

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	79
Proportion (%) of pupil premium eligible pupils	12 children 15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ali Stone (Academy Head)
Pupil premium lead	Ali Stone
Governor	Ashley Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,940
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	£33,940

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, regardless of their background or challenges, to make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including those who are already high achievers.

We are mindful of the challenges faced by vulnerable pupils, such as young carers and those with a social worker, and the activities outlined in this statement are designed to support their needs, whether or not they are classified as disadvantaged.

At the core of our approach is high-quality teaching, with an emphasis on areas where disadvantaged pupils require the most support. Research shows this is the most effective way to close the attainment gap, while simultaneously benefiting non-disadvantaged pupils. Our goal is to ensure that all pupils' attainment, including that of non-disadvantaged pupils, is sustained and improved as disadvantaged pupils make progress.

Our approach is responsive to common challenges and individual needs, guided by robust diagnostic assessments rather than assumptions about disadvantage. To ensure its effectiveness, we will:

- **Challenge** disadvantaged pupils through the work they are set.
- **Intervene early** to address needs as soon as they are identified.
- **Foster a whole-school approach**, with all staff taking responsibility for the outcomes of disadvantaged pupils and maintaining high expectations for their achievements.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils reveal that social and emotional resilience challenges impact some pupils' learning, relationships, and overall well-being.
2	Observations and discussions with pupils suggest that readiness for learning in the morning may be affected by late arrivals and attitudes (see external barriers). Attendance data from the past 12 months shows that some pupils fall short of our 97% attendance target, with contributing factors including late arrivals, periods of illness, and unauthorised absences.

3	<p>Assessments, observations, and discussions with pupils indicate a need for further development in core skills, including word reading, reading comprehension, writing, maths.</p> <p>Reading: Areas requiring focus include phonological awareness, phonics knowledge, word recognition, text comprehension, and broad exposure to diverse texts.</p> <p>Writing: Challenges include transcription difficulties, which involve both fine and gross motor skills, as well as language use and composition.</p> <p>Mathematics: Pupils require support with basic number recognition, simple operations, understanding quantity, and conservation of number. Additionally, there is a need to provide opportunities for greater depth and mastery of mathematical concepts.</p>
4	<p>Observations and discussions show more pupils from disadvantaged families with language barriers for children with EAL in EYFS/Key Stage 1</p>

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
<p>For PPG/ Disadvantaged pupils' progress and attainment to be at least in line with age related expectations by the end of EYFS, Phonics screening and KS1.</p>	<p>75% of PPG/Disadvantaged Children achieve GLD.</p> <p>100% of PPG/Disadvantaged Children achieve phonics in year 1.</p> <p>80% of PPG/Disadvantaged children to reach expected standard in reading, writing and mathematics.</p> <p>Standardised assessments and regular teacher assessments will provide evidence of children's progress over time.</p>

	The progress of PPG/Disadvantaged Pupils will be consistently tracked through pupil progress meetings and the whole school data pack
High quality CPD for all staff	Maintain Teachers and LSAs training and confidence in the delivery of phonics, reading, writing and Mathematics. Teachers and LSAs fully trained in supporting pupils with SEND
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <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.
Improved outcomes for EAL children including disadvantaged children.	Assessment, observations and discussions with pupils shows high quality learning for EAL children. EAL tracker used to monitor progress of EAL pupils.

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: £9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on Phonics for all staff: Provide training to ensure sustained progress for all pupils and maintain high standards in phonics instruction.</p> <p>CPD for Teachers and LSAs: Focus on developing expertise in language, transcription, and composition skills for writing. Additionally, enhance mathematical talk, scaffolding techniques, and subject knowledge</p>	<p>In line with EEF guidance, support staff to receive training.</p> <p>EEF research shows that children who are exposed to fully decodable reading do better in reading and writing. The DfE’s new ‘Essential Core Criteria’ 2021 states that all books should be fully decodable to enable the children to feel successful which is particularly important for those children whose early language experiences put them at risk of struggling with beginning reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidenced-based research proved to improve fluency through reading for pleasure.</p> <p>Evidence in writing from OFSTED research 2022 emphasised the importance of explicit teaching of foundational skills as a prerequisite, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, to allow all pupils to write effectively. Children practise composition through oral activities before their transcription becomes fluent.</p> <p>Language comprehension and composition can be developed through a literature-rich environment, for example through interactions between adults and children and by listening to, talking about and learning by heart stories, poems, rhymes and songs.</p> <p>Research has shown that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning</p>	<p>3 & 4</p>

<p>PD on the effective use of feedback to accelerate progress focusing on error tracking and assessment at the point of learning to maximise learning gains.</p>	<p>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:</p> <p>High Impact tool identified by EEF i.e. 6 months +</p>	
<p>CPD ensures all staff have received continual training on</p> <ol style="list-style-type: none"> 1. Ordinarily available provision 2. Evidence based intervention programmes 3. Personalising/ scaffolding adapting the curriculum for children with SEND and EAL (if required) 	<p>In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed 'disadvantaged'</p>	<p>3 & 4</p>

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

Budgeted cost: £18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language champions in EYFS and KS1</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3 & 4</p>
<p>ELSA</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 2</p>
<p>Interventions (evidenced based)</p>	<p>Targeted at specific needs and knowledge gaps can be an effective method to support</p>	<p>3 & 4</p>

	<p>low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring and support</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
<p>Behaviour monitoring and targeted support for those in need.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 3
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £33,940

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023- 2024

Attendance for 2023-2024 was strong 95.6%, with figures above national average of 94.3%. The school remains committed to promoting the importance of attendance and providing support to families to sustain and improve it further

Behaviour judged to be good by OFSTED 2023

'Pupils are welcomed into this warm and inclusive school. They celebrate each other's individuality. Staff have set high expectations for behaviour across the school that pupils readily rise to'

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

In 2023-2024, 36% of PPG (Pupil Premium Grant) students participated in ELSA (Emotional Literacy Support Assistant) sessions. These activities focused on fostering emotional well-being and included:

Social Skills: Engaging in games with peers to build interpersonal skills.

Parental Separation: Providing a safe space for children to discuss changes in their home life and share worries.

Regulating Emotions: Learning strategies and tools to regain emotional balance when feeling dysregulated.

Expressing Emotions: Identifying and understanding different emotions, such as happiness, sadness, anger, and fear.

Managing Anxieties: Developing techniques to cope with and reduce anxiety effectively.

These sessions supported students in building resilience and emotional awareness.

In our extra-curricular clubs, 16 places were allocated PP including Rocksteady, Playball, Boogie Pumps, Aspect of Dance and lunchtime Spanish club. Of these placements, 67% were funded by the school. In addition, all children in the school attended teacher led clubs including ukulele and musical theatre.

High quality CPD for *all* staff included:

Maths, you me, we, Facts and fluency, challenge

Reading and phonics

Team Teach

Dual coding

Dysregulation

Relational Approach

Behaviour

Anxiety

Active ingredients

Effective characteristics

Curriculum and outcomes: The Kite Curriculum is an ambitious, but inclusive curriculum which has been designed for all Kite pupils. It is based upon the most up-to-date research and evidence about how pupils learn. In both its design and implementation, we have removed barriers to learning so that every pupil can learn and feel successful.

End of Key Stage One results for 2023-2024

Attainment results shows that targeted support for PP children is strongest in reading

Maths

(4.76% working out of year group)

Developing – 75%

Secure –25%

Non-PP

Developing 32.3%

Secure 67.7%

Reading

(4.76% working out of year group)

Developing 50%

Secure 50%

Non-PP

Developing 25.8%

Secure 74.2%

Writing

(4.76% working out of year group)

Developing – 62.5%

Secure – 37.5%

Non-PP

<p>Developing 25.8%</p> <p>Secure 74.2%</p> <p>Of the PP children who left EYFS in 2023 achieving GLD in reading, writing and maths 20% of them left Year one at the end of the academic year 2023-2024 secure in reading, writing and maths.</p> <p>Year One Phonics</p> <p>50% PP children passed the phonic screening check in 2024.</p> <p>56% Non-PP children passed the phonic screening check in 2024.</p> <p>EYFS 2022-2023</p> <p>40% of disadvantaged pupils met their ELG by the end of 2024.</p> <p>All Children</p> <p>Year 2 phonic retakes 2023-2024 – 11% pass for all pupils who re-took the screening check and 0% pass for disadvantaged pupils only.</p>
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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>

	Smooth transition process to new School.
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Externally provided programmes

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Programme	Provider
Essential Letters and sounds	ELS oxford owls
Mastery number	NTCEM
TTRS	Maths Circle