

# Pupil Premium Strategy Statement

## Cross Gates Primary School, LS15 7NB

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) 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	Cross Gates Primary
Number of pupils in school	208 (Rec to Y6) +46 Nursery (Age 2-4)
Proportion (%) of pupil premium eligible pupils	41% (85 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 & 2025-2027
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025- budget setting
Statement authorised by	James Garden (Headteacher)
Pupil premium lead	James Garden
Governor / Trustee lead	Nigel Turner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,524
Recovery premium funding allocation this academic year	£3553 + £2363 (Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,440

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Cross Gates, including those who face additional challenges, make at least expected progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The support provided by school, as well as outside agencies, is a vital part of our strategy.

High quality teaching is at the heart of our approach, and our commitment to staff professional development is at the core of this. Quality first teaching has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Providing curriculum enrichment opportunities is a key part of our strategic plan (Curriculum Offer 2024-2025- details on website [www.crossgatesprimary.co.uk](http://www.crossgatesprimary.co.uk) ) and contributes greatly to outcomes as well as ensuring that all pupils have a well-rounded education and are ready for life once they fly the Cross Gates nest. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring 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.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Context and Demographic

The school serves a much more deprived community compared to the national, the deprivation indicator is 0.35 compared to 0.21 nationally. The Index of Multiple Deprivation (IMD) ranks the community as 2935 out of 32,844 in

terms of deprivation (1 is most deprived), placing it in the most deprived 10% nationally.

### Consideration of Evidence

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) (EEF) is central to this. For example, evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils and therefore we invest a significant amount in continuing professional development.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and be prepared for high school
- Disadvantaged children to experience wider opportunities which add to a rich tapestry of life experiences ensuring they are not culturally disadvantaged to non-disadvantaged children Nationally.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication gaps identified with significant vocabulary gaps among disadvantaged children.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Social, emotional and mental health issues from chaotic and challenging home lives with low aspirations of achievement.
4	Negative impact on progress and low attainment of children across school from starting points, exacerbated by COVID lockdowns leading to children needing to catch up to age related expectations across the curriculum.
5	Our attendance data post COVID indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism and persistent absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Disadvantaged children to Improve oracy skills and deepen understanding and use of tier 2-3 vocabulary across all curriculum areas	Triangulation of evidence through book scrutiny, SALT notes and formative assessments show an increase in oracy outcomes and word gap closure in classes
By the end of the EYFS, children make rapid progress from starting points	Percentage of children being 'on track' is in line with National expectations
SEMH needs of children met, removing barriers to learning promoting aspirations for all to succeed	Accurate provision mapping of specific needs and targeted support or signposting given to children and where appropriate families, leading to improved wellbeing and higher aspirations
High quality teaching and learning for all groups of learners	All children to make at least expected progress in Reading, Writing and Maths with some making accelerated progress from starting points
Sustained improvement in attendance for all children with a reduction in persistent absenteeism, particularly for those who are disadvantaged	The attendance percentage for all children, including disadvantaged is above National (96%) and the percentage of children classed as persistently absent is below National.

## 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: £95,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Assistant allocated used to screen all EYFS children on entry and deliver bespoke SALT programmes. SALT used to provide advice, referrals to NHS and support and training for staff (NELI, Talk Boost, Elklan)</p> <p>£30,894</p>	<p>Over three quarters of EYFS (Nursery) children enter with delayed spoken language (identified from baseline assessments)</p> <p><i>(EEF Toolkit)</i></p>	1,2
<p>Further investment in DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children</p> <p>£1200 Resourcing £750 Little Wandle Membership</p>	<p>Little Wandle- Letters and Sounds Revised- DfE validated scheme.</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF)</i></p>	1,2,4
<p>Purchase of standardised diagnostic assessments</p>	<p>NFER Reading tests purchased for Y1-Y6 to provide accurate summative assessments.</p>	1,4

£364	<i>Diagnostic assessment is crucial for understanding the specific elements of education (DfE 2021)</i>	
High quality teacher CPD through West Yorkshire Maths Hub.  £3000	Facilitation of the development and embedment of the Mastery approach within school.  <i>(The EEF Guide to the Pupil Premium)</i>	4
Appointment of a Learning Mentor  £27,489	Working in both a safeguarding capacity and mentor role to provide support to children and families responding to crisis situations and barriers to learning.  <i>(EEF- Toolkit- Social and Emotional Learning)</i>	3,5
Appointment of an Inclusion Support Worker across EY, KS1 & KS2  £26,032	Working proactively to defuse and respond to incidents of poor mental wellbeing and SEMH need across school.  <i>(EEF- Toolkit- Social and Emotional Learning)</i>	3,5
Staff CPD from specialist consultants and trainers relating to quality first teaching, SEMH and curriculum development  £4520 £1670 Team Teach	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.  <i>(EEF- Toolkit- Metacognition and self regulation)</i>	4

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

Budgeted cost: £86,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant across	Small group tuition has an average impact of four months'	4

<p>school to increase capacity of 'same day intervention' and targeted support (SA)</p> <p>£11564</p>	<p>additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>(EEF- Toolkit- Small group tuition)</p>	
<p>Same Day Interventions- Maths and English (TA led across KS1 &amp; KS2)</p> <p>(See Provision Mapping)</p> <p>£12,517 (£10.98/hr x 1hr per day x 190 days)</p>	<p>The same day intervention activities (pre-teach and catch up) are designed to improve fluency and understanding of mathematical concepts.</p> <p>(EEF- Toolkit- Small group tuition)</p>	1,4
<p>Additional teacher (LP) employed to deliver same day interventions – Wave 2 and 3 (disadvantaged)</p> <p>£62,706</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>(EEF- Toolkit- Small group tuition)</p>	4

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

Budgeted cost: £22,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cluster services (Seacroft Manston) are bought into to support those children and families with barriers to learning and school</p> <p>£12,840</p>	<p>Cluster services allow us to access support relating to counselling, therapeutic support, family support, play therapy and improving attendance support.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3,5

	<i>(EEF- Toolkit- Social and emotional learning)</i>	
<p>Area Inclusion Partnership services are bought into to support those children at risk of permanent exclusion</p> <p>£1,410</p>	<p>AIP support provides inclusive opportunities for children with SEMH to access mainstream provision.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><i>(EEF- Toolkit- Social and emotional learning)</i></p>	3,5
<p>Enhance children's cultural capital by subsidising experiences to make them accessible for all</p> <p>£4,000</p> <p>£4,500 (Leeds East Primary Partnership contribution)</p>	<p>Ensure all children have the opportunity to learn a musical instrument. Ensure all children have opportunity to curriculum enrichment through external trips, visits and excursions- Minimum of one enrichment per class per half term.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><i>(EEF- Toolkit- Arts participation)</i></p>	3,4,5

**Total budgeted cost: £205,456**

(£205,456-£168,440= £37,016)

Overspend of £37,016 to be taken from main school budget.



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Data Outcomes for July 2024

	SCHOOL 2022	SCHOOL 2023	SCHOOL 2024	NATIONAL 2024
EYFS GLD	62.1	63.3%	70%	67.7%
EYFS ATPS	30.4	30.2	29.4	
Year 1 Phonics	60.0	69.0%	77%	80.4%
Year 2 Phonics	63.6	60.0%	44%	55.3%
KS1 Reading EXS	65.2	63.4%	53%	
KS1 Reading GDS	0	13.4%		
KS1 Writing EXS	56.5	60.0%	53%	
KS1 Writing GDS	0	6.7%		
KS1 Maths EXS	65.2	66.7%	60%	
KS1 Maths GDS	0	10.0%		
KS1 RWM EXS	56.5	56.7%		
KS1 RWM GDS	0	3.3%		
Y4 Multiplication Check	83% (23/30) scored greater than 20 63% scored full marks	47% (14/30) Scored greater than 20	85% (22/26) Scored greater than 20 50% scored full marks	29% scored full marks
KS2 Reading Expected	46.7	51.7%	75.9%	74.2%
KS2 Reading GDS	3.3	17.2%	31%	28.4%
KS2 Reading Scaled Score	98.0	101.4	104.7	105.2
KS2 Writing Expected	50.0	75.8%	72.4%	71.6%
KS2 Writing GDS	0	3.4%	17.2%	12.8%
KS2 Maths Expected	33.3	79.3%	82.8%	73%
KS2 Maths GDS	0	24.1%	24.1%	23.7%
KS2 Maths Scaled Score	95.6	102.8	105	104.3
KS2 GPS Expected	53.3	72.4%	82.8%	72.1%
KS2 GPS GDS	3.3	24.1%	31%	31.8%
KS2 GPS Scaled Score	99.4	102.0	105.8	105.2
KS2 RWM Expected	23.3	48.2%	61%	60.4%
KS2 RWM GDS	0	3.4%	10.3%	7.6%

#### School Attendance Data

2023-2024 All Pupils 92.9%

2023-2024 Disadvantaged Pupils 90.18%

#### Participation in residential/overnight trips

Year 4 Herd Farm 11 out of 15 disadvantaged children attended

Year 5 Whitby 10 out of 12 disadvantaged children attended  
Year 6 Liverpool 13 out of 15 disadvantaged children attended

### **Extra-Curricular Club Participation**

During the 2023-2024 period, 24 disadvantaged children from Years 1-6 attended extra-curricular after school clubs at Cross Gates Primary.

### **Targeted Support**

Individual Provision Maps (IPMs) outline the targets, strategies and provision to enable disadvantaged pupils with SEND to progress academically, physically, socially and emotionally, as appropriate. External specialists also evidence progress towards other areas of need, for example, speech and language, educational psychology and occupational therapy targets. 8 disadvantaged children from Reception to Year 6 currently receive additional speech and language support in school. 13 disadvantaged children access additional support from the Learning Mentor. Children in receipt of pupil premium are highlighted on Individual Provision Maps and Class Provision Maps detailing the targeted academic support they receive.

Our evaluation of the approaches delivered last academic year shows that the gap between disadvantaged pupils and all pupils is closing and that new intended actions and outcomes for 2024-2025 should continue to reduce the gap.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
TimesTables Rockstar	TTRockstars <a href="https://ttrackstars.com/">https://ttrackstars.com/</a>
Little Wandle Letters and Sounds Revised	<a href="https://www.littlewandlelettersandsounds.org.uk/my-account/">https://www.littlewandlelettersandsounds.org.uk/my-account/</a>
CPOMS Safeguarding	CPOMS <a href="https://www.cpoms.co.uk/">https://www.cpoms.co.uk/</a>
Insight Tracker	<a href="https://app.insighttracking.com/login">https://app.insighttracking.com/login</a>

## Further information (optional)

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

### References Used

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/contact-details-for-the-validated-systematic-synthetic-phonics-ssp-programmes>

<https://educationendowmentfoundation.org.uk/>

<https://nationaltutoring.org.uk/news/why-should-schools-utilise-the-national-tutoring-programme/>

<https://fft.org.uk/tutoring/>