

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 – 2022 2022-2023 2023- 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Eleanor Monnery-Headteacher
Pupil premium lead	Eleanor Monnery Headteacher
Governor / Trustee lead	CEO- Michael Thorp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,003
Recovery premium funding allocation this academic year	£35,004
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£321, 007

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.

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

- Attainment, progress, attendance and participation levels of disadvantaged pupils 2023 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.
- Although we target our pupil premium funding at eligible pupils, we also use the funding to target other pupils with identified needs who may not be eligible for free school meals. Evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

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- low levels of communication and language development. Children enter school with poor oral language skills and vocabulary that is below what is expected for their age. Many pupils are N2E.
4	Lack of opportunities for children to read and develop early reading or maths skills
5	Lack of wider life experiences outside the home and school
6	Gaps in knowledge following disrupted school attendance and two lengthy periods of home learning in 2020 and 2021.
7	Physical Health (including obesity and poor nutrition)
8	Social Emotional and Mental Health
9	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 2023. (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 all pupils in GLD in 2023. (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%	91%
	Disadvantaged Y2 Pupils	80%	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 combined outcomes at the end of KS2 for disadvantaged pupils.	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%)		
	<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. 		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointed an Early Years Specialist AHT to lead, model, train and support teachers in the EYFS setting.</p> <p>AHT to lead on enabling language rich provision where adult interaction is high quality.</p>	<p>High quality interactions between adults and pupils developing their communication and language skills.</p> <p>EEF Guidance Report- Preparing for Literacy</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</p>	3 & 5
<p>Focus on acquisition of early reading and specific phonics teaching.</p> <ul style="list-style-type: none"> • All staff to complete the Speed Sound training from RWI. • Facilitate an AHT out of class to coach and mentor both teachers and support staff. • All pupils who are not meeting ARE or making expected progress in phonics receive daily 1:1 phonics intervention through Fresh Start • The development of pupils' decoding skills is supported by access to accurately matched reading books • Invest in RWI resources to ensure best practice is achieved in the classroom with all adults. • 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. 	<p>The Reading Framework. July 2021 (DFE)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics is a very important component for early reading skills particularly for children who are from disadvantaged backgrounds.</p> <p>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.</p>	3 & 5

<ul style="list-style-type: none"> • Purchase NTS 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 SHINE interventions 	Standardised tests supports class teachers assessments. Alongside the QLA appropriate targeted intervention is facilitated and or appropriate planning and delivery for the whole class/cohort.	3 & 5
<ul style="list-style-type: none"> • Additional support staff in EYFS to deliver Nuffield Early Language Intervention (NELI) (2023) 	<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 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	3 & 5
<p>CPD for teachers to support the planning and delivery of the core and foundation curriculum:</p> <ul style="list-style-type: none"> ▪ STEP CPD ▪ White Rose Maths ▪ History Association Subscription ▪ Curriculum Leaders Subscription ▪ Team teaching and coaching approach delivered by Assistant Headteachers ▪ RWI training for all staff ▪ Positive Regard Training 	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, upskill staff's subject knowledge and skills taught across each subject.	3 & 4 & 5

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

Budgeted cost: £128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme- Tutor Trust to support all pupils in Years 3, 5 and 6 in reading and maths. This will include those who are disadvantaged and also those who are high attainers.</p> <p>37/89 (42%) of Year 3 are disadvantaged</p> <p>36/86 (42%) of Year 5 are disadvantaged.</p> <p>42/ 86 (48%) of Year 6 are disadvantaged.</p>	<p>Small group tuition 1:3 for all pupils.</p> <p>Year 3 is predominantly RWI intervention.</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>3 & 5</p>
<p>Update 2023</p> <p>Appoint an additional SENCO to support the growing SEND need in EYFS.</p>	<p>Early identification in 2's, 3's and Reception will ensure appropriate provision for all children</p>	<p>1 & 3</p>
<p>KS2 AHT teaching target groups each day for Y6 in English and Maths from Sep- Jan 2023</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>

Employed two Teachers to lead interventions (2021-2022)	Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 & 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a Family Liaison Officer 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>	1 & 2 & 8
Identified KS2 pupils with speech and language difficulties. Work with Mable to create a bespoke programme for targeted pupils in KS2 (10 pupils 2022)	<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&_hsenc=p2ANqtz-8-v1rFvMxDeZHU8nRIEQBsYdJPKSfmqd64mWf5Zypir</p>	3 & 5

	pUE7Sg9Huz6Y21apAwe-XtX9DYvY7I-2Uzoso3caVSqfCwT8IolLylew1G2hpsJsCdN7I&utm_content=157645950&utm_source=hs_automation	
<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. • Roll out of the Commando Jo's project • Training for all support staff around active playtimes 	<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 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>	4 & 6 & 7
<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	1 & 2 & 8

Total budgeted cost: £ 153,200 + 128,000 + 39,923 = £321,123

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.

At Crossley Hall Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes.

In 2021 - 2022, we introduced a range of sporting after-school clubs that were offered to all pupils. 31 pupil premium families accessed after-school clubs. 205 pupils received support with uniform and received school jumpers or cardigans.

The Headteacher, the DHT and Family Liaison Officer (FLO) have dedicated time each day to discuss attendance. Together, alongside the Local Authority Attendance Lead they have rigorously worked on attendance issues, contacting parents, offering support for parents and signposting them to other agencies in order to improve attendance. The FLO has provided individual support to many families to remove barriers to learning and address social, emotional and mental health issues.

Throughout the year, Pupil Premium pupils in Years 3 were taught either in a small target group or within a smaller group in the classroom for English with a focus on Early Reading (RWI) and in Years 5 (led by an NTP tutor) and 6 (led by an AHT) for maths and English. This daily small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, was an effective strategy to support low attaining Pupil Premium pupils or those falling behind.

Residential visits were subsidised for pupils in receipt of pupil premium to widen their life experiences and provide life long memories. All Pupil Premium pupils attended the year group trips from Reception to Year 6.

Reception- Rosegarland Care Home

Year 1-Yeadon Tarn

Year 2- Yorkshire Wildlife Park, Yorkshire Owl Experience

Year 3- Roberts Park & St Ives

Year 4-National Science and Media Museum

Year 5- Saltaire, Planetarium and Zoolab

Year 6- Air Museum and Lister Park

A number of pupils who are pupil premium also have special educational needs (40/124- 33%) it is crucial that we devise individual programs of work for these children, which are reviewed regularly. Employing a full time Assistant Headteacher who is responsible for SEND and Inclusion, a SEND administrator and two specialist teachers ensures that our most vulnerable children have excellent provision and make good progress.

Pupil outcomes from Statutory Assessment Tests for July 2022 (updated September 2022)

Year group	Subject	% All pupils	% Pupil premium
Year 6	Reading	72%	73%
	Writing	65%	65%
	Maths	73%	59%
	Combined	59%	57%
Year 4	MTC	58%	36%
Year 2	Reading	47%	39%
	Writing	20%	6%
	Maths	50%	45%
Year 2	Phonics	Retake (27 children) 48% (Cumulative-86%)	46%
Year 1	Phonics	55%	48%
Reception	GLD	47%	

Attendance

Attendance September 2021 – July 2022 all pupils - 89% Pupil premium 88%

Attendance remains a key priority in school and will continue to be implemented as part of the Pupil Premium Strategy Plan 2022 – 2023.

Behaviour and well-being

Behaviour outcomes in 2021-2022 are good. Reduced numbers of serious incidents. The strategy of one LSA per class to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class LSA) for each part of the school day, including lunchtimes, has resulted in good outcomes. This approach makes sure there is a fully inclusive education for identified pupils to address their

social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion.

Recovery Premium strategies and impact

School used 3 strategies to support pupils following the pandemic:

- school led tuition
- tuition partners through Reed
- Academic Mentor

School led tuition

These sessions were either reading, writing or maths, depending on the gaps in the individual classes/groups and were delivered to pupils in Years 1 to 6. Some sessions were led by teachers and some were led by Teaching Assistants following NTP training. Sessions were delivered in a ratio of 1:3 in blocks of 15 weeks.

Technology

Pupils who did not have technology at home to support their learning (eg TT Rock Stars, homework, coding etc) had access to Chromebooks for home use.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.