all our children to varying degrees as evidenced in schools across the country. School closure was most detrimental to some of our most vulnerable and disadvantaged children. The impact was mitigated, to some extent, by our relentless striving to maintain a high quality curriculum, including during periods of partial school closure.

Attendance for the majority of children, including many of our disadvantaged children was high.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year due to Covid19 related issues. The impact was particularly acute for some vulnerable and disadvantaged pupils. We used pupil premium funding to provide support and interventions for targeted children where required.

Externally Provided Programmes

Programme	Provider
No additional Programmes Purchased	Not applicable

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We include our service pupil premium allocation with our pupil premium allocation.
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils are provided with additional support either academic or to support their wellbeing as required and as detailed within our overall pupil premium strategy.