Pupil premium strategy statement – Crossley Fields J and I 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	515
Proportion (%) of pupil premium eligible pupils	22% (112 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Nic Shepherd
Pupil premium lead	Nic Shepherd
Governor / Trustee lead	Rachel Supuk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176, 120
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£176, 120

Part A: Pupil premium strategy plan

Statement of intent

At Crossley Fields J and I School, our intention is that all pupils, irrespective of the challenges they face or their backgrounds, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals. We will consider the challenges faced by vulnerable pupils, such as those who are socially disadvantaged or adopted from care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils at Crossley Fields J and I School. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Our approach will be responsive to common challenges and individual need.

To ensure they are effective we will:

• Ensure that teaching and learning opportunities meet the needs of all our pupils.

• Ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.

• In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

• Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

• Reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.

• Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Low entry to the Early Years Foundation Stage in all areas
2	Attendance and punctuality issues
3	Academic achievement in reading, writing and maths was typically lower for PP pupils across school in 2023-2024.
4	Phonics – Assessments and observations with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This impacts on their development as readers.
5	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences

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
Phonics	Pupil Premium pupils will achieve in line or better than their peers both in school and nationally
Progress and outcomes in reading	Outcomes and progress will be in line or better than their peers both in school and nationally
Progress and outcomes in writing	Pupil Premium pupils will achieve in line or better than their peers both in school and nationally
Progress and outcomes in maths	Outcomes and progress will be in line or better than their peers both in school and nationally
Attendance	Ensuring attendance of disadvantaged pupils is above 95%

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (including NPQs)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET	1, 3, 4
Releasing AHTs	Providing time for Assistant Headteachers to support staff to identify barriers to learning and possible intervention activities.	1, 3, 4
Releasing class teachers and AHTs so SLT can meet regularly with class teachers to discuss progress and attainment, identifying targets children and interventions to reduce differences.	The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.	1, 3, 4
Teaching assistants to attend whole school training	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children	1, 3, 4
Prioritising the provision in Foundation Stage	Children need a flying start to education- particularly those from disadvantaged backgrounds as when they start they are already behind their peers.	1

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing additional 1:1 and focused group reading and phonics support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	1, 4
Small and 1:1 tuition focussing on English and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, 1-1 and in small groups.	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding breakfast club places	Research shows that hungry children do not perform well.	2
Attendance manager to monitor the attendance of pupils in school.	There is considerable research highlighting the importance of good attendance on performance and outcomes.	2

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Disadvantaged Pupil Attainment Scores for Last academic Year (23/24)

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	28	3772	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	43%	66%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	8%	10%
Average score in reading	103	106	106
Average score in maths	101	105	106

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider