

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Three Legged Cross First and Nursery School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 to 27/28
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Justine Horn, headteacher
Pupil premium lead	Ann Morris, assistant headteacher
LSC Chair	Cathy Stevens

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,903
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£29,903

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Less time spent at Early Years pre-school provision to secure school readiness Poor parent literacy skills Low parental confidence at offering academic support
2	Inability to access home learning Reduced access to resources at home Reduced access to one to one time with an adult at home Less access to transport to enrich the curriculum Less time to practise skills at home
3	Less able to afford school uniform and sports kit
4	Less opportunity for enrichment visits
5	Poor attendance parents' poor perception of school based own school experiences

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
Pupils make at least expected progress Attainment is within national expectations	Statutory assessments, (the Phonics threshold) show disadvantaged children achieve in line with their peers, 100%
Pupils have the correct resources needed to further their learning in the home environment Pupils are well prepared for the next stage of their school career	Home learning is accessible and accessed at home Disadvantaged children attend activities such as residential and clubs
High quality staff learning ensures embedded high expectations for all learners Pupil vocabulary is enhanced to improve curriculum learning	Disadvantaged children achieve in line with peers
Behaviour and attitudes to learning are exemplary	No exclusions
Attendance at school is supported Attendance is within national expectations	Attendance is in line with peers

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific learning opportunities and equipment to support children disadvantaged Provide small group support	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. 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	1,2

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

Budgeted cost: £ 5,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support language and vocabulary acquisition and catch up Provide support to children at risk of not meeting age related targets	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 Assessment identifies key learning gaps Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular session.	1,2

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

Budgeted cost: £4,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supportive relationships between home and school Liaison with families and outside agencies Positive relationships with families and staff Attendance at early intervention meetings	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life Both targeted interventions and universal approaches can have positive overall effects.	3,4,5

Total budgeted cost: £ 29,903

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment at our school (2024)			
	Pupil Premium attainment	Non pupil premium attainment	All pupils
(GLD) Early Years Foundation Stage	40%	75%	67%
Year One Phonics	100%	88%	90%
Year 4 Multiplication	60%	100%	87%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Unlocking Letters and Sounds (ULS)	Ransom Publishing
White Rose Maths	Trinity MAT
TT Rock Stars	Maths Circle
Boom Reader	BW Walch Family
Pathways to Write	The Literacy Company

Service pupil premium funding (*not applicable in 24/25*)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

N/A