

Crosby Primary School Pupil Premium Strategy



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crosby Primary School
Number of pupils in school	525 (incl. 35 Nursery)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	January 2023
Statement authorised by	Sajda Shah
Pupil premium lead	Sarah Buckley
Governor / Trustee lead	Sajda Shah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,460.00
Recovery premium funding allocation this academic year	£30,885.00
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	£339,345.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for all children to be healthy, responsible citizens building the knowledge and skills to succeed in later life enabling them to be the best they can be.

Our key principle for our strategy plan is to support our children in overcoming barriers to achieve our ultimate objective as measured by academic outcomes.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our current pupil premium strategy works towards overcoming these barriers by:

- Provide free 30 hours nursery provision (2021/2022 only)
- Professional Development for mastery learning
- Provision of vocabulary rich visits and first hand experiences
- Supplementary individualised instruction (tutoring, PiXL intervention reading and maths, Big Cat, Mathletics, TT Rockstars) for identified pupils
- Promotion of excellent attendance for all children – informing and supporting parents/carers and children Personalised attendance plans for identified children
- Children’s emotional wellbeing supported by individualised programmes delivered by Pastoral Team
- Practical parenting support provided by FLW
- Nurturing breakfast club provided
- Extended school activities
- Improved induction for children new to Crosby School who have limited English

What are your ultimate objectives for your disadvantaged pupils?

For all of the below measures disadvantaged children to achieve in line with their peers

What are the key principles of your strategy plan?

Quality first teaching with a well-planned curriculum with a focus on the development of vocabulary has the most impact on children’s learning.

Evidence based individualised programmes, well matched to the needs of the learner enables rapid progress to be made.

Ensuring all pupil’s basic needs are met to enable to them to engage in their everyday learning. Supporting parents and carers to build trusting relationships.

Challenges

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

Challenge number	Detail of challenge
1	Limited emotional resilience and low self esteem
2	The particularly severe impact of the global pandemic on our disadvantaged families
3	A disrupted learning experience due to high levels of mobility across different countries
4	Deprivation of language and vocabulary development on entry to the school
5	Limited opportunities to access a broad range of different positive social and educational experiences
6	Lack of access to a good morning routine
7	The detrimental effect of previous neglect and abuse for some pupils
8	Low attendance levels, especially for identified disadvantaged pupils
9	High levels of poverty impacting on our children's experience for example, lack of toys, books, clothing, food and I.T

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 by 2024	Success criteria
For all of the below measures disadvantaged children to achieve in line with their peers	
Reading Y4 100% of children to achieve age related outcomes or be on a trajectory to	June 2022 – Children have mastered age appropriate core learning within reading or have been correctly identified

<p>narrow the gap between them and their peers. Y6 outcomes at least in line with national outcomes</p>	<p>for further appropriate specific intervention June 2023 - Y6 reading outcomes are within 8% of in line with national June 2024 – Y4 75% of children to achieve ARE on standardised test PIRA Y6 reading outcomes are at least in line with national</p>
<p>Writing Y4 100% of children to achieve age related outcomes or be on a trajectory to narrow the gap between them and their peers. Y6 outcomes at least in line with national outcomes</p>	<p>June 2022 – Children have mastered age appropriate core learning within writing or have been correctly identified for further appropriate specific intervention June 2023 – Y6 writing outcomes are within 10% of in line with national June 2024 – Y4 75% of children achieve ARE in writing Y6 writing outcomes are at least in line with national</p>
<p>Maths Y4 100% of children to achieve age related outcomes or be on a trajectory to narrow the gap between them and their peers. Y6 outcomes at least in line with national outcomes</p>	<p>June 2022 – Children have mastered age appropriate core learning within maths or have been correctly identified for further appropriate specific intervention June 2023 - Y6 maths outcomes are within 10% of in line with national June 2024 – Y4 75% of pupils achieve ARE in maths Y6 maths outcomes are at least in line with national</p>
<p>EYFS 80 % of children achieve Phase 3 phonics 80% of children fluent in using numbers 0-10 80% of children are able to write phases containing the accurate use of CVC words</p>	<p>June 2022 – Children have mastered age appropriate core learning within the EYFS curriculum or have been correctly identified for further appropriate specific intervention June 2023 - 70 % of children achieve Phase 3 phonics 70% of children fluent in using numbers 0-10 70% of children are able to write phases containing the accurate use of CVC words June 2024 –80 % of children achieve Phase 3 phonics 80% of children fluent in using numbers 0-10</p>

	80% of children are able to write phases containing the accurate use of CVC words
Y1 Phonics outcomes at least in line with national outcomes (82% 2019)	<p>June 2022 – Children have mastered age appropriate core learning within phonics or have been correctly identified for further appropriate specific intervention</p> <p>June 2023 – within 5% of national</p> <p>June 2024 – in line with national</p>
Attendance outcomes at least in line with national outcomes	<p>June 2022 – Crosby attendance in Years 1-6 to be within 2 % points of national (96%)</p> <p>June 2023 - Crosby attendance in Years 1-6 to be within 1 % point of national (96%)</p> <p>June 2024 – Crosby attendance in Years 1-6 to be in line with national (96%)</p>

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: £64,476.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development for mastery learning	Education Endowment Foundation Toolkit +5 months. Evidence shows that mastery learning enables pupils to narrow the attainment gap.	2 4
Provision of vocabulary rich visits and first hand experiences	Closing the Vocabulary Gap British cohort study – children with restricted vocabulary at 5 years old are more likely to be poor readers, experience higher unemployment rates and have more mental health issues.	4 5 9
Early Years intervention	Education Endowment Foundation Toolkit +5 months. Evidence shows that positive early education is particularly beneficial for children from low income families.	1 4 5 9

Targeted academic support

Budgeted cost: £95,017.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplementary individualised instruction (tutoring, PiXL intervention reading and maths, Big Cat, Mathletics, TT Rockstars) for identified pupils	Education Endowment Foundation +3 months. Evidence shows that individualised learning has a positive impact and technology provides immediate feedback for learners.	2 3 4

Wider strategies

Budgeted cost: £179,852.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of excellent attendance for all children – informing and supporting parents/carers and children Personalised attendance plans for identified children	Poor attenders achieve lower outcomes. We have found that the variety of communication methods (newsletters, text messaging, face to face, translation) we use to reach our diverse population to be effective. Our experience shows that sensitive early intervention by the right member of staff to be the most effective to bring about change.	8
Children’s emotional wellbeing supported by individualised programmes delivered by Pastoral Team	Education Endowment Foundation Toolkit +4 months extensive evidence-particularly beneficial for disadvantaged or low attaining pupils.	1 7
Practical parenting support provided by FLW	Joseph Rowntree Foundation – parents most in need of family support service are often the least likely to access them. Crosby case study shows that our approach helps parents to access the support they need.	1 2
Nurturing breakfast club provided	Maslows hierarchy of basic needs – progress is disrupted if children are hungry. By this approach we had an increase in the number of pupils attending breakfast club and having a healthy breakfast.	1 6 9
Improved induction for children new to Crosby School who have limited English	In a pilot phase Crosby case study shows that New To English children have lower attendance in their first months of school.	3

Total budgeted cost: £339,345.00 (£179,852.00 + £95,017.00 + £64,476)

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

2022- 2023 Pupil Premium Strategy Evaluation

Quality of Teaching For All

Children who attended school regularly, mastered age appropriate core learning within reading, writing and maths, or were correctly identified for further appropriate specific intervention as identified in the school development plan for 2022/2023. Year 6 outcomes were in line with national outcomes. Children in the Early Years and Key Stage 1 made good progress, but are significantly below age related expectations. The number of children in Year 1 who passed the Phonics check increased significantly but remains below national outcomes.

Targeted Academic Support

This was provided as far as possible given high levels of staff and pupil absence. Children who attended regular targeted sessions made good progress.

Wider Approaches

Identified children with emotional and mental well-being needs were effectively supported by trained staff with very positive impact on their well-being. As the year progressed, it became apparent that increasing numbers of children and families were requiring support. Attendance overall was hampered by children's illness and anxiety. This area of work has an increased focus in 2022/2023.

Externally provided programmes

Programme	Provider
1:1 Tuition	PiXL
Online times table individualised learning programme	Times Table Rock Stars
Online individualised maths learning programme	Mathletics
Online individualised reading learning programme	Big Cat

Service pupil premium funding (optional)

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