

Pupil Premium Strategy Statement - Crossley Hall Primary School

Summary Information

School	Crossley Hall Primary School				
Academic Year	2017 - 2018	Total PP Budget	£273,280	Date of most recent PP review	July 2017
NOR	710	Number of pupils eligible for PP	168	Date of the next internal PP review	July 2018

Additional Information – Purpose of Spending

We will use the pupil premium grant in ways we think will best support the raising of attainment for the most vulnerable pupils. Our priority in the academic year 2017 - 2018 will be focused on 'narrowing the gap' for those pupils not on track at the end of Key Stage 2, as well as supporting children in other classes who might not achieve as well as their peers.

The premium is provided in order to support these pupils in reaching their potential. We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals and, therefore, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable. The schools ethos is for all children to achieve their fullest potential.

Current Attainment

	<i>Disadvantaged Pupil Outcomes (%)</i>	<i>National Average Disadvantaged Pupil Outcomes (%)</i>
% of pupils who met the expected standard or above in reading, writing and maths	60.5%	47.5%
% of pupils who achieved a high level of attainment in reading, writing and maths	0	3.6%

Barriers to future attainment

In-school barriers

A	Pupils arriving in Reception are working well below ARE
B	High percentage of pupils with English as an additional language
C	Additional support for pupils who are at risk of not meeting ARE
D	Lack of life experiences
E	Pupils living in vulnerable environments

External Barriers

A	Improve and maintain attendance rates across school
B	Parental Involvement

Desired Outcomes

Success Criteria

A	Improve outcomes in Reception	Reception outcomes to be broadly in line with the National Average
B	Improve the number of pupils at ARE at the end of the year	Reading, Writing and Maths outcomes to be broadly in line with the National Average.
C	Increase in the number of children attending trips and residential visits	All children to attend school trips with the vast majority attending residential.
D	Improve and maintain rates of attendance	Rates of attendance to be in line or above the National Average
E	Ensure all the needs of pupils are met. (Academic and Pastoral)	Pupils accessing support through a range of systems

Planned Expenditure 2017 - 2018

Quality of Teaching for All

Desired outcome	Approach	Rationale	How will you ensure it is implemented well?	Staff lead	Estimated Cost (£)	Review Date
A: Improve Reception outcomes	Additional member of staff in Reception	Our children join us in reception with low baselines. This additional adult will enable teachers to work with children in smaller groups in learning tasks and in particular phonics. This approach has worked well for the school historically.	Monitoring and Evaluation Lesson Observations Peer observations Drop ins Progress Data	M Thorp C Young A Cuddy	35,000	July 2018
C: Increased participation in afterschool clubs	After School Clubs and sports competitions	Part of our PP money should be used to fund afterschool sports clubs in order to continue to promote healthy lifestyles and mental wellbeing.	Monitor attendance Monitor range of clubs offered Monitor quality of delivery	M Thorp C Young PE Leaders	3,000	July 2018
B: Improve reading outcome	Reading Books, bug club and subsidised book sales to support home reading.	Reading is a huge focus for us this year. We need to continue to raise the profile of reading across school as well as making more of reading opportunities in lessons. We also would like to use some of this money to update class library areas.	Lesson observations Drop ins Progress data Pupil Interviews	M Thorp C Young S Mapplebeck	20,000	July 2018
B: Leadership Development Programme	Intervention TLR	Two development senior leaders have dedicated management time to develop teaching, learning and assessment in core areas.	Lesson observations Drop ins Progress data Pupil Interviews	M Thorp C Young A Cuddy M Ahmed	4,600	July 2018
B: Delivery of interventions across school	TAs to deliver high quality interventions	TA will deliver high quality interventions across school in order to narrow the gap.	Drop Ins Progress Data	M Thorp C Young AHTs	15,000	July 2018

Total Budgeted Cost: £77,600

Targeted Support

Desired outcome	Approach	Rationale	How will you ensure it is implemented well?	Staff lead	Estimated Cost (£)	Review Date
B: Improved speech, language and communication of targeted pupils.	Additional Speech and Language Support	We have a growing number of children in early years and KS1 who are referred externally for Speech and Language therapy but often then miss appointments. We therefore plan to use some of our PP to ensure that our pupils get the professional support that they need in order to access learning in the classroom.	Progress data and measures as completed by the speech and language therapist.	M Thorp C Young E Monnery SLT	10,000	July 2018

B: Meet the needs of SEN pupils	Additional Educational Psychologist support	We are now seeing an increased amount of children joining us with beyond Range 4 need. Buying additional EP time will allow us to further understand their needs and act quickly when pulling together evidence when applying for EHCPs	Success rate of EHCPs Progress for children who have received EP support Observations to monitor effectiveness of provision.	M Thorp C Young E Monnery	5,773	July 2018
B: Improved KS1 reading outcome	Jesse Street Readers	This approach worked well last year. Continuing with this, will allow us to target Year 2 readers for additional 1:1 support.	Progress date for y2 reading Quality of delivery	M Thorp C Young S Mapplebeck	6,000	July 2018
E: Breakfast club for vulnerable families	Early Birds Breakfast Club	This strategy has been used in school for several years with proven success. Having this provision also allows us to act quickly should new child join us or if family circumstances alter.	Case study for children who attend to be completed by pastoral team.	M Thorp C Young E Monnery N Archer	6,000	July 2018
E: Support social and emotional development of all	Life Caravan	Our pupils come from an area of social deprivation with a poor understanding of the wider world. This provision would allow us to be aware of challenges they may face whilst becoming emotionally and mentally prepared for life.	Pupil Voice Evaluation to be carried out by PSHCE Coordinator	M Thorp C Young B Lightowler	2,000	July 2018
A: Improve physical development outcome at the end of reception	Early Years Outdoor Provision	Some of our PP will be allocated to the development of the early years outdoor provision. This will include working with an early years consultant.	Early Years leader to lead Progress Data termly	M Thorp C Young A Cuddy	10,000	July 2018
B: Improve KS2 outcomes	Inspire Maths	To help us further develop conceptual understanding of maths and support understanding of reasoning, we will be implementing a consistent approach to teaching maths across school. This approach promotes the use of concrete resources and Singapore bar modelling.	Progress Data PM Observations Maths drop ins	M Thorp C Young M Ahmed	23,000	July 2018
B: Improve outcomes for more vulnerable pupils	Support through 1:1 apprentices.	Children with more complex needs are to be supported through the use of 1:1 apprentices.	Termly review of progress data Support to be received on a pupil needs basis. Progress data and books Drop ins	M Thorp C Young E Monnery	60,000	July 2018

E: Pupils to be ready for transition	Transition programmes	In order to ensure success in their next phase of learning, a solid transition programme will be followed. This will include a more bespoke approach to support pupils who need this.	Pastoral Team to implement Involvement of class teacher in identifying needs of pupils. Evaluation of process	M Thorp C Young AHTs	3,000	July 2018
					Total Budgeted Cost: £125,773	
Other Approaches						
Desired outcome	Approach	Rationale	How will you ensure it is implemented well?	Staff lead	Estimated Cost (£)	Review Date
F: Improve attendance rates	2 parental involvement officers	This approach has proven successful in the past. It gives us opportunity to support parents who find meeting attendance expectations more challenging, allowing us to promote a sustainable approach to attendance.	Monitored by Head of School and Attendance Officer Termly attendance meetings Review of external support services accessed.	M Thorp C Young Pastoral Team	44,986	At the end of each half term
F: Maintain high attendance	Attendance Challenge and reward scheme	Again this approach was successful last year. Our families responded well to being rewarded for attendance. Pupils are motivated to gain 100% attendance and gain a place in the attendance limo.	Monitored by HT and Attendance Officer Termly attendance meetings Compare numbers of children hitting 100% attendance.	M Thorp C Young Pastoral Team	1,800	At the end of each half term
E: Purchase uniform for most vulnerable families	Uniform for vulnerable families	To support families in challenging financial circumstances, all pupils on PP will receive £50 worth of uniform.	Families who require this level of support to be referred to HT/HoS.	M Thorp C Young Pastoral Team	6,900	At the end of each half term
D: Complete in sports competition	Involvement in Exceed Lap Activities	Very few of our children attend or compete in sporting activities outside school. This would give them the opportunity to do that.	Numbers monitored termly Clubs to be linked with up and coming competitions	M Thorp C Young M Puttick	14,000	July 2018
D: Create therapeutic care opportunities	Increased use and upkeep of the school allotment & School Workforce	This would allow children to experience something which they would not normally do, adding depth their curriculum experience.	Release time for staff to maintain and work with pupils on these areas.	Pastoral Team M Barnes	2,000	July 2018
D: Create therapeutic care opportunities	Continued upkeep of the archery range.	This would allow children to experience something which they would not normally do, adding depth their curriculum experience.	Release time for staff to maintain and work with pupils on these areas.	Pastoral Team G Smith	1,550	July 2018
D: Broad curriculum experiences	Y4 Fishing	All children in year 4 to go fishing to broaden their curriculum experiences	Release time for staff to supervise and support	N Davies	3,000	July 2018

D: Lease of 2 school mini buses	Provide transport to support learning	This would continue to allow us to provide transport for learning experiences, vulnerable families and nurture groups.	Monitor who uses the mini bus and for what.	J Taylor C Young M Thorp	15,910	July 2017
				Total Budgeted Cost: £90,146		

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Review of Expenditure 2016 - 2017

Quality of Teaching for All

Desired Outcome	Approach	Impact	Lessons Learned	Cost £
A. Reception outcomes to be broadly in line with the national average.	Additional member of staff in each Reception class	Although our GLD was below NA this year, this was more due to the complex makeup of the cohort and a number of children who joined us with SEN needs. This approach also supported pupils who were not eligible for PP.	Considering these needs, this strategy was very successful in meeting needs and will be continued next year. It allowed us to support those children who joined us with very low baselines. All pupils were supported as group work and provision was based on the needs of the child regardless of their eligibility.	21,885
C All pupils to be broadly in line with age related expectation	High quality interventions delivered across school by TAs	Staff had dedicated time to work with target pupils. Outcomes at the end of key stage 2 were all above the national average.	Link interventions in with Inspire. Evaluate through pupil progress meetings to ensure progress is being made in all core areas.	7,902
D To broaden the curriculum experience for all pupils through residential experiences	residential experiences	More children have been able to attend residential this year as we have been able to part fund places. Children have always come back from these trips full of confidence at having tried new things.	This has been an expensive approach and is not something we feel is sustainable. Next year, we will be looking for a cheaper way of running residential experiences.	20,450
D To broaden the curriculum experience for all pupils through school trips.	Subsidised school trips	All pupils have continued to benefit from being able to attend experience to enhance their knowledge, skills and understanding of a range of curriculum areas.	We will be unable to support families with this approach on such a scale in the future. Each class has been set a limit as to the cost of trips over the next year which will then reduce our outgoings but allow us to be able to continue to support the most vulnerable.	4,750
C To broaden the curriculum experience for all pupils.	Curriculum enhancement through the use of after school clubs	Our after school clubs have continued to be popular and well attended this year.	These will continue again next year. The themes of the clubs will be linked to pupil interest and Exceed competitions. Our after school clubs will continue to be open to all pupils.	5,385
B Improve Reading outcomes for all pupils	Relaunch and redevelop the library.	To help continue to engage our pupils, an amount of money was spent on setting up our own school bookshop – Star Books. This has allowed us to sell books at a subsidised rate.	This approach has been well received by parents. Now it has been established and each key stage as its own portable bookshelf, we will continue with this approach next year.	19,647
C All pupils to be broadly in line with age related expectation	High quality interventions delivered across school by TAs	Teachers (including AHTs) and TAs had dedicated time to work with target pupils. Outcomes at the end of key stage 2 were all above the national average.	Link interventions in with Inspire. Evaluate through pupil progress meetings to ensure progress is being made in all core areas.	27,985

B To ensure all children are making good progress in core areas	Intervention TLR	A TLR was created to monitor the impact of interventions across school.	This position has given us a better overview of the quality and consistency of interventions being run in school. Although interventions will continue next year, the role of monitoring these will be done through SLT, subject leaders and those of the leadership development program.	4,661
D To experience competitive sports and develop sportsmanship.	Attending sports competitions within Bradford and Exceed	This year, we have been successful in gaining several trophies in the Exceed competitions. The children are developing great sportsmanship and look forward to their next event.	Continue this approach next year. This approach broadens our pupils' experiences as without this, many would not have the experience of competing or meeting children from partner schools. The school won several trophies this year and this boosted confidence and self-esteem.	1,890
D Provide transport to pupils to meet curriculum needs.	The lease and running costs of 2 school mini buses	We have been able to use the mini buses not only to support smaller trips and sports fixtures but also to support vulnerable families with attendance where appropriate.	The mini buses are on a lease contract and will continue to be used next year.	15,000

Targeted Support

Desired Outcome	Approach	Impact	Lessons Learned	Cost £
E: To meet the needs of our pupils with more significant speech and language needs	Additional Speech and Language Support	By using this approach, we have been able to ensure children who need it are getting specialist support. External appointments have not been missed.	We still have a lot of children requiring support and have seen an increase in supported need in the early years. It would therefore be essential for us to continue with this support next year.	6,125
E: Meet the needs of our pupils in range 4 or above.	Additional Educational Physiologist support	This approach has been key in us being able to secure a number of EHCPs this year. It has also meant that we have been able to investigate a pupils learning need quickly.	This has been a very successful and supportive approach, especially when dealing with the level of need in early years and when gathering evidence for EHCPs. We will continue with this approach next year.	7,904
A. Improving outcomes for pupils in early years.	Developing the outdoor provision	This has been a particularly low performing cohort with a great deal of need. Impact has been limited.	This is something that needs further development next year. The focus needs to be more on the range of opportunities through the phase and potentially utilising spaces at both sides of the building.	6,853
C: Improve outcome for more vulnerable pupils	1:1 support for apprentices	Overall this approach has been effective. The children have been supported and a number of apprentices have been kept on for a second year. Children will 121, support have made good progress.	This approach will be used again next year. It is financial sustainable as we are expected to secure a higher number of EHCPs. In order to support new apprentices joining us, we will develop a tighter induction process with specific training from outside agencies before they	67,332

			take up their post.	
F: Support attendance and needs of vulnerable pupils.	Early Birds Breakfast Club & Transport	This approach gives us the scope to support low attendance but also vulnerable, whether they be eligible for PP or not, which sets them up for learning in the day ahead.	Continue next year. It is something that we are able to offer families with immediate effect and allows us to have structured day to day contact with our most vulnerable pupils.	883
C: Y6 pupils to meet ARE in reading, writing and maths.	Additional Targeted support for Year 6 pupils.	Interventions and support given in school time by teachers, TAs and AHTs was very successful.	Continue with this approach. Link progress reviews into pupil progress meetings.	8,318
E: Support pupils at key transition points	Transition from Nursery to Reception, Year 6 to Year 7	Transition provision is solid. All year 6 pupils have transition to Year 7 well, including those with additional needs.	As this approach was so successful, we will continue with it next year working with both exceed and looking at the individual needs of our pupils.	600
C: Support progress in reading.	Purchase Bug Club	This resource has been well received by the children and staff, providing them with a structured approach to the teaching and learning of reading.	This approach will be continued next year and will impact on all pupils. We will have a further push on Bug Club competitions to continue to link this approach with other approaches which are designed to raise attainment in reading.	1,500
C: Improve reading outcomes in KS1	Jess Street Readers	Support through this approach has been targeted for year 2 children. A focus has been given to those children who need to work on fluency in order to meet expected. Results this year showed a narrowing of the gap from early years outcomes to end of KS1 outcomes	We will continue this approach next year but look at the possibility of using it to support children who are in year 5 and 6 and are struggling to engage with reading.	600
A. Develop reading in nursery	Reading books in nursery.	Books were bought for the reading provision in nursery and CHiPs and were well received. These were mainly used to send home to help parents in sharing books with their children.	We will continue with this approach next year although will be extending it into Reception and CHiPs also. This will be extended further to help build parent relationships and understanding of the importance of reading.	800
D Provide broad curriculum experiences.	Year 4 fishing	The majority children in KS2 went fishing this year. Again, this is an experience that our pupils would not normally have the chance to do. It boosted confidence and developed both language and social opportunities.	This will be continued this year. As the sessions were fairly long last year, we will be making them a little shorter in order to retain engagement and motivation for the full year. We will also aim to target more children as this was something that became very popular with the key stage.	1,500
D Development of computing skills across	Replace Netbooks	The netbooks have been replaced with an iPad to ensure teaching and learning is in line with	This approach is something that is more sustainable and we will continue to replace these on a year by year	10,415

the curriculum		technological advances.	basis.	
E: Provide uniform for vulnerable families and those in receipt of pupil premium.	Provide uniform for vulnerable families.	This year we supported families who were experiencing financial difficulties by supporting them in purchasing essential uniform. This was also used as an incentive for securing free school meals.	This approach was very received last year and particularly worked well as an incentive. It will therefore continue next year.	4,140
Other Approaches				
Desired Outcome	Approach	Impact	Lessons Learned	Cost £
F: Attendance to be in line with or above national average.	2 parental involvement officers	We need to ensure our children are at school if they are to learn. Attendance figures were in line with the national average this year.	Continue with this approach next year.	45,087
F: Attendance to be in line with or above national average.	Attendance Challenge and reward scheme	A range of strategies were used to increase and maintain high attendance figures this year, all of which were successful.	Continue with this approach next year. As we work through the year, we will adapt as we work depending on the needs of our school and any developing trends.	2,856
D Enter competitive sports events	Involvement in Exceed Lap Activities	Lots of sporting success this year. Children who were involved in events enjoyed them and remained enthusiastic.	Continue with this next year. Ensure any wins continued to be celebrated in assembly.	700
D: Support Social and emotional development of pupils	Life Caravan	All children have access to the Life Caravan a parent workshop was also run. This has proven to be a valuable curriculum resource and has provided us with an excellent, new PSHCE resources to replace Jigsaw.	Although we have seen the value of this resource, we may have to consider accessing it on a smaller scale and teachers delivering aspects of this work in classrooms in order to make it financially sustainable.	2,500
D Offer a broad range of curriculum experiences.	Increased use and upkeep of the school allotment & School Work Force	Children enjoyed working on the allotment and had plenty of success. At the end of the year, they even held a small fruit and vegetable sale in the playground.	Continue with this approach next year. Ensure release time is planned in for the Cover Supervisor to continue to develop the allotments. Pastoral team to take the lead on School Work Force	2,474
D Offer a broad range of curriculum experiences.	Continued upkeep of the archery range.	Children respond well to this additional curriculum experience and also feel prepared when entering the Exceed Archery competition. Archery area has now been moved and redecorated. This has been well received.	Continue with this approach next year. Start the club as soon as possible in September. G Smith to continue to lead as a trained Archery instructor.	2,700
A. Prepare for new pupils to join the school in early	Early Years staff release time for home visits	Children, families and staff were well prepared when welcoming their new classes into school in September.	Continue with this approach. Consider the need for visiting children in their own settings and carrying out a joint observation to quality assure end of nursery	1,012

years.		A new induction booklet was also written for new parents and families which was well received.	judgements and be ready with new provision. Continue to support any pupils and families that need additional support in selecting the appropriate high school and ensuring transition for the pupil is as focused as possible.	
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