

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	Crosshill School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Diane Atkinson (CEO of CET)
Pupil premium lead	Lidia Gardner
Governor / Trustee lead	Janet Knowles – Governor Hilary Wood - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29550
Recovery premium funding allocation this academic year	£
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	£29550

Part A: Pupil premium strategy plan

Statement of intent

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

We as a school currently have a small academic progress gaps between PP and non-PP. Our PP strategy is at the heart of our high-quality curriculum, teaching, staffing and resourcing across the school year on year.

Although our strategy is focussed on meeting the needs of our disadvantaged learners, it will benefit all pupils within the school where funding is spent on whole-school approaches, such as high-quality teaching and support services.

Challenges

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

Challenge number	Detail of challenge
1	<i>Our attendance data shows that PP learners have overall lower rates of attendance or persistent absences than non-PP learners.</i>
2	<i>Our assessments, observations and discussions demonstrate a higher level of social, emotional, and economically wellbeing need, learners often demonstrate a lack of age-appropriate life skills as well as having their basic needs met at home.</i>
3	<i>Our observations and discussions show that PP learners are provided with less enrichment opportunities than our non-PP learners in terms of experiences that stretch beyond the school day.</i>
4	<i>Our data around attendance to school events demonstrates that parental engagement of PP learner's families within academic and non-academic opportunities that school offer is much lower than that of non-PP learners' families.</i>
5	<i>Observations and discussions demonstrate that the physical health and mental health of our PP learners and their families is causing concern on the impact of progress and engagement in learning with some of our PP learners.</i>

6	<i>Our assessments and observations demonstrate a lack of funded access to Therapy services and sensory based provisions via EHCPs for some students eligible for PP, thus preventing them from engaging in learning effectively and making as much progress as they are capable of.</i>
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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
That all students eligible for PP make expected or exceptional progress across all subjects within the curriculum offer they study.	All PP students will make expected or exceptional progress across all subjects within the curriculum offer they study.
Increased attendance rates for students eligible for PP and a reduction in persistent absentees of PP learners.	Overall attendance among students eligible for PP improves to 95% in line with non-PP students.
PP students are provided with targeted support for their social and emotional well-being needs and are fully supported to develop life skills within and out of the curriculum offer.	Students fully engage with the support they are offered and progress data and quality assurance shows an increase in social and emotional wellbeing.
Increased enrichment opportunities before, during and after school to provide students with increased experiences, opportunities and provide them 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. This will be planned for and built into the their Crosshill School journey.
That the physical and mental health of our PP learners and their families improves and their basic personal wellbeing needs are met, where they require external or specialist support, they are supported to gain this by school.	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.
That PP Learners parents and carers are fully involved within school life and take up all opportunities to engage with the whole school community.	The attendance of PP Learners parents and carers to events increases, they will attend all parent evenings and respond to progress reports as well as non-academic family and social events we host throughout the year.
PP Students have access to therapy provisions and sensory interventions which are not funded via their EHCP's but are required for them to make academic and non-academic progress.	Students are provided with all the platforms and tools they require to access learning and to remove any barriers they may face.

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: £ 3122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Creation of x3 curriculum offer leads responsible for ensuring the teaching, learning and assessment within the curriculum offer they are responsible for is providing the breadth, depth and opportunities for all learners within throughout all key stages.</i></p>	<p>https://www.ambition.org.uk/research-and-insight/research-insight-effective-middle-leadership/</p>	<p>1, 2, 3</p>
<p><i>To offer a forest school provision through the subject DT across the school for curriculum offers and interventional purposes.</i></p>	<p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>3, 5, 6</p>
<p><i>To fund another SEN Dco, creating additional capacity to support our</i></p>	<p>https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf</p>	<p>2, 4, 5, 6</p>

<i>transition into adult services at KS4 and KS5.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To offer specialist play therapy support to PP learners requiring specialist support.</i>	https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm	2, 5, 6
<i>To provide a part time family support worker.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf	1, 2, 4, 5
<i>To provide a pastoral manager as a family intervention worker.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf	1, 2, 4, 5

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

Budgeted cost: £ 9375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To offer a free breakfast to all students.</i>	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	2, 5

<p><i>To provide the 'Crosshill Passport' to ensure all children have crucial lived experiences prior to adulthood.</i></p>	<p>file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf</p>	<p>2, 3</p>
<p><i>To offer specialist 1:1 music lessons.</i></p>	<p>https://www.musictherapyworks.co.uk/special-needs</p>	<p>3</p>

Total budgeted cost: £ 29550

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 2021 to 2022 academic year.

End of Year 2021 – 2022 - Progress Highlights relating to Pupil Premium

Academic Year	TOTAL		KS3		KS4		KS5		Boys		Girls		PP		NPP	
End of Year 2021 – 2022	73	86%	42	82%	21	95%	10	83%	41	80%	32	94%	33	80%	40	91%
End of Year 2020 – 2021	70	96%	40	95%	19	95%	11	100%	38	97%	32	94%	37	95%	33	97%
End of Year 2019 – 2020	51	81%	24	73%	27	90%			30	83%	21	78%	20	80%	31	82%
End of Year 2018 – 2019	61	92%	28	89%	33	94%			37	95%	24	87%	32	91%	29	93%

Progress for PP pupils is below that for non-PP pupils. 80% of PP pupils achieved or exceeded their target compared to 91% of Non-PP pupils. 7 out of 11 pupils who made below expected progress were PP pupils. Other those 7 students one has a serious illness and is in hospital long term. Of the other 6, 5 have received support from the pastoral team.

All students in KS3 have accessed Forest School through the DT curriculum. This has given learners opportunities to explore nature in a safe way. Some learners have never had this opportunity before. The feedback from students has been really positive.

The Assistant SENDCo has completed her training in June. This has given the SENDCo capacity to work with the KS5 teacher on transition and building links with adult service providers. The SENDCo has been able to be part of working groups e.g. Learning Disability Board; Project Search looking at improving the outcomes for learners with SEND in adulthood.

9 PP learners have accessed play therapy this year. This has had a positive impact on these learners. This is seen through improvement in SDQ scores, observations in class and learner voice e.g. one learner remarked on how he feels less angry now than he did before therapy.

The family support worker has been able to lead/support on CAFs for 4 PP learners. He has provided capacity for home visits and bilingual communications. He has been able to support families in attending appointments and accessing benefits.

Pastoral manager has provided a first point of contact for families looking for support. Along with the FSW she has been able to support families in attending appointments. She has also been a point of contact for students who need to talk to someone outside of their class team.

All students have access to cereal and fruit in the morning. This allows students to be ready to learn.

The Crosshill Passport is still under development. The number of educational visits have increased now COVID restrictions have been lifted. Forest school has shown the importance of giving learners a range of experiences.

13 PP learners have accessed 1:1 music lessons learning instruments such as violin, clarinet, guitar, drums and trombone. The feedback from learners has been really positive. Learners enjoy being able to perform their instrument for their peers and staff.

