

# Pupil premium strategy statement – Crossley Hall

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	606
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	26.11.24
Date on which it will be reviewed	26.11.25
Statement authorised by	
Pupil premium lead	Mrs Monnery
Governor / Trustee lead	Deirdre Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,320
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£272,320</b>

# 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:

- Additional Yr5 teacher to teach targeted groups
- Additional targeted support for pupils that are falling behind.
- providing additional speech and language provision for children with poor language skills.
- Targeted support for families around attendance and wellbeing
- Ensure all children can access educational visits regardless of family financial situation.
- ensuring all children are provided with additional food provisions where necessary.

## 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 reading, writing and maths at the end of KS1 for disadvantaged pupils	The gap between Pupil Premium and Non Pupil-Premium to have narrowed in end of year outcomes Increased number of Pupil Premium pupils achieving expected.
Improved combined outcomes in reading, writing, maths and combed outcomes at the end of KS2 for disadvantaged pupils.	The gap between Pupil Premium and Non Pupil-Premium to have narrowed in end of year outcomes Increased number of Pupil Premium pupils achieving expected.
Pupil premium pupils to make or exceed nationally expected progress rates	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 particularly those who are PA and or disadvantaged pupils.	Absence levels for disadvantaged pupils are in line with national average.
Pupils will have wider life experiences in line with those often afforded by children from more affluent backgrounds.	Increased engagement in learning. Schemes which offer wider life experiences might include outdoor pursuits, learning an instrument, riding a bike or engaging in trips.
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"> <li>▪ Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>▪ decreased levels of disruptive behaviour though the implementation of OPAL &amp; MyHappyMind</li> </ul>
All children are receive appropriate food provision throughout the school and are supported outside school	Children understand what it means to be healthy, they are well nourished and are able to actively engage in lessons as they are well fed.
Children receive appropriate support following early identification of speech and language difficulties	Children are targeted by an Speech and Language specialist and are able to make rapid progress in their level of communication.

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>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.</p> <p><a href="#">EEF Implementation Guidance</a></p> <p>Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p>	3
Termly meeting with English consultant to support teachers with Writing in KS1- linked to SDP.	<p>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.</p> <p><a href="#">EEF Implementation Guidance</a></p>	2, 3
Specific SEN training to support our teachers and develop support staff	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p><a href="#">Special Educational Needs</a> in</p> <p><a href="#">EEF- Special Educational Needs in Mainstream Schools- Summary of recommendations</a></p>	2, 3

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

Budgeted cost: £205,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher	Small group teaching led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an	3 5

	<p>effective method of supporting low attaining pupils or those falling behind.</p> <p><a href="#">EEF Teaching and Learning Toolkit small group tuition</a></p>	
Interventions LSA x 3	<p>Strategic deployment of LSA's is important to ensure disadvantaged pupils are supported. This will include ensuring LSA's are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a></p> <p>The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a></p>	3
Additional Speech and Language Specialist	<p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p><a href="#">EEF guidance: Communication and language approaches</a></p>	2

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

Budgeted cost: **£57,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Breakfast club can benefit pupils by preparing children for learning or supporting behaviour and school attendance. There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	5
Uniform for PP Children	<a href="#">EEF Toolkit - School uniform</a>	1, 5

Family Liaison Officer	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF Guidance:</p> <p><a href="#">‘Working with Parents to Support Children’s Learning’</a></p>	1
Education Visits Subsidy for PP Children	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p><a href="#">The EEF Toolkit has a strand on arts participation.</a></p>	4, 5

**Total budgeted cost: £272,965**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

In 2023 - 2024, we introduced a range of sporting after-school clubs (through Junior Jam) that were offered to all pupils, 58% of those attended were pupil premium. 163 families 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 4 and 5 were taught in a small target group by a teacher. As a result they made accelerated progress and behaviour incidents were minimal. Children across Years R, 1 and 2 were taught within a smaller group in the classroom for English with a focus on Early Reading (RWI) while target children in Years 3, 4, 5 and 6 and were taught in small groups with the same focus.

Targeted children in Year 6 were led by an AHT for maths, Reading and Writing. This daily small group teaching was targeted at specific needs and knowledge gaps, and 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.

#### **Wider Curriculum Experiences:**

Nursery - Lion Learners

Reception - Chellow Dene, Ponderosa, Living Eggs Project, Wonderdome,

Year 1 - Local area walk, Library Visit, Alfresco Learning (Great Fire of London), Author visit/assembly

Year 2 - Local area walk, Seaside Workshop, St Saviours Church Visit, Industrial Museum, Author visit/assembly

Year 3 - Local area walk, Cannon Hall Farm, Author visit/assembly, Egyptian Workshop

Year 4 - Cannon Hall Farm, Saltaire Industrial Visit, Author visit/assembly, Anglo Saxons Workshop

Year 5 - Humphs Histories (Ancient Greeks Workshop), Mosque Visit, Magna, Author visit/assembly

Year 6 - Historic Workshops (Stone age Workshop), Yorkshire Wildlife Park, Author visit/assembly

RP: Zen Sensory

A number of pupils who are pupil premium also have special educational needs (50/143- 35%) We continually devise individual programs of work for these children, which are reviewed regularly and are regularly recognised by external agencies as being successful, as well as an example of good practice for others. Employing a full time Assistant Headteacher who is responsible for SEND and Inclusion, a SEND administrator and a specialist teacher ensures that our most vulnerable children have excellent provision and make good progress.

<b>Year group</b>	<b>Subject</b>	<b>% All pupils</b>	<b>% Pupil Premium</b>
Year 6	Reading	69%	67%
	Writing	65%	55%
	Maths	75%	62%
	Combined	56%	45%
Year 4	MTC	56%	55%
Year 1	Phonics	73%	52%
Reception	GLD	46%	17%

Attendance

Attendance: September 2021- July 2022 whole school 89.2%.

Attendance September 2023 - July 2024 91.3%  
 Current average attendance 92% (26.11.24)

PA:

2021/22	2022/23	2023/24
38.6	34.9	29.1

## Externally provided programmes

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

Programme	Provider
<p><b>Year 6 Cycling Headline figures</b>            START: 62% Riders            FINISH: 94% Riders</p> <p><b>Year 2 Cycling Headline figures</b>            START – 30% riders            FINISH – 76% riders</p> <p><b>Year 1 Cycling Headline figures</b>            72 students recorded            End assessment – 39% of year group can ride with pedals</p> <p><b>Reception Cycling Headline figures</b>            83 students recorded            End assessment – 31% of year group can ride with pedals</p>	Ready Steady Pedal