

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	134
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Diane Atkinson (CEO of CET)
Pupil premium lead	Lidia Gardner
Governor / Trustee lead	Janet Knowles – Governor Claire Hollister – Trustee Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36225
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	£36225

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	Students are provided with all the platforms and tools they require to access learning and to remove any barriers they may face.

for them to make academic and non-academic progress.	
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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
<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>	https://www.ambition.org.uk/research-and-insight/research-insight-effective-middle-leadership/	1, 2, 3
<i>To offer a forest school provision through the subject DT across the school for curriculum offers and interventional purposes.</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3, 5, 6

<i>To fund another SEN Dco, creating additional capacity to support our transition into adult services at KS4 and KS5.</i>	https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf	2, 4, 5, 6
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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
<i>To provide the 'Crosshill Passport' to ensure all children have crucial lived experiences prior to adulthood.</i>	file:///C:/Users/lgardner687/Downloads/adverse-childhood-experiences-summary.pdf	2, 3
<i>To offer specialist 1:1 music lessons.</i>	https://www.musictherapyworks.co.uk/special-needs	3

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 2022 to 2023 academic year.

End of Year 2022– 2023 - Progress Highlights relating to Pupil Premium

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

Academic Year	TOTAL		KS3		KS4		KS5		Boys		Girls		PP		NPP	
End of Year 2022 - 2023	94	87%	56	86%	27	90%	11	100%	58	88%	36	90%	45	88%	49	89%
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 inline with that for non-PP pupils and has increased from last year.

7 out of 12 pupils who made below expected progress were PP pupils. Of those 7 one was on a bespoke alternative timetable to support with SEMH needs; one moved out of area and missed 5 weeks of school in spring term due to transport not being arranged by the new local authority and wouldn't do learning at home due to ASD; one was being assessed for a specialist communication device to support with English; one was moved to a lower curriculum offer in the summer term as they were struggling to access the offer they were in; two were due to attendance and the pastoral team were supporting families to try to improve the attendance through sending letters and meeting individually with families to offer bespoke support.

Attendance 2022-2023

Attendance	Number of PP Students
Green >98%	5
Yellow 95 - 97.9%	11
Amber 93.9 - 94.9%	6
Pink 90 - 92.9%	3
Red <89.9%	17

Attendance is an area that we continue to work on. The appointment of a Family Liaison and Safeguarding Assistant in the Spring term expanded our capacity to support families with attendance. She has been able to make daily phonecalls to families, have individual meetings with families and undertake home visits when necessary. She has been able to attend CAF meetings and has undertaken training to enable her to lead on CAFs next academic year. The school have also gained a place on the DfE Special School Attendance Hub which will be starting in Autumn 2023. This will support us in looking at what good practice is and what strategies we can use in our setting.

Play Therapy

11 PP learners 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, learner voice and parental feedback.

There was also a reduction in the number of behaviour incidences for some of the students whose behaviour was a concern.

Music

14 PP learners have accessed 1:1 music lessons learning instruments such as clarinet, guitar and drums or attended choir. Students have made good progress and are enjoying the lessons. The choir have performed in assemblies and some of the instrumental students have also performed. One student is looking at preparing to take their grade 1 clarinet exam next academic year.

Breakfast

All students have access to cereal when they come into school and fruit at breaktime and lunchtime. Having the breakfast in the morning settles the students into the day and gets them physically ready to learn. At breaks the fruit keeps them going until lunchtime and the uptake is very high.

Crosshill Passport

The Crosshill Passport is still under development. See-Saw will be used for the passport so that evidence can be captured in school and at home to ensure that students get a wide range of opportunities to develop cultural capital. This will be launched to families in Autumn 2023.

Forest School

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.