

Pupil premium strategy statement – The Crossley Heath School

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.

School overview

Detail	Data
School name	The Crossley Heath School
Number of pupils in school	902 (1135 including 6 th form)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	9/1/22
Date on which it will be reviewed	30/9/23
Statement authorised by	Lynnette Cassidy (Head)
Pupil premium lead	Jonathan Brownlie (Deputy Head)
Trustee lead	Olivia Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,850
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,200
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,825

Part A: Pupil premium strategy plan

Statement of intent

At Crossley Heath School we believe that all pupils, regardless of background should achieve their potential. As a selective school we seek to ensure that all of our pupils follow a rigorous academic curriculum and reach high levels of attainment, and make positive progress.

Our curricular expectations of PP students are just as high as for all of our pupils. All students take three separate sciences, study a modern language and a humanity (which we define as history, geography or RS) as part of the Crossley Heath curriculum.

So that all of our students can achieve their potential, we place a strong emphasis on pastoral and well-being support. Our pastoral team liaise with families, all relevant external agencies and across teams in school to ensure that students' individual needs are catered for.

We also intend for our PP students to be able to access the same range of extra-curricular provision as their peers. These enrichment activities help to support PP students' academic understanding of their subjects and also develop their cultural capital.

At the school we use internal and external data to help identify any issues for our PP students and put in place additional provision to help ensure that PP progress is in line with that of their peers.

Furthermore, we are aware that disadvantaged pupils have been disproportionately impacted by the negative effects of the pandemic. We will therefore make use of government funding to deliver school-led tutoring for small groups of students, including those in receipt of PP.

Challenges

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

Challenge number	Detail of challenge																																				
1	<p>National research shows that PP students have been disproportionately impacted through lost learning as a result of the pandemic and this is also true of some of the disadvantaged students at CHS.</p> <p>Internal school data baselined in 2022 showed that progress of PP cohorts is below that of their peers.</p> <table border="1"> <thead> <tr> <th></th> <th>P8 (predicted) Y11</th> <th>P8 (predicted) Y10</th> <th>P8 (predicted) Y9 <i>NB - based on CATs baseline</i></th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0.24</td> <td>0.02</td> <td>0.92</td> </tr> <tr> <td>Non PP</td> <td>0.41</td> <td>0.23</td> <td>0.76</td> </tr> <tr> <td>All</td> <td>0.40</td> <td>0.21</td> <td>0.77</td> </tr> </tbody> </table> <p>PP students starting Y7 attained lower CATs scores indicating a greater impact of lost learning.</p> <table border="1"> <thead> <tr> <th>Y7</th> <th>Ave scaled score</th> <th>Maths</th> <th>English</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>112.74</td> <td>114.16</td> <td>111.26</td> <td>115.42</td> </tr> <tr> <td>Non PP</td> <td>113.52</td> <td>114.16</td> <td>112.93</td> <td>116.42</td> </tr> <tr> <td>All</td> <td>133.43</td> <td>114.16</td> <td>112.72</td> <td>116.30</td> </tr> </tbody> </table>		P8 (predicted) Y11	P8 (predicted) Y10	P8 (predicted) Y9 <i>NB - based on CATs baseline</i>	PP	0.24	0.02	0.92	Non PP	0.41	0.23	0.76	All	0.40	0.21	0.77	Y7	Ave scaled score	Maths	English	SPAG	PP	112.74	114.16	111.26	115.42	Non PP	113.52	114.16	112.93	116.42	All	133.43	114.16	112.72	116.30
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2	<p>National data suggests that PP students achieve progress which is below that of their peers. At CHS the achievement of PP students has fluctuated, mainly as a result of the size of the cohort, meaning that small numbers of individuals can have an outsized effect on data.</p> <p>Our focus has therefore been to look at the individual needs (academic and pastoral) of our PP cohort and to tailor support as appropriate.</p>																																				
3	<p>PP students may not have access to the same range of extra-curricular and enrichment activities as their peers.</p> <p>The school has set aside financial support for disadvantaged students so that we are able to help students and their families access enrichment activities.</p>																																				
4	<p>Nationally, the attendance of disadvantaged pupils is below that of their peers. At CHS we have high levels of attendance in general but there are some individual cases where attendance has been an issue and the school works with students and their families to address this.</p>																																				

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
To use quality-first teaching and school-led tutoring to mitigate the impact of lost learning on PP (and other) students.	Internal data shows that disadvantaged students' Learning Attitude and Progress are as good or better than their peers. In exam cohorts, results deliver expected (or better) progress for disadvantaged students.
For PP students to make progress which is on average as good or better than their peers.	Internal and external progress data for PP cohorts is above average.
PP students have well-developed cultural capital which enables them to achieve well in their studies. Disadvantaged students access extra-curricular / enrichment provision in line with participation rates of others.	PP students (on average) make positive progress. PP student participation in clubs, sports, trips and visits (as tracked on Arbour) is high and in line with their peers.
For PP student attendance to be as good or better than their peers'.	Attendance for PP students is as good or better than their peers AND above the national average.

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: £6,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	In order to complement KS2 data, standardised CAT tests have been purchased to support teachers and pastoral leaders identify academic strengths and weaknesses and thus provide appropriate and targeted support for PP (and other) students. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Improving literacy across the curriculum.	Developing students' literacy and oracy will enable them to better access the curriculum and improve their cultural capital. Improving Literacy in Secondary Schools	1, 2
Professional development on evidence-based approaches which will ensure high quality teaching.	EEF evidence indicates that developing meta-cognitive practices can have a high impact but that this can be difficult to realise. Therefore, professional development activities will be used to support teaching staff in developing this area of pedagogy. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £5,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
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In-school structured intervention programmes	Small group support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £137,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of Attendance and Family Liaison Officer to work alongside pastoral team to ensure focused approach to attendance monitoring and intervention.</p> <p>This will also include use of FFT Aspire to measure progress relative to national cohort.</p>	<p>Evidence shows that effective parental engagement can lead to improvements in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Furthermore, evidence suggests that small improvements in attendance can lead to meaningful impacts. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	4
Use PP fund to support curriculum enrichment and development of disadvantaged students' cultural capital with financial support for identified educational, cultural and social activities.	<p>Evidence from numerous research papers highlight that cultural capital is a key factor in achieving success at school. https://link.springer.com/chapter/10.1007/978-3-030-11991-1_2</p>	3
<p>Focused pastoral support for disadvantaged students including PL monitoring, parental contact, SEND support and counselling where appropriate.</p>	<p>Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £148,844

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.

Outcomes under national examinations for disadvantaged students were:

Year (no.)	2017 (6)	2018 (13)	2019 (15)	2022 (20)	2023 (18)
Progress 8	-0.08	-0.35	0.58	-0.06	0.10

		% Achieving EBACC (9-4)					% Achieving EBACC (9-5)					% Entering EBACC				
		2017	2018	2019	2022	2023	2017	2018	2019	2022	2023	2017	2018	2019	2022	2023
National	Dis.	11.7	12.1	12.6	14	11.7	9.8	7.2	7.4	9.2	7.1	25.4	26.4	27.5	26.9	27.4
	Non-Dis	28.2	28.5	29.4	31	27.7	25.6	20.2	20.6	24	19.7	43.0	42.8	44.5	43	42.7
	Gap	16.5	16.4	16.8	17	16.0	15.8	13.0	13.2	14.8	12.6	17.6	16.4	17.0	16.1	15.3
Crossley Heath school	Dis.	66.7	69.2	80.0	65.0	44.4	66.7	69.2	60.0	55.0	38.9	83.3	76.9	80.0	80.0	72.2
	Non-Dis	73.0	80.1	78.3	85.2	74.7	72.3	69.9	64.3	74.1	63.6	84.5	84.4	86.0	91.4	85.2
	Gap	6.3	10.9	-1.7	22.2	30.3	5.6	0.7	4.3	19.1	24.7	1.2	7.5	6.0	11.4	13.0

Over the last 5 exam cohorts EBacc entry and pass rates for disadvantaged students significantly exceed national averages but have been lower than their peers. The gap between disadvantaged students and their peers at CHS was smaller than was the case nationally, but the gap has increase post-covid.

It is difficult to draw direct comparisons between pre- and post-pandemic cohorts, but there is evidence nationally that school closure was most detrimental to disadvantaged students. The school sought to mitigate this by maintaining a high-quality curriculum, including via remote learning and via catch up throughout the academic year. Our strategies included:

- investment in technology (laptops) and training (Teams)

- close communication with our disadvantaged students from the pastoral team to identify emerging needs and tailor support on an individualised basis
- catch up via the National Tutoring Programme

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	CHS received £640 of service premium last year. This was used to support students' access and participation in extra-curricular trips and visits.
What was the impact of that spending on service pupil premium eligible pupils?	Improved student motivation and well-being.