

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

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School overview

Detail	Data
School name	Crossley Hall Primary School
Number of pupils in school	683
Proportion (%) of pupil premium eligible pupils	31% (187/608)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2024 2024-2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
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	£277,905
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	£312,909

Part A: Pupil premium strategy plan

Statement of intent

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

- Attainment, progress, attendance and participation levels of disadvantaged pupils 2024 improves on the 2023 school figures for disadvantaged pupils.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- The health and wellbeing of disadvantaged pupils is prioritised.

The current pupil premium strategy plan will target funding on:

- 3 additional SEND teachers to teach target groups
- Third Space Learning for targeted pupils
- Extra tuition 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.

The key principles of our pupil premium strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality for some pupils
2	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.
3	Attainment and progress in Reading, Writing and Maths
4	Lack of wider life experiences outside the home and school
5	Physical/ social and emotional mental health

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	Narrow the attainment gap between Disadvantaged (FSM) and non-disadvantaged pupils in GLD
Improved outcomes in the Year 1 and Year 2 phonics screening for disadvantaged pupils	<p>Increased number of pupil premium pupils passing the Year 1 Phonics screening check and Year 2 re-take.</p> <p>The gap between Pupil Premium and Non Pupil-Premium to have narrowed in phonics results</p> <p>Every child for whom it is possible will pass the phonics screening check. Our average score will rise and more pupils will score 37+.</p>
Improved outcomes in reading, writing and maths at the end of KS1 for disadvantaged pupils	<p>The gap between Pupil Premium and Non Pupil-Premium to have narrowed in end of year outcomes</p> <p>Increased number of Pupil Premium pupils achieving expected.</p>
Improved combined outcomes in reading, writing, maths and combed outcomes at the end of KS2 for disadvantaged pupils.	<p>The gap between Pupil Premium and Non Pupil-Premium to have narrowed in end of year outcomes</p> <p>Increased number of Pupil Premium pupils achieving expected.</p>
Pupil premium pupils to make or exceed nationally expected progress rates	<ul style="list-style-type: none"> · Pupil Premium children to make expected or more than expected in reading, writing and maths · Increased number of Pupil Premium pupils achieving ARE · Gap between Pupil Premium and Non Pupil Premium to narrow
To achieve and sustain improved absence for all pupils particularly our disadvantaged pupils.	<ul style="list-style-type: none"> · Absence levels for disadvantaged pupils are in line with national average.
Improve the persistent absentee (PA) rates for all pupils.	Improve the percentage of disadvantaged persistent absentee (PA) pupils

Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.	Schemes which offer wider life experiences will be operational. These might include outdoor pursuits, learning an instrument, riding a bike or gardening.
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 ▪ decreased 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: £ 205,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD targeted at school improvement priorities.	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. EEF Implementation Guidance	3
Termly meeting with English consultant to support teachers with Writing across school- linked to SDP.	EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective. EEF Implementation Guidance	2,3
Training and follow up monitoring of effective feedback strategies.	Meaningful feedback supports pupil progress, builds learning, addresses misconceptions and closes the gap between where the pupil is and where the teacher wants them to be. EEF Teacher Feedback to Improve Pupil Learning	3

<p>3 additional SEND teachers employed in Key Stage 2 so that more children can receive targeted interventions.</p>	<p>Small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method of supporting low attaining pupils or those falling behind.</p> <p>EEF Teaching and Learning Toolkit small group tuition</p>	<p>3,5</p>
<p>Training, support and release time to develop subject leaders.</p>	<p>A broad and balanced and rich curriculum will provide learners with the essential knowledge and skills to move to the next stage of their education. Teachers' expertise in this area is essential for narrowing the social divide.</p>	<p>3,4</p>
<p>Focus on acquisition of early reading and specific phonics teaching.</p> <ul style="list-style-type: none"> ● RWI trainer consultant x 3 a year ● All staff to complete the Speed Sound training from Phonics Lead (TLR) ● Facilitate an AHT/TLR 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 Fast Track. ● 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. ● Regular assessment carried out by the teachers supported by Phonics Lead ensures pupils move on rapidly and those needing extra support are identified early. ● Release for AHT (up to 3 days) to work with Burley Woodhead English Hub to review support given. ● L&L Books ● RWI Spelling 	<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>	<p>2,3</p>

<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
<ul style="list-style-type: none"> ● Speech and Language- BHT, UP2 teacher trained to deliver and implement SALT ● Additional support staff in EYFS to deliver BHT (SALT intervention) 	High quality interactions between adults and children, creating a language rich environment. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2
<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 	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.	2,3,4 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ tutors to provide targeted interventions for pupils across school. 1-1 tutoring	Small group tuition enables the teacher to focus on a small number of learners, it benefits lower attaining learners or those falling behind. EEF Teaching and Learning Toolkit small group tuition	Third Space Learning 45 children per term @ £200 - £23,761 (Autumn 2 Spring and Summer)

<p>Employed an experienced highly skilled SEN LSA in EYFS</p>	<p>Small group tuition targeted at specific needs and knowledge gaps will ensure that children make expected progress from their starting points.</p> <p>EEF Teaching and Learning Toolkit small group tuition</p> <p>Evidence suggests that prioritising the development of communication and language early is the foundation to good progress in literacy.</p> <p>EEF Preparing for Literacy - Improving communication, language and literacy in the early years</p>	
<p>KS2 AHT teaching target groups each day for Y6 in English and Maths from Sep- May 2023. June-July with Year 5.</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>	

**Wider strategies (for example, related to attendance, behaviour, wellbeing)
£32,700**

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) 	<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</p>	<p>1 & 2 & 8</p>

<ul style="list-style-type: none"> ▪ Breakfast Club 	<p>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>	
<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>	<p>4 & 6 & 7</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 	<p>EEF Toolkit – School Uniform</p>	

Total budgeted cost: £ 205,209 + 75,000 + 32,700 = £321,909

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.

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

In 2022 - 2023, we introduced a range of sporting after-school clubs that were offered to all pupils, 53% of those attended were pupil premium. 212 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 Year 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.

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

Nursery - Bradford Central Library, Lion Learners

Reception- Rosegarland Care Home, Chellow Dean, Lion Learners. Ponderosa

Year 1- Local area walk, Bradford city library,

Year 2- Bradford City Football ground, Haworth, St Saviours Church, Jamia Masjid Hanfia Mosque

Year 3- Industrial Museum, Cliffe Castle,

Year 4- Tropical World, Cannon Hall

Year 5- Astrocampus, Saltaire,

Year 6- Yorkshire Air Museum, Lister Park

A number of pupils who are pupil premium also have special educational needs (50/143- 35%) 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 2023 (updated December 2023)

Year group	Subject	% All pupils	% Pupil premium
Year 6	Reading	38%	25%
	Writing	52%	40%
	Maths	62%	48%
	Combined	32%	20%
Year 4	MTC	58%	
Year 2	Reading	59%	53%
	Writing	51%	43%
	Maths	66%	64%
Year 2	Phonics	81%	67%
Year 1	Phonics	66%	66%
Reception	GLD	50%	35%

Attendance

Attendance September 2022 – July 2023 all pupils 91% Pupil premium 91%

Persistent Absentees- all pupils 36% Pupil Premium 37%

Attendance remains a key priority in school and will continue to be implemented as part of the Pupil Premium Strategy Plan 2023 – 2024.

Behaviour and well-being

Behaviour outcomes in 2022-2023 are good. Reduced numbers of serious incidents particularly at lunch time after the targeted training for support staff around lunch time supervision. 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

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.

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?	£0
What was the impact of that spending on service pupil premium eligible pupils?	£0

