

Pupil premium strategy statement 2020/21

School overview

Metric	Data
School name	Crossflatts Primary School
Pupils in school	456
Proportion of disadvantaged pupils	15.8% (72)
Pupil premium allocation this academic year	£101, 650
Academic year or years covered by statement	20/21
Publish date	September 2021.
Review date	September 2022
Statement authorised by	Claire Thirkill
Pupil premium lead	Claire Thirkill
Governor lead	Alycia Dray

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+1.6
Writing	+1.8
Maths	+2.4

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	68%
Reading	73%
Writing	71%
Maths	78%
Achieving high standard at KS2 RWM	11%
Reading	19%
Writing	15%
Maths	30%

Measure	Activity										
<p>Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all staff access CPD enabling them to deliver QFT consistently and remain positive and focused despite the pressures of lock downs and the pandemic. Art of Brilliance training – Bouncebackability. Art of Brilliance training - Leadership.</p> <p>Provide staff with an expanded teaching toolkit to enhance teaching and learning for all pupils – Clicker 8, classroom secrets, Whiterose maths, literacy shed extra</p>										
<p>Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with the Maths and English leaders to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT ensure all disadvantaged pupils make expected progress in core subjects. SLT will regularly scrutinise books and outcomes of disadvantaged pupils.</p>										
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Many disadvantaged pupils have been impacted significantly by lockdown. • Staff have had to juggle the demands of leading home learning and this has proven challenging. • Many disadvantaged pupils have baseline assessments which are considerably below others. • 18% of our pupils have speech and language barriers on arrival in our school. 										
<p>Projected spending</p>	<table border="1"> <thead> <tr> <th></th> <th>£</th> </tr> </thead> <tbody> <tr> <td>Leadership release time</td> <td>4,440</td> </tr> <tr> <td>Art of brilliance training</td> <td>2,400</td> </tr> <tr> <td>Teaching toolkit</td> <td>£3,050</td> </tr> <tr> <td>Total</td> <td>6, 840</td> </tr> </tbody> </table>		£	Leadership release time	4,440	Art of brilliance training	2,400	Teaching toolkit	£3,050	Total	6, 840
	£										
Leadership release time	4,440										
Art of brilliance training	2,400										
Teaching toolkit	£3,050										
Total	6, 840										

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2021
Phonics	Achieve national average expected standard	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

Targeted academic support for current academic year

Measure	Activity														
Priority 1 Reading	<ul style="list-style-type: none"> To ensure that the new Phonic Reading Scheme RWI is monitored closely and pupils making below expected progress are identified in Target Setting meetings Target disadvantaged pupils using in house data and provide a catch up LSA and additional teacher time to close the gap. To create a welcoming and positive reading environment which invites children to sit and enjoy reading for pleasure To analyse summative assessment data and identify the children who require catch up To promote a love of reading throughout school 														
Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none"> To increase capacity of adults in every YG from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains To upskill support staff with appropriate approaches and pedagogy to teaching interventions To identify pupils who may require more targeted support on a daily basis – high quality intervention. 														
Barriers to learning these priorities address	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress. 														
Projected spending	<table border="1"> <thead> <tr> <th></th> <th>£</th> </tr> </thead> <tbody> <tr> <td>Staff CPD</td> <td>4,000</td> </tr> <tr> <td>Learning Support Staff in every class to accelerate learning</td> <td>58,000</td> </tr> <tr> <td>RWI Training</td> <td>4,000</td> </tr> <tr> <td>RWI Resources and books</td> <td>2,000</td> </tr> <tr> <td>Reading village</td> <td>6,600</td> </tr> <tr> <td>Total Projected Spend</td> <td>74,600</td> </tr> </tbody> </table>		£	Staff CPD	4,000	Learning Support Staff in every class to accelerate learning	58,000	RWI Training	4,000	RWI Resources and books	2,000	Reading village	6,600	Total Projected Spend	74,600
	£														
Staff CPD	4,000														
Learning Support Staff in every class to accelerate learning	58,000														
RWI Training	4,000														
RWI Resources and books	2,000														
Reading village	6,600														
Total Projected Spend	74,600														

Wider strategies for current academic year

Measure	Activity
Priority 1 To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> To identify pupils who are falling behind national To provide support for families with low attendance To provide pupils with the opportunity to attend the Breakfast Club for free Admin team to keep a close eye on attendance and keep a record of Covid related absences. Update DFE register daily during periods of closure.

Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current restrictions caused by #Covid19 To provide greater enrichment opportunities for disadvantaged pupils. To have themed curriculum days to deepen children's understanding of specific topic areas 		
Barriers to learning these priorities address	<ul style="list-style-type: none"> Poor attendance, including the impact of #Covid19 Unavoidable bubble closures Lateness and lack of readiness for school Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted 		
Projected spending		£	
	Breakfast club	1,200	
	Administrator 0.2 FTE	4,467	
	Learning Mentor 0.6 FTE	11,728	
	Total Projected Spend	17,395	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development and adequate time is created to ensure that senior staff are released from teaching to improve standards across the school.	Use of INSET Days and twilight sessions. Cover for the SLT / SMT on a weekly basis All subject Leaders to be released for half a day every half term – cover provided
Targeted support	Ensuring every Year Group gets additional 'catch up' support. This will be in the form of an LSA. The named person will work all year in the same Year group for consistency.	Each Year group to have a full time LSA in addition to any 1:1 support, needed within the classroom. This will reduce the pupil / adult ratio and lead to focussed small group support
Wider strategies	Engaging the families facing the most challenges	Building relationships with families, providing access to additional food and service (gas/electricity) ensuring families feel supported and able to reach out to school if they are struggling.

TOTAL PROJECTED SPEND	£101,653
------------------------------	-----------------