

Pupil premium strategy statement – Crossley Hall Primary School

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	628
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Deirdre Bailey
Pupil premium lead	Eleanor Monnery
Governor / Trustee lead	Deirdre Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,305
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£283,305
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Crossley Hall Primary School serves 628 full-time equivalent pupils, with a diverse student body: 87% from minority ethnic backgrounds (majority Pakistani heritage), 45% speak English as an additional language, and 25% have identified special educational needs (SEN). The school is located in Fairweather Green, Bradford, an area within the 30% most deprived nationally. 29% of pupils (212) are eligible for Pupil Premium funding. Our vision—Aspiration, Inclusion, and Happiness—guides our approach to supporting all pupils to thrive.

The current pupil premium strategy plan will target funding on:

- Provide all education professionals training around meeting the needs of all learners.
- Provide additional provisions and targeted support for pupils with SEND and or disadvantaged.
- Additional LSA's 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.

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor speech, language and communication development</i>
2	<i>Pupils have poor attendance and punctuality</i>
3	<i>Increasing number of children on the SEND register working at a pre-key stage standard and/or with complex additional needs</i>
4	<i>As the complexity of pupils' needs are increasing year on year, teaching staff at all levels have limited knowledge on how to make the National Curriculum accessible for all.</i>
5	<i>Disadvantaged pupils do not achieve as well as disadvantaged pupils in reading, writing and maths.</i>

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
<p>All children with new or existing speech, language and communication difficulties have been accurately assessed and appropriate support implemented.</p>	<ul style="list-style-type: none"> ● All children in EY have WellComm termly assessments to identify speech and language difficulties and targeted interventions. ● Support provided by Lingo (Speech and Language Therapist) ● Training and support provided by LINGO to all staff where appropriate ● Children with speech and language difficulties within KS1/KS2 will also be assessed and appropriate support provided.
<p>Improved attendance and punctuality for all pupils with particular focus on our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Increase in attendance reported through the DfE termly report. ● Our schools ABIE needs to be 0.5 percentage points higher than in 2024 2025. Overall attendance needs to be at least 93.1% ● Monitoring of punctuality will show a decrease in poor punctuality. ● PA will decrease- we will move up the rankings of similar schools from 17th out of 21schools.
<p>Additional targeted teaching support for those working at pre key stage make accelerated progress.</p>	<ul style="list-style-type: none"> ● Targeted adapted classes and curriculum to meet the needs ● Robust assessment processes to measure progress effectively. ● Pupil progress meetings provide 'achievement' from the pupils' starting points. ● Additional support staff provide targeted support and intervention.
<p>All staff become more confident in adapting their teaching practice and pedagogy to meet the needs of all pupils through a suite of CPD.</p>	<ul style="list-style-type: none"> ● Staff are confident in adaptive practice in all classrooms across school. ● CPD provided both on the job training/coaching and additional research based training. ● Coaching opportunities between teachers, and or LSA's to support practice.

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
Regular CPD aligned with our 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 EEF Effective Professional Development	1,3,4,5
Provide targeted training for staff on strategies for disadvantaged and SEND pupils around language development with particular focus on our Early Years pupils.	High quality interactions between adults and children can develop their communication and language skills. EEF Preparing for Literacy - Improving communication, language and literacy in the early years	1

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

Budgeted cost: £ 267,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver small group interventions for pupils needing additional literacy and communication support.	Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small group Tuition	1,3,4,5

Deploy Learning Support Assistants strategically to support pupils with SEND and those eligible for Pupil Premium.	Small group teaching daily led by experienced and skilled adults, targeted at specific needs and knowledge gaps, is an effective method to support low attaining pupils or those falling behind. EEF Small group Tuition	1,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Operate breakfast and after-school clubs to improve attendance, punctuality, and provide enrichment opportunities.</i>	Attendance at school is a key indicator for academic success. A calm and timely start to the school day ensures that children start learning as soon as teaching begins. Breakfast for health in children Access to extra-curricular provision and the association with outcomes	2
SLT (including Head/Deputy and AHT) to monitor and analyse attendance and provide targeted support to families.	Engaging effectively with parents has a positive impact of 4 months additional progress. EEF Teaching & Learning Toolkit - Parental Engagement	2
<i>Engage families through workshops and communication to support learning at home.</i> <i>Family Liaison Officer</i>	EEF Teaching & Learning Toolkit - Parental Engagement 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: Working with Parents to support pupils learning	2
Uniform for PP Children	EEF Toolkit - School uniform	1,3,4,5

<p>Education Visits Subsidy for PP Children</p>	<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. The EEF Toolkit has a strand on arts participation.</p> <p>Access to extra-curricular provision and the association with outcomes</p>	<p>1,3,4,5</p>
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Total budgeted cost: £293,423

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key performance data:

GLD

	School	National
All pupils	53%	68%
PP	50%	
Non PP	54%	

Year 4 MTC

	School	National
All pupils	50%	37%
PP	47%	
Non PP	55%	

Key Stage 2

	% All pupils	National %	% Pupil Premium
Reading	65%	75%	60%
Writing	33%	72%	23%
Maths	65%	74%	58%
Combined	33%	62%	23%

Attendance

Although attendance is not in line with National expectations, it is clear to see improvements have been made year on year. Persistent absenteeism has also decreased over the last three academic years.

	2022-2023	2023-2024	2024- 2025
Overall attendance	90%	91%	92%
Persistent absentees	35%	29%	27%

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:

	Experiences accessible for all
Nursery	Bowland Farm
Reception	Bowland Farm, Ready Steady Pedal
Year 1	Industrial Museum, Under The Sea Workshop, Ready Steady Pedal (For Year 1 it was the first time that many of them had tried a pedal bike - they were from 79% non riders to 45%.)
Year 2	Ogden Water, Lister Park, Ready Steady pedal (results going from 70% non riders to 23%. 10 of the children were also signed off as confident - meaning they can ride, brake, stand up and ride one handed.)
Year 3	Stumps Cross Cavern, Humphs Histories
Year 4	Saltaire, Ready Steady pedal (Going from 57% to 85% riding a bike - 13 still unable to ride - With a fully proficient rating of 58%)
Year 5	Humphs Histories. Ready Steady Pedal (Year 5 have gone from 52% riding a bike to an amazing 92% pedalling - just 7 pupils still unable to ride. With a fully proficient rating of 59%.) Dr Bike - 1 Day of maintenance training for pupils in Year 5/6
Year 6	Shipleby Bowling, Ready Steady Pedal (Year 6 have gone from 73% of pupils being able to ride a bike to 95% (4 pupils still unable to ride) with a fully proficient rate of 61%.) Dr Bike - 1 Day of maintenance training for pupils in Year 5/6
RP classes	Zen Sensory/ Additional Fun Swim

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>Ready Steady Pedal</p> <p>Year 6 pupil 96% are now able to ride a bike</p> <p>Year 5 pupils 95% are now able to ride a bike.</p> <p>Year 4 pupils 85% can now ride a bike.</p> <p>Year 2 pupils 77% can now ride a bike</p> <p>Year 1 pupils 51% can now ride a bike</p>	Emily Grove
<p>Dr Bike</p> <p>Supported families with bike and scooter and maintenance (65 made road safe in 1 day)</p> <p>Dr Bike worked with small groups of children modelling how to maintain/fix school bikes/scooters.</p>	Emily Grove

