

# CROSSHALL JUNIOR SCHOOL

## PUPIL PREMIUM STRATEGY STATEMENT



PUBLISHED: AUTUMN 2024  
REVIEW DATE: AUTUMN 2025

# Pupil Premium Strategy Statement – Crosshall Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	407 (23-24) 383 (24-25)
Proportion (%) of pupil premium eligible pupils	17% (23-24) 18% (24-25)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2023 - 2026 (Reviewed 19/11/24)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Liam Murphy Acting Co-Head Teacher
Pupil premium lead	Martin Righetta and Chris Dorey
Governor / Trustee lead	Damien Lippett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850 (23-24) £96,200 (24-25)
<del>Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</del>	£10,584 (23-24) £0 (24-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,434 (23-24) £96,200 (24-25)

# Part A: Pupil premium strategy plan

## Statement of intent

At Crosshall Junior School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to "Achieve their Dreams".

### Our Vision

We believe that:

- Disadvantaged Students can achieve as well as other students;
- academic success is valuable and we wish all our students and parents to have a similar view;
- every student can achieve to the best of his/her ability, as long as he/she has the right support and works hard;
- good emotional and social well-being are essential;
- varied opportunities are important for growth and ambition.

### Our Commitment

We are committed to:

- remaining ambitious for all our students;
- providing a contact for all Disadvantaged Students and parents;
- tracking the performance and impact of interventions/preventions;
- reviewing Our Offer at least twice a year;
- all disadvantaged pupils in school to make or exceed nationally expected progress rates;
- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Access to technology at home to support home learning High quality technology in classrooms/unit areas
2	Supporting families of disadvantaged students, financially and emotionally, during financial hardship (cost of living crisis)
3	Parental engagement with the school and their child's learning
4	<p><b>(2023-24)</b></p> <p>Internal and external assessments indicate that there is a gap in maths attainment among disadvantaged pupils and non-disadvantaged pupils at the end of KS2:</p> <ul style="list-style-type: none"><li>- There was a gap between disadvantaged (76% WA+) and non-disadvantaged students (82% WA+) in maths attainment. National attainment for maths at this time was 73%.</li></ul> <p><b>At the end of KS2 (2023-24), the gap was closed and disadvantaged children attained higher than non-disadvantaged children.</b></p> <p><b>84% WA+ (Disadvantaged students)</b> <b>82% WA+ (Non-disadvantaged students)</b></p> <p><b>(2024-25)</b></p> <p>Internal assessments indicate that there is a gap in writing attainment among disadvantaged pupils and non-disadvantaged pupils in current Year Four, Year Five and Year Six cohorts.</p> <ul style="list-style-type: none"><li>- Current Year Four: disadvantaged (34% WA+) and non-disadvantaged students (66% WA+) in reading attainment.</li><li>- Current Year Five: disadvantaged (44% WA+) and non-disadvantaged students (65% WA+) in reading attainment.</li><li>- Current Year Six: disadvantaged (46% WA+) and non-disadvantaged students (58% WA+) in reading attainment.</li></ul>

## 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
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	<p>Ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>Ensure that all disadvantaged pupils make expected progress in Foundation subjects.</p>
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	<p>Ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, <del>based on KS2 baseline data</del>.</p> <p>(24-25: Year Three children took the PiXL assessments in October and not the GL baseline in September)</p>
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they can access high quality teaching and targeted interventions where needed to support them in making progress.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver high-quality CPD to staff, through models such as WalkThrus, as well as LA / <del>SIA</del> (23-24) engagement, which result in improved teaching, learning and higher levels of attainment	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school  <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	4
<del>Reading for Pleasure CPD training day planned by English Leads in preparation for new academic year ensuring continuation of the whole school project.</del> (23-24)	<a href="https://www.structural-learning.com/paulmain">https://www.structural-learning.com/paulmain</a>  <a href="https://www.structural-learning.com/post/rosenstones-principles-a-teachers-guide">https://www.structural-learning.com/post/rosenstones-principles-a-teachers-guide</a>	
<del>Paul Main (Structural Learning CPD and resourcing) CPD was refreshed in September by assistant heads—all year groups devised an implementation plan for the current academic year.</del> (23-24)	Planning format updated to include links to Future Me, ARK Values and British Values.	
<del>All subject leads are receiving support from a school improvement advisor.</del> (23-24)	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school and identify the starting point for each Pupil	4

<p>Some subject leaders (ranging from new, developing and experienced) have been enrolled on PiXL courses. (24-25)</p>	<p>Premium child and the support and challenge they have been given. Progression maps are in place for all curriculum areas and are being used to support planning and assessment.</p>	
<p>To continue to use PiXL assessments and resources, TTRS, NumBots, A.R. and Google Apps for Education</p> <p><del>To continue CENTURY for home learning activities and in-school interventions/lesson support.</del></p> <p>(23-24)</p>	<p>PiXL Assessments /CENTURY provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://www.pixl.org.uk/primary">https://www.pixl.org.uk/primary</a></p> <p><a href="https://www.century.tech/">https://www.century.tech/</a></p> <p>The use of digital technology will enhance the curriculum offer across school and provide pupils to develop their skills and apply these in a wide range of contexts and for different purposes. Addressing the digital divide for disadvantaged pupils will give them greater opportunities. Laptops will be loaned to children that don't have access to technology.</p>	<p>4, 1 and 3</p>
<p>To monitor progress of pupils using an effective whole school tracking system (PiXL / Insight)</p>	<p>All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school and identify the starting point for each Pupil Premium child and the support and challenge they have been given.</p>	<p>4</p>
<p>Recruitment and retention of teaching staff.</p> <p>Heads of Year receive release to ensure there is a strong focus on maintaining a strong focus on high quality learning, teaching, curriculum and assessment.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> <p>The school employs part-time cover teachers. This supports the school in maintaining a high standard of teaching, learning and behaviour.</p>	<p>4</p>

High-quality technology in classrooms (interactive whiteboards, Wifi, filtering, Mac desktops and unit iPads) enabling very good access to resourcing	<a href="https://d2tic4wvo1i1usb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1i1usb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a>	1
---	---	---

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

Budgeted cost: £29,500 (23-24) £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged (23-24)</p> <p>Year Three - 20 children completed the Lightning Squad reading intervention. (23-24)</p> <p>All teachers have received phonics training and phonics teaching is now being explicitly taught in Year Three and Year Four. Spelling teaching has been improved in all year groups after training from the English leaders (24-25)</p> <p>New peer coaching scheme has started. This will initially start with identified disengaged/uninspired boys (linked to the PiXL</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Peer mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	4

<p>Insights project), then be rolled out to vital few children across the school (both boys and girls) (23-24)</p> <p>This has continued for 24-25 and been upscaled to include 14 disadvantaged students.</p> <p>(24-25)</p> <p>School Readers: each year group has some trained school readers who come in and hear the children read 1:1. This started in 2023, but has increased 2024.</p>		
<p>To create bespoke interventions which meet the needs of targeted individuals</p>	<p>Targeted intervention supports children in making progress and ensures that they receive targeted support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	4
<p>Provide IT hardware to support learning at home: use of SchoolCloud to support home/ school communication</p>	<p>It allows them to continue their learning at home and have access to online learning platforms which the school have subscribed to.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2, 3, 4
<p>SENDCo and Head of Years strategically deploy teaching assistants to children with SEND and classes with a high proportion of vital few children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	4

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

**Budgeted cost:** £43,000 (23-24) £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain/ increase contact time and develop the role of the Learning and Wellbeing Mentors (LWM).</p> <p>LWM team increased to three adults to cater for more needs and support for the whole family, inc. food and links to external support</p>	<p>Promote the social and emotional wellbeing needs of pupils to ensure they are ready to learn and have strategies to regulate their emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2 and 4
<p><i>To continue the Young Carers programme</i></p> <p><i>This year, the LWMs will be working with an external Young Carers Project worker to develop the programme.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://centre33.org.uk/help/caring/">https://centre33.org.uk/help/caring/</a></p>	2, 3 and 4
<p><i>To promote the CJS value of Ambition using the Future Me programme, Praise Postcards, House Points, Progress badges and Celebration Awards. CJS Families has restarted to develop relationships between year groups.</i></p>	<p>Encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>'Children cannot be what they can't see,' – wide range of Future Me visitors and talks drives ambition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2

<p><i>Contingency fund for acute issues</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>2</p>
<p><i>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</i></p> <p><i>Equality Mark Award will be obtained this year. (23-24)</i></p> <p><i>Equality Mark was awarded at Silver level July 2024.</i></p> <p><i>IQM Flagship status for the Inclusion Award has been renewed for another year.</i></p>	<p>All pupils are able to access school visits/visitors. A breakfast club is available to help support the punctuality of pupils who are persistently late or in need of food. All pupils have equal access to a wide range of extra - curricular experiences and enrichment opportunities. Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p>	<p>2, 4</p>

**Total budgeted cost:** £112,500 (23-24) £106,500

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### EoKS Data Summer 2023

At the end of Key Stage 2 (2022-23), 76% of Disadvantaged Students achieved the expected standard, or above, in maths; 81% of Disadvantaged Students achieved the expected standard, or above, in reading; 76% of Disadvantaged Students achieved the expected standard, or above, in GPS; 86% of Disadvantaged Students achieved the expected standard, or above, in writing. The disadvantaged students outperformed the non-disadvantaged children in writing (End of Key Stage Two).

#### Attendance:

Whole school attendance 2022-2023 - 96.02%

FSM - 95.2%

PP - 95.2%

EHCP - 94.5%

SEN - 95.9%

#### Future Me:

Children who achieved at least their Bronze badge

Y3: 15/18 (83%)

Y4: 22/27 (81%)

Y5: 11/21 (52%)

Y6: 23/30 (77%)

TOTAL: 71/96 (74%)

#### Learning and Well-being Mentor:

Below are the numbers of children who received additional support with social and emotional needs from the Learning and Wellbeing Team and the number of children on monitor.

106 children on LWM list - 36 were DA children (36.96%)

31 children on monitor - 9 were DA children (29%)

Class teachers and parents have reported that the impact of their children (and families) working with the LWMs has been significant. This will therefore continue to be a large proportion of our budget for the next three years.

As our End of Key Stage Two data continues to remain above national averages for our Disadvantaged Students, we will continue to provide high quality CPD for teachers (Walkthrus) and the use of online platforms (Century, PiXL) to support planning, teaching and assessment.

Over the next three years, we will continue to improve our cultural capital at Crosshall Junior as we believe all children having equal opportunities and experiences improves outcomes by the end of Key Stage Two.

## **EoKS Data Summer 2024**

At the end of Key Stage 2 (2023-24), 84% of Disadvantaged Students achieved the expected standard, or above, in maths; 75% of Disadvantaged Students achieved the expected standard, or above, in reading; 75% of Disadvantaged Students achieved the expected standard, or above, in GPS; 83% of Disadvantaged Students achieved the expected standard, or above, in writing. The disadvantaged students outperformed the non-disadvantaged children in maths and writing (End of Key Stage Two).

## **Attendance:**

Whole school attendance 2022-2023 - 96.2%

FSM - 96.09%

PP - 95.96%

EHCP - 96.14%

SEN - 95.77%

## **Future Me:**

Children who achieved at least their Bronze badge

Y3: 18/21 (86%)

Y4: 10/13 (77%)

Y5: 16/24 (67%)

Y6: 12/13 (92%)

Total: 56/71 (79%)

## **Learning and Well-being Mentor:**

Below are the numbers of children who received additional support with social and emotional needs from the Learning and Wellbeing Team and the number of children on monitor.

87 children on LWM list - 34 were DA children (39%)

23 children on monitor - 8 were DA children (34.78%)

Class teachers and parents have reported that the impact of their children (and families) working with the LWMs has been significant. This will therefore continue to be a large proportion of our budget for the next three years.

As our End of Key Stage Two data continues to remain above national averages for our Disadvantaged Students, we will continue to provide high quality CPD for teachers (Walkthrus) and the use of online platforms (PiXL) to support planning, teaching and assessment.