



Crossways Infant Pupil Premium Strategy 2020-21

At Crossways, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential both academically and socially. This is reflected in our school mission statement, "Standing on Tiptoe". Our school values of respect, compassion, independence, creativity, self belief, collaboration and resolve underpin our learning culture. We have the highest expectations for all pupils and we continually strive to ensure that no pupil is left behind in their learning.

When deciding how to spend the Pupil Premium allocation it is important that we look at the barriers faced by Pupil Premium pupils in the context of our school and focus the spending on addressing these barriers to learning and social context. Each pupil is unique in their situation and our response to their needs must reflect this.

With this in mind, at Crossways we aim to build the capacity and expertise of all staff to enable us to provide a highly personalised programme of support which allows each child to reach their full potential.

Our key objective in using the Pupil Premium allocation is to diminish the differences in attainment and achievement between our pupil premium children and others. At Crossways, we aim to remove the differences in attainment for these pupils and provide them with every opportunity, to not only catch up (if appropriate) and attain as well as the less disadvantaged children, but to raise their aspirations and consequently life chances. It is also important to remember that our pupil premium children are not always those that are low attainers and we strive to enable all of our children to reach their full potential.

In order to diminish any differences that exist between Pupil Premium pupils and others we will ensure that:

- A high profile is given to disadvantaged pupils
- All staff are accountable for the progress of disadvantaged pupils

The progress and attainment of all pupils at Crossways is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop our strategies. Each class teacher meets termly with senior leaders to discuss all of their pupils and to unpick the most appropriate strategies to maximise potential.

From our **Pupil Premium allocation of £13450** for 2020-21, our funding priorities identifies the following key areas to address the barriers for our children:

1. Learning and the curriculum
2. Emotional well being and mental health
3. Staff training
4. Parents and families
5. Enrichment within and beyond the curriculum

Outlined below are areas of support for our Pupil Premium children that are currently identified. Please be aware that spending is subject to change as the needs of pupils are further identified in order to fully address their requirements.

This strategy statement will be due for review September 2021
All evidence used can be found in links at the end of the document

Pupil Premium spending	Expected outcomes and impact
<p>Key area 1</p> <p>Barrier: Ensuring all Pupil Premium pupils (lower and higher attainers) are maximising their progress, at least in line with their non PP peers through a curriculum focus: 'Increase the percentage of Pupil Premium children working at age related expectations in reading, writing and maths.'</p> <p>Action: Further develop and refine tailored Pupil Premium intervention sessions through individual/small group pupil support, in class support and tailored intervention programmes, extending the process to develop higher achievers more frequently.</p> <p>Approx. cost: £9000</p> <p>Evidence: Ways to spend PP budget link (below) shows 5+ months progress Progress of Pupil Premium children over preceding years Tracking system used by intervention leader Staff opinions</p>	<ul style="list-style-type: none"> ● Improved progress of PP group ● Accelerated progress of higher achievers, where appropriate ● Diminishing differences in attainment and progress in English and Maths between PP group and non PP group. ● Extending the attainment of middle/higher level achievers ● Increase in self esteem ● Children have a better understanding of what they need to do to continue to make progress
<p>Key area 2</p> <p>Barrier: Providing adequate opportunities to open up about feelings/emotions alongside providing different life experiences outside of the curriculum</p> <p>Action: Provide opportunities for experiences that are different to those within the constraints of the curriculum, that will allow the children to experience new activities/ideas and provide relaxed surroundings to allow conversations about emotions/feelings/issues</p> <p>Approx. cost: £500</p> <p>Evidence: Web links below</p>	<ul style="list-style-type: none"> ● Opportunities provided for activities and experiences beyond the curriculum ● Opportunities for more discussion between staff and children to help develop a better understanding of emotions and maintain a positive mental health ● Develop across a range of school values ● Provide more opportunities for a greater range of staff to be involved with PP children ● Develop strategies for valuing self-worth in PP (and all pupils)
<p>Key area 2</p> <p>Barrier: Ensuring that children are supported during lunch times</p>	<ul style="list-style-type: none"> ● Additional support provided to help facilitate purposeful play at lunchtimes – improving social and

<p>in order to encourage the development of social and emotional skills.</p> <p>Action: Lunch time club for part of lunchtime to develop friendships and overcome any barriers to learning e.g. social, emotional.</p> <p>Approx. cost: £1150</p> <p>Evidence: Web links below</p>	<p>emotional skills.</p> <ul style="list-style-type: none"> Targeted pastoral/behavioural support at playtimes to support and improve social / emotional skills of targeted children.
<p>Key area 3 Barrier: Ensuring all staff are trained in appropriate skills, techniques and interventions in order to provide Quality First Teaching</p> <p>Action: Signpost staff to appropriate training to meet the needs of the Pupil Premium children</p> <p>Approx. cost: £250</p> <p>Evidence: N/A</p>	<ul style="list-style-type: none"> Staff feel confident in addressing the needs of their Pupil premium children and know how to seek help where necessary Staff are able to support children more effectively, responding to their needs as appropriate and in accordance with the law. Staff are more able to correctly identify the needs of children and including their barriers to learning and how to remove them.
<p>Key area 3 Barrier: Ensuring all staff (including new starters) are refreshed/reminded and confident in the different categories of Pupil Premium, the funding attached and PP process</p> <p>Action: Staff meeting</p> <p>Approx. cost: £250</p> <p>Evidence: N/A</p>	<ul style="list-style-type: none"> Staff are confident in describing the categories of PP, the school processes, funding allocations and personal responsibilities for PP children.
<p>Key area 3 Barrier:</p>	<ul style="list-style-type: none"> Senior leader has a clear overview of Pupil Premium spending, correct

<p>Provide dedicated management time to oversee the provision within the school of Pupil Premium</p> <p>Action: Ensure dedicated time is built into the timetable of one of the school's senior leaders to oversee and strategically lead provision alongside support from other members of the school team</p> <p>Approx. cost: £1000</p> <p>Evidence: Strategic leadership and accountability is essential within the funding of Pupil Premium. Use of a senior leader to oversee this initiative also ensures Pupil Premium have a voice within school and their needs are part of the ongoing school development.</p>	<p>support in place for individuals through tracking of data and monitored changes in progress and attainment.</p>
<p>Key area 4 Barrier: Wrap around childcare for families to access</p> <p>Action: Specific families invited to make use of breakfast club and Crossways Kites</p> <p>Approx. cost: £600</p> <p>Evidence: A brief compiled by the Food Research and Action Centre outlines the correlation between breakfast and school performance among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness. Children who do not eat breakfast at home or at school were less able to learn.</p>	<ul style="list-style-type: none"> • Children are provided with quality before and after school provision and are given breakfast to ensure they are ready to learn • Parents supported with child care at the beginning and end of the school day.
<p>Key area 4 Barrier: Unsuitable or inappropriate school uniform</p> <p>Action: Fund specific items for Pupil Premium children as and when appropriate</p> <p>Approx. cost: £200</p>	<ul style="list-style-type: none"> • All PP children have appropriate school uniform

<p>Evidence: N/A</p>	
<p>Key area 5 Barrier: Improving the quality of provision for all Pupil Premium children</p> <p>Action: Ensure all children can access school trips/events/residential/music lessons as well as extra-curricular clubs and enrichment opportunities</p> <p>Approx. cost: £500</p> <p>Evidence: N/A</p>	<ul style="list-style-type: none"> • All Pupil Premium children have a positive attitude towards school life and learning • Increase in skills of individual children

Useful links

Successful ways to spend PP budget:

<https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>
<http://www.pac-uk.org/wp-content/uploads/2014/08/PAC-UK-Education-Service-Pupil-Premium-Plus-Flyer.pdf>

Forces reading:

<http://www.readingforce.org.uk/>
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>

One to one reading:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/>

Small group tuition:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>

Parental support:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/>

Breakfast club:

<https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/>
<http://frac.org/wp-content/uploads/2009/09/breakfastforlearning.pdf>

Leadership:

<https://nctl.blog.gov.uk/2015/01/21/pupil-premium-reviews-using-system-leaders/>
<https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf>
<https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/>
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

Training:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>



Music tuition:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/>

Technology:

<https://www.yumpu.com/en/document/view/15991850/pupil-premium-how-e-learning-can-bridge-the-attainment-gap>

ELSA-does it make a difference?

http://www.elsanetwork.org/index.php?option=com_content&view=article&id=5&Itemid=5

Mental health/self-esteem:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf

<https://www.pac-uk.org/wp-content/uploads/2014/08/PAC-UK-Education-Service-Pupil-Premium-Plus-Flyer.pdf>