

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Farm Infant Academy
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	20 children 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ali Stone (Academy Head)
Pupil premium lead	Ali Stone & Linsey Mott
Governor / Trustee lead	Barry Meacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20370
Recovery premium funding allocation this academic year	£2175
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	£22545
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Observation and discussions with pupils indicate social and emotional resilience of some pupils affects learning, relationships and wellbeing

2	Observations and discussions with pupils indicate readiness for learning in the morning, possibly stemming from late arrival and attitude (see external barriers)
3	Assessment, observations and discussions with pupils suggests core skills (word reading, reading comprehension, development of writing skills, arithmetic skills and understanding of times tables) need further development
4	Our assessments, observations and discussions with pupils shows progress of learning is lower than expected with fewer children achieving greater depth in disadvantaged pupils.
5	Our behaviour monitoring shows that increased unexpected behaviour in some of our disadvantaged learners.
6	Our attendance data over the past 12 months indicated some attendance is below our 97% target, including late arrival, periods of illness and unauthorised absence
7	Discussions with parents and pupils suggest home support from families and links between home and school, for some children, affects progress and attainment
8	Observations and discussions with families and pupils shows complex family dynamics affects relationships and wellbeing for some children
9	Observations and discussions show more pupils from disadvantaged families with language barriers for children with EAL in EYFS/Key Stage 1

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
Improved social and emotional resilience	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in unexpected behaviour letters. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Improved resilience as measured by the JIGSAW REST programme.
Improved readiness for learning in the mornings and between transitions.	Assessment and observations indicate improved readiness for learning including engagement in lessons.
Improved reading attainment among disadvantaged pupils with increase of children achieving greater depth.	KS1 Reading Outcomes in 2024-2025 show more than 80% of disadvantaged pupils met

	the expected standard with 10% achieving greater depth.
Improved writing attainment among disadvantaged pupils with increase of children achieving greater depth.	KS1 Writing Outcomes in 2024-2025 show more than 80% of disadvantaged pupils met the expected standard with 10% achieving greater depth.
Improved maths attainment among disadvantaged pupils with increase of children achieving greater depth.	KS1 Maths Outcomes in 2024-2025 show more than 80% of disadvantaged pupils met the expected standard with 10% achieving greater depth.
Improved behaviour in disadvantaged children.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in unexpected behaviour letters. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0. • the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Improve support at home for disadvantaged pupils	<p>Early identification of low-level support from home and provide training and support for families to increase this.</p> <p>Discussions with pupils and parents shows increase in engagement.</p> <p>Further support from Kite Family Hub.</p>
Improved outcomes for EAL children including disadvantaged children.	<p>Assessment, observations and discussions with pupils shows high quality learning for EAL children.</p> <p>EAL tracker used to monitor progress of EAL pupils.</p>

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is good and frequently outstanding in every classroom every day.</p>	<p>Regular monitoring by all staff to ensure teaching is good or better and shared good/outstanding practice is being shared regularly across Academy.</p> <p>Learning walks focus on feedback to improve. CPD/coaching identified if useful.</p> <p>Training provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with current programmes.</p> <p>ECT support programme in place to ensure they develop in to good/outstanding teachers.</p> <p>Focus on early reading to enable support of learning across the whole curriculum.</p>	<p>3, 4 and 9</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage. Accelerated progress seen for children who are not making expected progress.</p>	<p>Continual raising of teachers' expectations of PP children and provision of challenge for these children in all lessons. PP children discussed at pupil progress meetings and interventions or support planned once identified.</p> <p>Books and equipment to support the delivery of quality first teaching and individualised learning including resources for interventions.</p>	<p>3, 4 and 9</p>
<p>Development of our Systematic Synthetic Phonic Programme ELS to secure strong phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>3</p>

teaching for all pupils. Keep up programme	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Mastering Number programme	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

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

Budgeted cost: £14,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language champions in EYFS and KS1	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3 and 4
ELSA	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 and 2
Interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4 and 9
School Led Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	3, 4 and 9

	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Behaviour monitoring and targeted support for those in need.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
FSW	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	7 and 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £22,545

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 2020 to 2021 academic year.

Attendance was good for 2021-2022 with attendance figures generally in line with a small gap, however we will monitor this carefully as we have noticed an increase in lates and absence patterns. FSW supporting families in routines and attendance, slight improvements in attendance toward the end of the year. This work continues.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The Behaviour policy along with close monitoring and extra support for children (Elsa) has shown a decline in unexpected behaviours. This work continues for the current academic year (22-23) as children settled into normality in school and become better at self-regulating through greater self-awareness and also through the support of the Zones of Regulation (ZoR) behaviour system. The children are also benefitting from a sustained period of time in school with peers. Reports of unexpected behaviours continues to fall with 29 incidents reported during autumn 1 falling to 17 incidents in autumn 2. Of those incidents there are a small number of children who are responsible for the majority of incidents and in each case, there is either a level of SEND or behaviour concerns being monitored by staff. Staff are also aware of who these children are and what their current triggers are so that cases and incidents can be avoided through better support where possible. Of the 17 reported incidents this half term, 3 were attributed to PP children- in fact only one child, so there is no defining link between PP children in our setting and poor behavioural choices.

Jigsaw rest programme no longer being explored as no secure impact measured.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line in key areas of the curriculum.

We have seen a decline in the number of children achieving greater depth.

Mastering number introduced 2021- 2022/2023 aim to embed practice and share with other academies.

End of Key Stage One results for 2021-2022

Targeted interventions for PP showed an impact in number of children getting expected/secure.

Maths

Developing – 22.2%

Secure – 77.8%

Reading

Developing 33.3%

Secure 66.7%

Writing

Developing – 44.4%

Secure – 55.6%

EYFS 2020-2021

Of the PP children who left EYFS achieving GLD in reading, writing and maths 100% of them left Year one at the end of the academic year 2020-2021 secure in reading, writing and maths.

All children who left EYFS achieving GLD in reading, writing and maths

96.8% left year 1 secure in reading

97.1% left year 1 secure in writing

75% left year 1 secure in maths

All Children

Year 2 phonic retakes 2019-2020 - 89% pass

Year 2 phonics retakes 2020-2021 - 92% pass

Work to continue in raising number achieving in Greater depth.

2022-2023

Attendance was good for 2022-2023 with attendance figures generally in line with national average, however we will monitor this carefully as we have noticed a pattern of lateness and persistent absence, Inclusion and Welfare Officer supporting the school and families with this. Absence improved over the second half of academic year, we will continue to work with our families to further improve attendance.

Our assessments and observations have highlighted that there continues to be an impact around pupil behaviour, wellbeing and mental health following COVID-19-related issues.

Since the introduction of the behaviour policy linked to the Zones of Regulation was launched alongside the extra support we are providing in school through ELSA and so-

cial interaction groups we have continued to see a steady decline in unexpected behaviours. Through consistent application of behaviour procedures and by encouraging the children to openly express how they are feeling rather than reacting in any given situation, our children have become much better at regulating their own behaviour. During the academic year 22-23 unexpected behaviours fell in number each half term, beginning at 29 in Autumn 1, falling to just 5 reported incidents in Summer 2. Of these incidents there are a small number of children who are responsible for the majority of incidents and in each case, there is either a level of SEND or behaviour concerns which are being monitored by staff and where necessary further support plans have been written to support these children. All staff are also aware of who these children are and what their current triggers are so that cases and incidents can be avoided through better support where possible. For the last academic year (22-23) of all reported unexpected behaviour incidents reported that were linked to PP children (30), one child was responsible for 50 % of these. This child had a support plan in place and through constant dialogue with their parent and support from staff, we were able to reduce these incidents from 10 in the first half of the year to 5 in the second half with only 1 reported incident in Summer 2.

Our internal assessments during 2023/23 suggested that there was a decline in the performance of disadvantaged pupils in key areas of the Key Stage One curriculum when compared to non-PP pupils. However, further analysis showed that of the disadvantaged pupils, 23.5% were new to the country and new to English, and 47.1% of disadvantaged pupils also had an identified SEND need as additional barriers to learning.

Despite this, disadvantaged pupils were more likely to made expected or accelerated progress in reading than their non-disadvantaged peers.

For PPG/Disadvantaged Pupils to have improved emotional well-being and social outcomes

Over the academic year, 11 (48%) of PP children received support from our ELSA in the following areas:

- Social skills- playing games with peers
- Parental Separation- To have a safe place to talk about the changes that have happened to their home life and share any worries they may have.
- Regulating Emotions- To know what tools are available when not in the green zone.
- Expressing Emotions - To know what different emotions look like, feel like and what they are called: Happy, sad, angry, scared.
- Managing Anxieties - To know what a worried face looks like. To understand how worries can make their body feel uncomfortable. To identify if their worry is a BIG or SMALL worry.

In our extra-curricular clubs, 18 places were allocated PP including Playball, Boogie Pumps, Gremlins Dance, Art, Football and Multi-Sports and lunchtime games club. Of these placements, 78% were funded by the school. In addition, all children in the school attended teacher led clubs including ukulele and gardening.

High quality CPD for all staff included:

- CPD maintained for phonics and reading.
- Bluehills training
- Spaced Retrieval
- Inclusive Classroom
- Colourful Semantics
- Social Stories
- Attention Autism Bucket

End of Key Stage One results for 2022-2023

Attainment results shows that targeted support for PP children is strongest in Reading and Maths.

Maths (5.9% working out of year group)

Developing – 47.1%

Secure – 41.2%

Reading

Developing 41.2%

Secure 41.2%

Writing

Developing – 41.2%

Secure – 29.4%

Of the PP children who left EYFS in 2022 achieving GLD in reading, writing and maths 100% of them left Year one at the end of the academic year 2022-2023 secure in reading, writing and maths.

Year One Phonics

57% PP children passed the phonic screening check in 2023.

EYFS 2022-2023

28.6% of disadvantaged pupils met their ELG by the end of 2023.

All Children

Year 2 phonic retakes 2022-2023 – 40% pass for all pupils who re-took the screening check and 40% pass for disadvantaged pupils only.

An action plan is in place and is being closely monitored to ensure all pupils in Year 2 who did not pass the phonic screening check in 2023 will pass it in 2024.

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

Programme	Provider
ELS	Essential Letters and sounds
Mastery number	Maths Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>1:1 intervention support for reading and phonics, writing, handwriting.</p> <p>Daily additional reading.</p> <p>ELSA support for regulating emotions and social skills.</p> <p>Additional support when transition to new school</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Steady progress made in writing and science.</p> <p>Increased independence with learning and completing short tasks.</p> <p>Smooth transition process to new School.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continue to embed our effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activities had had the most impact and reviewed where impact had not been seen.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils which includes individual case studies for disadvantaged children, regular monitoring of disadvantaged children by our lead, attendance monitoring, family support by our Kite Family support workers, regular training and advice reviewed and implemented as appropriate.