

# Crosshill School Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	Crosshill School				
Academic Year	2020-	Total PP budget	£36,110	Date of most recent PP Review	October
Total number of pupils	69	Number of pupils eligible for PP	32	Date for next internal review of this strategy	October 2021

## 2. Current attainment

### Progress Report for 2019-2020

#### Total 63 students in KS3 and KS4 at the end of Academic Year 2019 – 2020

Below is a year-on-year comparison of students who made expected or above progress in both English and Maths:

End of July	TOTAL		KS3		KS4		Boys		Girls		PP		NPP	
2017 – 2018	57	96%	33	94%	24	100%	35	97%	22	95%	31	94%	26	100%
2018 - 2019	61	92%	28	89%	33	94%	37	95%	24	87%	32	91%	29	93%
2019 – 2020	63	81%	33	76%	30	90%	36	86%	27	78%	25	80%	38	87%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A</b>	20% of students eligible for PP are working below their expected levels of attainment and rates of progress in English and Mathematics (compared to 18% of NPP).	
<b>B</b>	Students eligible for PP demonstrate a higher level of social, emotional and economically well-being need and often lack age appropriate life skills as well as having their basic needs met at home.	
<b>C</b>	Lack of funded access to Therapy services and sensory based provisions via EHCPs for some students eligible for PP are preventing them from engaging in learning effectively and making as much progress as they are capable of.	
<b>External barriers</b>		
<b>D</b>	Attendance rates of students eligible for PP are lower. This reduces their school hours and causes them to fall behind on average, particularly being impacted this academic year in relation to COVID responses.	
<b>E</b>	Students eligible for PP seem to be provided with less enrichment opportunities than our non-PP students in terms of experiencing learning outside of the classroom.	
<b>F</b>	Parental engagement of PP learner's families within academic and non-academic opportunities that school offer.	
<b>G</b>	Physical and Mental Health of our PP learners and their families is causing concern on the impact of progress and engagement.	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A</b>	That all students eligible for PP make expected or exceptional progress in both English and Maths.	Students eligible for PP will have made either expected or exceptional progress within English and Mathematics by the end of the academic year.

<b>B</b>	PP students are provided with targeted support for their social and emotional well-being needs and are fully supported to develop life skills.	Students fully engage with the support they are offered and emotional wellbeing monitoring tools and end of year reports show an increase in social and emotional wellbeing.
<b>C</b>	PP Students have access to therapy provisions and sensory interventions which are not funding via their EHCP's.	Students are provided with all the platforms and tools they require to access learning and to remove any particular barriers they may face.
<b>D</b>	Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves to 95% in line with 'other' students.
<b>E</b>	Increased enrichment opportunities before, during and after school to provide students with higher aspirations.	PP students will be provided with a greater wealth of enrichment opportunities to support higher aspirations and provide awareness of the community and surrounding areas around them.
<b>F</b>	That PP Learners parents and carers are fully involved within school life and take up all opportunities to engage with the whole school community.	PP Learners parents and carers will attend all parent evenings and respond to progress reports as well as non-academic family and social events we host throughout the year.
<b>G</b>	That the physical and mental health of our PP learners and their families improves and their basic personal wellbeing needs are met.	PP learners and their families will be provided with expertise services to support their physical and mental health needs via specialist in-house services, promotion of external services and providing a one-stop shop approach towards specialist help available within our school and local communities.

**Academic year 2020 – 2021**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice and how will we know it has made an impact?	How will you ensure it is implemented well?	Budgeted Cost	Staff lead	When will you review implementation?
B, C, G	Play Therapy	This is a well needed resource for our students which will help them to have a better understanding of their emotions and thoughts.	Assistant Head to have weekly meetings with play therapist to track progress.  Therapist to provide reports for EHCP Annual Reviews.  Informal feedback from class teachers around impact for each learner.	£6400	R.Hadfield	March 2021
A	Online Guided Reading Resources	Having a range of opportunities for students to practice skills in English.  For students to be able to access resources at home as well as in school.	The app/online learning tool has built in monitoring to allow progress to be tracked.  Monitoring of who is accessing the learning and how much is being accessed.	£407.49	K.Smith	March 2021
A	Upgrading Clicker to version 8 which also includes Clicker Writing App for all iPads and access for all staff and students	For students to have access to a programme on the laptops and their iPads that will support their independent writing.	Learning walks/book scrutiny to look at usage.  Feedback from staff and students on the usage.  Progress in writing closely monitored for those students using it.	£1600	S.Booth	March 2021

	for a device at home.					
B, D, F, G	Family Support Worker	Operational support for increasing parental engagement, supporting families with a range of needs and issues, supporting families who are isolating and increasing capacity in the safeguarding team.	<p>Increase in parental engagement e.g. at parent's evening, meetings, activities.</p> <p>A reduction in DNA for medical appointments.</p> <p>Students are consistently accessing online learning when learning at home.</p> <p>Regular meetings with Assistant Head to review caseloads.</p>	£5459.51 (part payment of part time salary)	R.Hadfield	March 2021
B,D,F, G	Pastoral Manager	Operational support for increasing parental engagement, addressing low level safeguarding concerns, behaviour intervention and support and a high focus on intervention to improve attendance.	<p>Increase in parental engagement e.g. at parent's evening, meetings, activities.</p> <p>A reduction in DNA for medical appointments.</p> <p>Students are consistently accessing online learning when learning at home.</p> <p>Regular meetings with Assistant Head to review caseloads.</p>	£6500 (part payment of a full time salary)	R.Hadfield	March 2021
B,G	Breakfast	To provide PP learners with a daily breakfast and a positive start to the day increasing positive mental health and wellbeing, reducing pressures at	Pastoral leads to ensure breakfast is available each day including to those who are at home self-isolating.	£1200 (summer term only)	R.Hadfield	March 2021

		home to provide this meal prior to school arrival.	Reduction in children reporting they are hungry in school.			
B, C, G	Sensory integration assessments and support.	To provide PP learners with access to sensory assessments to enable their timetable to be personalised to meet their sensory needs.	<p>Meeting with therapist.</p> <p>Half termly meeting with staff to look at implementation of sensory diets.</p> <p>Monitoring of IRIS to see if there is a reduction in incidents.</p> <p>Lesson Obs/learning walks to see sensory diets integrated into daily routines.</p>	£1500	R.Hadfield	March 2021
B, E, F	Access to Allotment	To provide access to learners for learning outside the classroom opportunities. Accessing Science within the allotment and cooking their own lunch after.	<p>Monitoring of evaluations on EVOLVE.</p> <p>Lesson obs/learning walks/planning showing use of allotment in curriculum.</p>	£700	S.Balu	March 2021
B, E, F, G	Music lessons and choir	To provide whole class, individual musical instrumental and choir lessons to enhance cultural experiences of PP learners and access 'enrichment' activities. Music has proven to support in the development of early language skills.	<p>Pastoral leads to support students in remembering to bring their instruments each week.</p> <p>Regular discussion between Music Service and SLT on progress of learners.</p> <p>Progress meetings to track progress in music.</p>	£4723	S.Balu	March 2021

B, E, F	Duke of Edinburgh Award	To provide access to learners for learning outside the classroom opportunities. To give opportunities for learners to develop their life skills in real situations.	Progress meetings to track progress towards award.	£4620	S.Balu	March 2021
A, B, C, G, F	Teaching Resources and training to meet the needs of specific PP learners	Purchase of specific apps such as Makaton. Selective Mutism resources.	Monitoring use of apps.  Half termly meetings with intervention leads to look at impact.	£1000	L.Gardner	March 2021
B, C, D, G, F	Personal items for specific PP Learners	The purchasing of specific items for specific PP learners where required to improve school attendance and wellbeing of PP learners. <ul style="list-style-type: none"> <li>• Hygiene items</li> <li>• Clothing and uniform</li> <li>• Contributions to school trips</li> <li>• Food packages to home</li> <li>• Sensory equipment</li> </ul>	Pastoral team to monitor students in their group and highlight issues.  Regular meetings with SLT and pastoral team to discuss issues and progress.	£2000	L.Gardner	March 2021
<b>Allocated Expenditure - £36,110</b>						
<b>Total Spent Expenditure - £36,110</b>						

## 5. Reviewed expenditure

Previous Academic year 2019 - 2020

Chosen action / approach	Explanation	Estimated Impact and Lessons Learned	Cost
Pastoral Manager Role	Operational support for increasing parental engagement, addressing low level safeguarding concerns, behaviour intervention and support and a high focus on intervention to improve attendance.	<ul style="list-style-type: none"> <li>- An Increase in parental engagement of our hard to reach parents</li> <li>- Improved attendance and systems of intervention successful</li> <li>- Decrease in low level safeguarding concerns due to supporting families, no children on CP plans at the end of the year.</li> </ul> <p>Continue for next academic year.</p>	£6500 (part payment of a full time salary)
Play Therapy	This is a well needed resource for our students which will help them to have a better understanding of their emotions and thoughts.	<p>9 PP learners accessed play therapy last year and all showed an:</p> <ul style="list-style-type: none"> <li>- Improvement within engagement to learning</li> <li>- Increase progress within Maths and English</li> <li>- Improved attendance</li> <li>- Improvement in self managing and school understanding behaviour or social concerns</li> </ul> <p>Continue for next academic year.</p>	£6400
Breakfast Club	To provide PP learners with a daily breakfast and a positive start to the day increasing positive mental health and wellbeing, reducing pressures at home to provide this meal prior to school arrival.	<p>This had a really positive impact on wellbeing and PP learners being able to concentrate throughout the morning. It also provided a great avenue for communication time and a positive start to the day.</p> <p>Locate funding streams to cover this cost as much as possible for next academic year.</p>	£3600
Access to Allotment	To provide access to learners for learning outside the classroom opportunities. Accessing Science within the allotment and cooking their own lunch after.	<p>Impact was:</p> <ul style="list-style-type: none"> <li>- Progress and engagement within Science</li> <li>- Developing life skills</li> <li>- Greater communication opportunities</li> <li>- Learning out of context</li> <li>- Community engagement and cohesion</li> </ul>	£700



		Continue for next academic year.	
HLTA responsible for Mental Health and Wellbeing	A HLTA with responsibility for Mental Health and Wellbeing, with a high-level focus on PP learners and their families.	<p>Impact was:</p> <ul style="list-style-type: none"> <li>- Increased therapy based provisions</li> <li>- Increased sensory based provisions</li> <li>- Increase in parental engagement</li> <li>- Decrease in 'need' lead behaviour logs</li> <li>- Decrease in anxiety of ASD learners</li> <li>- Specialist interventions</li> </ul> <p>Due to Crosshill being a part of the CAMHS trail blazer project some of the work this person did has moved into the remit of these professionals so we have now appointed a part time Family Support Worker to continue the fantastic work in terms of family and community liaison and bridging gaps in interventional social care support.</p>	- £7500 (part payment of a full time salary)
Equine Therapy	To offer equine therapy as part of intervention programme offer to PP learners, led by our Mental Health and Wellbeing HLTA.	<p>Impact was an noticed improvement in:</p> <ul style="list-style-type: none"> <li>- Motor skills</li> <li>- Sensory processing</li> <li>- Learning and social interaction including mutism</li> <li>- Emotional wellbeing</li> </ul> <p>Not continued due to COVID restrictions</p>	£3000
Access to Hydro Therapy Pool	To offer Hydro pool therapy as part of our informal curriculum offer to support the work and provision of the curriculum offer and therapy based HLTA.	<p>Impact was:</p> <ul style="list-style-type: none"> <li>• Improvement within sensory regulation and motor skill development</li> </ul> <p>Not continued due to COVID restrictions</p>	£3100
Music and choir lessons	To provide whole class, individual musical instrumental and choir lessons to enhance cultural experiences of PP	<p>Impact was:</p> <ul style="list-style-type: none"> <li>• Increased confidence of PP learners</li> </ul>	£4057

	learners and access 'enrichment' activities.	<ul style="list-style-type: none"> <li>Improving communication and language skills of PP learners</li> <li>Provided PP learners with positive enrichment experiences of performing to community audiences and visiting performing arts centres</li> </ul> <p>Continue and increase into next year.</p>	
Teaching Resources and training to meet the needs of specific PP learners	The purchasing of specific resources or training to meet the needs of particular PP learners with additional identify needs such as foetal alcohol syndrome, selective mutism etc	<p>Impact was:</p> <ul style="list-style-type: none"> <li>Individual students had specific resources to meet their specific needs and assisted them in making greater progress</li> <li>Training was shared with staff and utilised across the school for all PP learners current and in the future with identified needs</li> </ul> <p>Continue for next academic year.</p>	£893
Personal items for specific PP Learners	<p>The purchasing of specific items for specific PP learners where required to improve school attendance and wellbeing of PP learners.</p> <ul style="list-style-type: none"> <li>Hygiene items</li> <li>Clothing and uniform</li> <li>Contributions to school trips</li> <li>Food packages to home</li> </ul>	<p>Impact was:</p> <ul style="list-style-type: none"> <li>Individual PP Learners were provided with specific items and interventional support they required which then in hand improved attendance and engagement to learning.</li> <li>Attendance to offsite visits where parental funding was required</li> </ul> <p>Continue for next academic year.</p>	£1500
<b>Allocated Expenditure - £37,250</b>			
<b>Total Spent Expenditure - £37,250</b>			