

Pupil premium strategy statement – Crosshill School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	176
Proportion (%) of pupil premium eligible pupils	47%
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	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Pemberton
Pupil premium lead	Rachel Kenworthy
Governor / Trustee lead	Dot Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64748
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£64748

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- Our aim is to use our pupil premium allocation to help us to continue to ensure that there is no academic or social gap between our non-pupil premium and pupil premium learners, ensuring that ALL students within Crosshill School are provided with the same experiences and opportunities regardless of background or external factors. Every student who attends Crosshill should leave us fully prepared for the next stage in their life.

As a school we work extremely hard to ensure that we meet the needs of the children, their families and the local community that we serve. To do this effectively we ensure that we offer services that go above and beyond just meeting our educational expectations.

Our PP learners at the heart of our decisions regarding high-quality curriculum, teaching, staffing and resourcing across the school year on year, as we know that providing quality first teaching is the most effective way to ensure students who are in receipt of pupil premium will succeed.

Alongside focusing on our universal offer, we will ensure that bespoke interventions support these learners to be ready to learn. Our strategy is driven by the data we gather throughout the year; including academic, attendance and behaviour and each intervention is monitored and evaluated to ensure it has the desired outcome.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that PP students are more likely to be in our 'Red' attendance category, missing more than 10% of schooling each year. (62% of persistent absentees are PP)
2	Our behaviour data tells us that PP students are more likely to be on the Behaviour monitoring list (currently 66%), as they have higher rates of Social, Emotional and Mental Health needs.
3	Our academic data shows there is a slight gap between our PP and Non-PP students, and they are more likely to have lower reading ages.

4	Information gathered from parents, evenings, suggests our PP families are less likely to engage with school. At the last parents evening only 29% of PP families attended in person.
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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
Improve attendance rates for PP students, with a lower proportion classed as persistent absentees.	Attendance data for PP students will show a decrease in number of students who are classed as persistently absent. Overall PP attendance will improve.
Our PP students are better able to regulate their own emotions and are able to engage more successfully in all aspects of school life.	Behaviour data will show a decrease in the number of Level 3 and 4 incidents for students receiving PP funding.
PP students make expected or exceptional progress in all subjects, and particularly at key transition points such as yr6, yr11 and yr14	Qualification data shows students have made at least expected progress. Progress data will show the gap between PP and Non PP has narrowed.
A higher proportion of PP families engage with our school community more pro-actively	Data from parents evening, EHCplan reviews and coffee mornings, show a higher proportion of PP families have engaged.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Utilise phase leaders to begin to lead key subjects areas in English, Maths, STEM and PHSE to develop</i>	Effective Middle Leadership supports more successful curriculum delivery and promotes collaborative working opportunities	3

<i>and embed the curriculum in these key areas, supporting teachers to deliver high quality lessons</i>	https://www.ambition.org.uk/research-and-insight/research-insight-effective-middle-leadership/	

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide students with a comprehensive phonics and comprehension programme to ensure students have the opportunity to become functional readers by the time they leave us.	Structured reading intervention ensures students develop the foundations needed in order to embed their phonetic knowledge https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf	3
Develop an English and Maths intervention programme under guidance of phase leaders, to provide targeted academic support (delivered via TA3)	Targeted Maths intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy Handwriting intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine	3

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

Budgeted cost: £ 31,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to support the school's	Promoting good attendance and keeping it high profile is key to ensuring parents/carers	1

<p>Early Help Attendance offer, by paying house visits, making check in attendance calls and supporting students and families on behaviour contracts x1day per week.</p>	<p>understand the responsibility they have and, the impact this has on outcomes for students.</p> <p>Gov attendance research</p>	
<p>Family support worker role to engage harder to reach families in positive activities within school, to build more successful relationships and encourage families to take a more active role in their child's education.</p>	<p>Parents play a vital role in supporting and promoting their child's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3
<p>Continue to provide a free breakfast to all students.</p>	<p>Studies show that providing children with breakfast enables them to be more prepared for learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1733264661</p>	2
<p>Ensure PP students are provided with opportunities to experience visits such as theatre trips and residential, supporting them to develop the ability to regulate their emotions in a variety of different situations, and supporting their understanding of the curriculum.</p>	<p>Increasing Non-Formal Learning opportunities drives positive outcomes for children.</p> <p>https://cfey.org/reports/2021/10/enriching-education-recovery-the-role-of-non-formal-learning-and-extra-curricular-activities/</p>	1, 2
<p>Continue to develop our SEMH intervention programme, to enable more students to access ELSA (TA3 to deliver)</p>	<p>ELSA interventions have shown to improve, behaviour, relationships and mental well - being.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2022/10/Evaluating-the-impact-of-ELSA-Research.pdf</p>	2,3

Total budgeted cost: £ 64748

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Data has shown our attendance did improve overall last year, compared to the previous year and the number of PP students classed as persistent absentees did reduce over the course of the year, largely due to the work the FSW did with harder to reach families (by 6%), but more work needs to be done in this area going forward.

PP students took part drumming and clarinet lessons and pupil voice showed they enjoyed them, they even performed at the end of term assemblies.

Due to staffing, Forest school was timetabled to be delivered to all year 7 students rather than through DT, pupil voice was particularly strong, and pupils said they really enjoyed taking part in outdoor activities, behaviour data showed incidents of disengagement during Forest School lessons were low.

The pastoral manager and FSW were actively involved with 15 disadvantaged families last year at our Early Help level, by the end of the year 10 families had come off the Early Help support plan as significant improvements had been made to student attendance and readiness to learn.

6 PP students accessed Play therapy and SDQ scores did improve. Parent, student and teacher voice also indicated students felt the sessions were beneficial.

The up take for breakfast continues to be strong, ensuring all students are better equipped to deal with the demands of the school day.

Curriculum offer leads were created and helped to drive forward the long term curriculum vision planning sequences. Teaching observations last year, highlighted staff could articulate and understood the sequences of learning within core subjects.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.