

Pupil Premium Strategy Statement

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	Crossley Hall Primary School
Number of pupils in school	712
Proportion (%) of pupil premium eligible pupils	33% (205/613)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Eleanor Monnery Head of School
Governor / Trustee lead	Dianne Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,070
Recovery premium funding allocation this academic year	£31,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	12,973
Total budget for this academic year	£321,123

Part A: Pupil premium strategy plan

Statement of intent

The key principles to our strategy plan is to promote inclusive practice in all areas of school, making the most of quality first teaching for all children and targeted intervention where appropriate.

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Crossley Hall Primary School will use the available funding effectively so that:

- Attainment, progress, attendance and participation levels of disadvantaged pupils 2022 improves on the 2019 school figures for disadvantaged pupils.
- The school outcomes in all measures continues to close the gap between non-disadvantaged and disadvantaged.
- The health and wellbeing of disadvantaged pupils is prioritised.

The current pupil premium strategy plan will target funding on:

- Additional teachers to teach target groups
- Tutors for identified pupils
- Pastoral support for identified pupils in school to improvement wellbeing and readiness to learn
- Pastoral support to parents and family members to improve educational support at home.

Challenges

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

Challenge number	Detail of challenge
1	Low Levels of education and educational aspirations amongst families
2	Complex family circumstances
3	Communication and language
4	Wider experiences
5	Gaps in knowledge as a result of Covid-19
6	Physical Health (including obesity and poor nutrition)
7	Social Emotional and Mental Health
8	Reducing levels of absence

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 Good level of Development at the end of Reception for disadvantaged pupils	Disadvantaged pupils will attain at or within 15% to the attainment of all pupils in GLD in 2022. (National Gap of 15%)		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All Pupils GLD	57%	72%
	Disadvantaged Pupils GLD	56% (18/32)	57%
Improved outcomes in the year 1 phonics screening for disadvantaged pupils	Disadvantaged pupils will attain at or within 10% to the attainment of al pupils in GLD in 2022. (National Gap of 11%)		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All Y1 Pupils	94%	82%
	Disadvantaged Y1 Pupils	86%	84%
Improvement outcomes for year 2 phonics screening check for disadvantaged pupils	Year 2 pupils will attain at or within 10% to the attainment of all pupils (National Gap of 6%)		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All Y2 Pupils	83% 57% (14 took the test & 8 achieved)	91%
	Disadvantaged Y2 Pupils	80% 50% (4 chn achieved)	85%
Improved outcomes in reading, writing and maths at the end of KS1 for disadvantaged pupils	KS1 - Disadvantaged pupils will attain at or within 15% to the attainment of all pupils(National Gap of reading 15%, writing 16%, maths 15%)		
	<u>2019</u>	<u>School</u>	<u>National</u>
	KS1 Reading all pupils	60%	75%
	KS1 Reading Disadvantaged	41%	60%
	KS1 Writing all pupils	57%	69%
	KS1 Writing disadvantaged	37%	73%
	KS1 Maths all pupils	59%	76%
	KS1 Maths Disadvantaged	44%	61%
Improved combined outcomes in reading, writing, maths and	KS2 - Disadvantaged pupils will attain at or within 15% to the attainment of all pupils. (National Gap of reading 11%, writing 10%, maths 12%, combined 14%)		

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combed outcomes at the end of the KS2 for disadvantaged pupils.	<u>2019</u>	<u>School</u>	<u>National</u>
	KS2 Reading all pupils	69%	73%
	KS2 Reading Disadvantaged	68%	62%
	KS2 Writing all pupils	74%	78%
	KS2 Writing disadvantaged	66%	83%
	KS2 Maths all pupils	76%	79%
	KS2 Maths Disadvantaged	78%	84%
	KS2 Combined all pupils	61%	65%
	KS2 Combined disadvantaged	59%	71%
To achieve and sustain improved absence for all pupils particularly our disadvantaged pupils.	Systems to challenge attendance are in place including support for the families.		
Improve the persistent absentee (PA) rates for all pupils.	Improve the percentage of disadvantaged persistent absentee (PA) pupils) through attendance challenge and working closely with families.		
	<u>2019</u>	<u>School</u>	<u>National</u>
	All pupils PA	11.4%	8.4%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ▪ Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations ▪ A significant increase in participation in out of hours school clubs, particularly amongst disadvantaged pupils. ▪ Consistent approach of the relationship policy which will decrease levels of disruptive behaviour. 		

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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: £ 153,200-45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointed an Early Years Specialist AHT to lead, model, train and support teachers in the EYFS setting. AHT to lead on enabling language rich provision where adult interaction is high quality.	High quality interactions between adults and pupils developing their communication and language skills. EEF Guidance Report Report-Preparing for Literacy https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf	3 & 5 MB A/H £53,967
Focus on acquisition of early reading and specific phonics teaching. <ul style="list-style-type: none"> All pupils who are not meeting ARE or making expected progress in phonics receive daily 1:1 phonics intervention. The development of pupils' decoding skills is supported by access to accurately matched reading books Additional TA that focuses on daily targeted phonic interventions. Regular assessment carried out by the Reading Leader ensures pupils move on rapidly and those needing extra support are identified early. 	The Reading Framework. July 2021 (DFE) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics is a very important component for early reading skills particularly for children for children who are from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.	3 & 5 TA 32.50 hrs P6 £18,096

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<ul style="list-style-type: none"> Purchase NFER tests for reading and maths from Y1-Y5. Staff use the Question Level Analysis (QLA) to identify gaps in learning to inform planning and targeted intervention 	<p>Standardised tests supports class teachers assessments.</p> <p>Alongside the QLA appropriate targeted intervention is facilitated and or appropriate planning and delivery for the whole class/cohort.</p>	<p>3 & 5</p> <p>NFER Tests</p> <p>£1950</p>
<ul style="list-style-type: none"> Additional support staff in EYFS to deliver Nuffield Early Language Intervention (NELI) 	<p>High quality interactions between adults and children, creating a language rich environment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>NELI EEF</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>3 & 5</p> <p>2</p>
<p>CPD for teachers to support the planning and delivery of the core and foundation curriculum:</p> <ul style="list-style-type: none"> Stuart Tiffany History Consultant White Rose Maths History Association Subscription Curriculum Leaders Subscription Team teaching and coaching approach delivered by Assistant Headteachers 	<p>This approach has been taken as part of our internal review of the curriculum. Our focus is on quality first teaching to make learning exciting for children, ukskillupskill staff's subject knowledge and skills taught across each subject.</p>	<p>3 & 4 & 5</p> <p>2</p>

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

Budgeted cost: ~~£128,000~~Employing two cover teachers to cover interventions at salary £25,700 and £32,000 (Jenna and Mohammed)

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme- Tutor Trust to support all pupils in Years 5 and 6 in reading and maths. This will include	Small group tuition 1:3 for all pupils.	3 & 5

<p>those who are disadvantaged and also those who are high attainers.</p> <p>41/86 (48%) of Year 5 are disadvantaged.</p> <p>42/ 86 (49%) of Year 6 are disadvantaged.</p>	<p>Year 6 is a bespoke intervention based on gaps in learning. Year 5 is a tutoring programme that covers the basics across Maths and Reading (covering the whole NC)</p> <p>Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>COVID 19 support guide for schools.</p>	
<p>KS2 AHT teaching target groups each day for Y6 in English and Maths from Feb- July 2022</p>	<p>Small group tuition targeted at those who struggled during COVID and disadvantaged children. AHT identifies the gaps and effectively plans and delivers to fill misconceptions and gaps.</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3 & 5</p>
<p>Employed two Teachers to lead interventions</p>	<p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3 & 5</p>

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

Budgeted cost: £ ~~40,000~~ *Learning mentor salary £22,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Appoint a Learning Mentor/parental involvement worker to support families around attendance.</p> <ul style="list-style-type: none"> Daily attendance phone calls and daily home visits Bought in attendance support from Bradford council Engagement in a Parental Engagement Award (Bradford Teaching Hub) Breakfast Club 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental Engagement EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 & 2 & 8</p> <p><u>L. Mentor from Jan – Aug 22</u> <u>£18,203</u></p> <p><u>Can't see cost in budget?</u></p>
<p>Identified KS2 pupils with speech and language difficulties. Work with Mable to create a bespoke programme for targeted pupils in KS2 (10 pupils)</p>	<p>Research shows that online therapy has the same or better outcomes than 'in person' sessions. It's more accessible, removes waiting lists and reduces anxiety by taking place in the comfort of the home or school, rather than a clinical setting.</p> <p>https://www.mabletherapy.com/hubfs/Mable%20White%20Paper.pdf?utm_medium=email&_hs_smi=157645950&_hsenc=p2ANqtz-8-v1rFvMxDeZHU8nRIIEQBsydJPKSfmqd64mWf5ZypirpUE7Sg9Huz6Y21apAwe-XtX9DYvY7I-2Uzoso3caVSqfCwT8lollYlew1G2hpsJsCdN7I&utm_content=157645950&utm_source=hs_automation</p>	<p>3 & 5</p> <p><u>Mable cost not in budget</u></p>
<ul style="list-style-type: none"> Zoned areas of the school playground to facilitate active outdoor play. A range of equipment to support children's choice in physical exercise. Implement the Daily K and the JU:MP (Join Us: Move Play) 	<p>22.5% of children in Reception in Bradford District are overweight or obese; this compares to 22.6% in England. By the time children are measured again in Year 6, 37.9% of children in Bradford District are overweight or</p>	<p>4 & 6 & 7</p>

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	<p>obese; this compares to 34.2% in England.</p> <p>Research suggests a range of benefits of the daily mile/K</p> <p>https://thedailymile.co.uk/research/</p> <p>38% of Primary aged children leave Primary Schools overweight or obese.</p> <p>77% of children in Bradford are not doing the daily requirement of exercise- 1 hour a day</p> <p>https://joinusmoveplay.org/about-jump/</p>	
<p>Supporting the needs of low income families</p> <ul style="list-style-type: none"> ▪ Purchase of school uniform ▪ Funding of after school clubs ▪ Subsidising the cost of school trips 	EEF Toolkit – School Uniform	<p>1 & 2 & 8</p> <p><u>Jumpers FSM</u> <u>£5020 in</u> <u>budget</u></p> <p><u>After school x1</u> <u>TA Cost p/h</u> <u>£10.21</u> <u>x 5 days p/w =</u> <u>£51.05</u> <u>x 38 weeks p/a</u> <u>£1,939.90</u></p> <p><u>Trips not in</u> <u>budget to</u> <u>cover but</u> <u>guess £25 x</u> <u>205 PP</u> <u>children =</u> <u>£5,125</u></p>

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Total budgeted cost: £ 153,200 + 128,000 + 39,923 = £321,123*[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

It is difficult to quantify the impact of pupil premium spending due to Covid-19 in terms of pupil results. All children with the exception of the vulnerable children or children with an EHCP did not attend school between January 2021 to March. Remote learning was in place during this time period. Due to children's ~~well-being~~wellbeing assessments were not carried out until we felt the children were emotionally ready. The increase in SEMH needs across school was and is significant. This has been a steep increase since COVID. Mable counselling service for targeted pupils in KS2 that had significant SEMH needs.

A SEMH consultant worked a day a week with the pastoral team in training them on a more bespoke offer around children mental health and wellbeing. This upskilled staff subject knowledge and provided an additional layer of support to children in school on a day to day basis.

During the pandemic additional devices (Chromebooks) were purchased so children could access home learning, food and pastoral support was provided to vulnerable families.

When the children returned to school our pastoral team and safeguarding team supported children back to school, all children received QFT and our support staff delivered interventions to allow children to be ready for their next steps in learning