

December 2025 Pupil Premium strategy statement – Crossley Heath School

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	897 (1181 including 6 th form)
Proportion (%) of Pupil Premium eligible pupils	12%
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)	2024-2027
Date this statement was published	12/12/25
Date on which it will be reviewed	30/11/26
Statement authorised by	Dean Jones (Head)
Pupil Premium lead	Jonathan Brownlie (Associate Head)
Governor / Trustee lead	Aubrey Sampson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£90,693.33
Pupil Premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£18,866.67
Total budget for this academic year <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>	£109,560

Part A: Pupil Premium strategy plan

Statement of intent

At Crossley Heath School our vision is to be “The leading school for educational excellence, where we nurture happy students with strong values so they all contribute positively to society”. Our purpose is “Unlocking potential; building leaders of the future” and our values are “Kindness. Courage. Excellence”. We therefore believe that all pupils, regardless of background should achieve their potential. We seek to ensure that all of our pupils follow a rigorous academic curriculum and reach high levels of attainment, alongside receiving the most supportive pastoral care we can offer to ensure our students are happy.

Our expectations of Pupil Premium students are just as high as for all of our pupils. As part of our aspirational curriculum all students study every National Curriculum subject, including two separate languages (unless specialising as part of our Mandarin Excellence programme) through a three-year Key Stage 3. Then at Key Stage 4 every student takes three separate sciences, studies a modern language and a humanity (which we define as history, geography or RS).

So that all of our students can achieve their potential, we place a strong emphasis on pastoral and well-being support. Our pastoral team work directly with our students, 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 Pupil Premium students to be able to access the same range of extra-curricular provision as their peers. These enrichment activities help to support Pupil Premium 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 Pupil Premium students and put in place additional provision to help ensure that Pupil Premium progress is in line with that of their peers. We have ten Pupil Premium Promises which have been developed based on research into the support most beneficial to ensuring the success and happiness of our Pupil Premium students at least matches all students from any background.

Challenges

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

Challenge number	Detail of challenge
<p>1 Attainment and Progress</p>	<p>National data suggests that PP students achieve progress which is below that of their peers.</p> <p>School data indicates that there is an attainment gap by the end of KS3 with a higher proportion of Pupil Premium students achieving 'Developing toward curriculum expectations' and a lower proportion of Pupil Premium students achieving 'Exceeding curriculum expectations' than their peers.</p> <p>The attainment gap also exists at GCSE though it has reduced over time and 2025 saw Pupil Premium attainment exceed that of non-disadvantaged peers. On BASICS measures Pupil Premium students perform at least as well as their peers.</p> <p>Over time, rates of Progress for Pupil Premium students have been in line with the national average for all pupils. However, this progress has not been as positive as for all peers in school. In 2025 there are no progress measures to report.</p>
<p>2 Attendance</p>	<p>CHS Pupil Premium attendance was significantly better than the national average for Pupil Premium students, but last year was lower than their peers in school (though not in Y11).</p>
<p>3 Curricular enrichment and cultural capital</p>	<p>School data indicates that Pupil Premium uptake of extra-curricular activities in school, as well as trips and visits is in line with peers for most year groups. However, there is an uptake gap in Y8 and 9.</p> <p>Uptake of instrumental lessons by Pupil Premium students is below that of their peers.</p>
<p>4</p>	<p>Evidence indicates that some Pupil Premium students face challenges with securing resources which will support their learning. For example, some students may have limited access to equipment essential for learning such as</p>

Support for studies	calculators, revision materials or sports kits. There is the potential for a digital divide, due to lack of access to technology. Furthermore, some students in receipt of Pupil Premium may come from families with limited experience of post-16 education, A Level choices or how to access the university courses and careers they aspire to.
5 Emotional wellbeing	Evidence indicates that some Pupil Premium students suffer from a lack of confidence, low self-esteem and / or stress / anxiety issues.

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
Pupil Premium students receive appropriate support for their studies, enabling them to make progress which is on average as good or better than their peers.	Internal and external progress data for Pupil Premium cohorts is at or above school average AND above the national average.
For Pupil Premium student attendance to be as good or better than their peers’.	Attendance for Pupil Premium students is as good or better than their peers AND above the national average.
Pupil Premium students have well-developed cultural capital through access to extra-curricular / enrichment provision in line with participation rates of others.	Pupil Premium student participation in clubs, sports, trips and visits (as tracked on Arbour) is high and in line with their peers.
To use quality-first teaching and bespoke academic support to ensure Pupil Premium students make good progress.	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.
Pupil Premium students at CHS are confident and have the guidance, advice and mental fitness to succeed.	Enhanced pastoral support and additional provision will enable Pupil Premium students to make positive progress in line with their peers.

	<p>Pupil Premium students report being confident and happy at school via student voice activities.</p> <p>Pupil Premium students successfully progress into further education at the most aspirant level to fulfil their potential.</p>
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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

Budgeted cost: £ 22,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy across the curriculum via: <ul style="list-style-type: none"> • TLR to lead on development of reading strategy • Sparx reading programme • Librarian support for reading programmes and Homework Club • Creation of an Academic Reading Cannon 	Developing students' literacy and oracy will enable them to better access the curriculum and improve their cultural capital. Improving Literacy in Secondary Schools	1, 3
Staff professional development on quality first teaching and evidence-based approaches which will ensure effective teaching and learning whereby barriers to achievement are addressed.	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,

Targeted academic support

Budgeted cost: £ 18,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured intervention programmes, including:</p> <ul style="list-style-type: none">• MyTutor for Y11• In-school Academic Tutoring• Sixth form peer mentoring• Targeted use of online learning materials – e.g. SENECA	<p>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</p>	<p>1</p>

Wider strategies

Budgeted cost: £ 69,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised support via the pastoral team including:</p> <ul style="list-style-type: none"> Retention of recently created post of Attendance and Family Liaison Officer to work alongside pastoral team and to ensure focused approach to attendance monitoring and intervention. Use of FFT Aspire and the SOL tracker to measure progress relative to national cohort SLT secondment focussed on achievement of disadvantaged students 	<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> <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>1, 2, 4, 5</p>
<p>Use Pupil Premium funds to support curriculum enrichment and development of disadvantaged students' cultural capital with financial support for identified educational, cultural and social activities including:</p> <ul style="list-style-type: none"> Dedicated funding to support trips and visits Support to subsidise the costs of instrumental lessons 	<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>	<p>3</p>

<p>Focused pastoral support for disadvantaged students including:</p> <ul style="list-style-type: none"> • bi-annual one-to-one meeting with a pastoral leader to support wellbeing and identify any unmet needs • transition point interviews and prioritisation of Pupil Premium students for Careers Advice • SEND support and counselling where appropriate. 	<p>Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>
<p>Support for resourcing of learning under our Pupil Premium Promises including:</p> <ul style="list-style-type: none"> • Basic equipment bundle each September • Funding revision guides • Provision for Food & Nutrition lessons (support for purchase of ingredients) • Contribution towards the cost of school uniform / PE kit • Laptops 		<p>4</p>

Total budgeted cost: £109,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall, outcomes for our Pupil Premium students are excellent. Historically progress for our Pupil Premium cohort have been line with expected progress for **all students** nationally and in 2025 (where no progress data is available) Pupil Premium attainment exceeded that of their peers in school.

EBacc entry and pass rates for disadvantaged students significantly exceed national averages and in summer 2025 PP attainment exceeded non disadvantaged counterparts.

All Pupil Premium students progressed into further education or training.

However, internal data shows that there is an attainment gap at KS3 and we aim to address this as part of our 2024-2027 strategy going forward.

End of KS3 attainment	% Achieving D			% Achieving S			% Achieving E		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
	Y8	Y9	Y9	Y8	Y9	Y9	Y8	Y9	Y9
PP	24	22	29	59	54	56	17	24	15
Non-PP	13	12	14	58	59	59	29	29	27
Gap	11	10	15	-1	5	3	12	5	12

End of KS4 Attainment	Attainment 8			% E&M 4+			% E&M 5+		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
PUPIL PREMIUM	62.3	68.8	75.81	94	100	100	89	95	100
Non-PUPIL PREMIUM	72.9	70.1	74.38	99	100	99	93	93	99
Gap	7.8	4.1	No gap	5	/	No gap	4	No gap	No gap

Ebacc Measures		% Achieving EBACC (9-4)			% Achieving EBACC (9-5)			% Entering EBACC		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
		National	Dis.	11.7	12.9	13.6	7.1	8.0	8.6	27.4
Non-Dis	27.7		29.7	30.4	19.7	21.6	22.5	42.7	44.7	45.0
Gap	16.0		16.8	16.8	12.6	13.6	13.9	15.3	16.1	16.0
Crossley Heath	Dis.	44.4	68.4	93.8	38.9	57.9	87.5	72.2	73.7	93.8
	Non-Dis	74.7	78.8	77.2	63.6	67.5	72.2	85.2	82.5	80.1
	Gap	30.3	10.4	-16.6	24.7	9.6	-15.3	13.0	8.8	-13.7

EBacc entry and pass rates for Pupil Premium students significantly exceed national averages but have been lower than their peers. This gap has reduced over time and in 2025 disadvantaged students' performance **exceeded** their peers.

Year (no.)	2019 (15)	2022 (20)	2023 (18)	2024 (19)	2025 ()
Progress 8	0.58	-0.06	0.10	0.06	N/A

Externally provided programmes

N/A

Programme	Provider

Service Pupil Premium funding

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	CHS received £1020 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.