Pupil Premium Strategy Statement – Crossgates 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	312
Proportion (%) of pupil premium eligible pupils	14%
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)**	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Danni Mitchell
Pupil premium lead	Danni Mitchell
Governor / Trustee lead	Peter Hollingsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,684
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£87,684

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils (pupil premium):

- *Ensure every disadvantaged child at Crossgates Primary makes strong progress from their starting points so they access the full curriculum and achieve well in reading, writing and mathematics.*
- *Narrow and ultimately eliminate the attainment gap between disadvantaged pupils and their peers, with particular emphasis on early reading (decoding and comprehension), writing, and attendance for pupils with SEND.*
- *Improve wider outcomes (attendance, well-being, engagement, and social and emotional skills) so disadvantaged children are able to sustain learning and develop positive dispositions for school life.*

How this strategy works towards those objectives

- *We focus resources and activity across the DfE Menu of Approaches: (Tier 1) strengthen high-quality teaching and the curriculum; (Tier 2) deliver targeted, evidence-based academic support; and (Tier 3) provide wider pastoral and attendance support so children are ready to learn.*
- *Activities are chosen because they are supported by high-quality evidence (principally Education Endowment Foundation guidance and toolkits) and because they directly address the barriers identified for Crossgates Primary (low combined RWM for disadvantaged pupils, reading gaps, attendance for pupils with SEND, and meeting needs of vulnerable learners).*
- *Implementation is monitored through termly evaluation of pupil progress, phonics screening and reading fluency checks, attendance monitoring (with a focus on SEND), SEND provision reviews, and governor oversight of Pupil Premium spending and outcomes.*

Key principles of the strategy

- *Evidence-led: chosen approaches are supported by the EEF (phonics, reading comprehension strategies, targeted TA interventions, SEL and attendance approaches) and adapted to our context. See evidence links in the activity tables below [EEF phonics; EEF reading comprehension; EEF teaching assistant guidance; EEF SEL; EEF attendance guidance].*
- *Early identification and targeted support: identify needs (phonics gaps, SEND attendance risk, vulnerable learners) early and provide high-quality targeted interventions that link to classroom teaching.*
- *High-quality universal teaching first: invest in CPD to improve whole-class teaching and reduce reliance on withdrawal where classroom teaching can be adapted to meet needs.*

- Responsive and monitored: casework approach for pupils with attendance and SEND issues; interventions are time-limited, outcome-measured, and adjusted if not producing progress.
- Inclusive and nurturing: align with Crossgates' ethos of nurture, ensuring interventions are compassionate and build pupil confidence and belonging (use of forest school and outdoor education where appropriate to support engagement and Social Emotional Learning).

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment and fluency gaps for disadvantaged pupils: while some measures indicate relative strength (reading 67%), whole-school combined RWM for disadvantaged pupils is 42% and phonics/fluency gaps noted in Ofsted mean some disadvantaged children still struggle with decoding and comprehension. Early and targeted reading support is required to secure fluent decoding and comprehension so that reading is not a barrier to the wider curriculum. (School data: R/W/M combined 42%; reading 67%; Ofsted noted inconsistent support for pupils who find reading difficult.)
2	Attendance and persistent absence among pupils with SEND: SEND is 16% of the school population and attendance concerns for some pupils with SEND reduce access to high-quality teaching and interventions. School must address the specific attendance barriers for SEND pupils through responsive, tailored support and partnership with families and external services.
3	Meeting the needs of vulnerable learners (including disadvantaged pupils with SEND, EAL or other vulnerabilities): 14% pupil premium, 3% EAL, and mixed-age classes increase complexity of differentiation. Vulnerable children sometimes do not receive sufficiently adaptive in-class teaching or consistent targeted support which hinders progress in writing and other subjects. This includes gaps in curriculum retrieval practice leading to weaker long-term retention (as noted in Ofsted March 2023).

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
1. Reading: disadvantaged children develop secure decoding, fluency and comprehension so reading does not restrict curriculum access.	By July 2026, the proportion of disadvantaged children meeting age-expected standards in reading increases from current R figure to at least 80% (measured by termly running records, phonics checks where applicable, and internal reading comprehension assessments). - All pupils below age expectation receive structured phonics/reading interventions; targeted interventions show measurable progress (average +4–6 months progress per term where appropriate). - Phonics screening check pass rate for disadvantaged pupils in Y1/Y2 increases year-on-year to at least 85% where relevant. (Interventions are monitored termly).
2. Attendance for SEND: improved attendance enables access to teaching and interventions, reducing lost learning time.	Persistent absence (PA) rate for pupils with SEND reduces by at least 30% from baseline by July 2026; overall attendance for disadvantaged pupils increases to at least the school average (or national primary average) by July 2026. - Targeted attendance casework for SEND pupils yields individually agreed attendance plans and shows measurable reductions in absence within agreed timeframes (termly case review).
3. Meeting needs of vulnerable learners: inclusive, adaptive teaching and targeted support lead to improved outcomes across writing and RWM.	By July 2026, disadvantaged pupils' combined RWM (currently 42%) increases to at least 65% with writing improving substantially (writing: from 42% to at least 60% for disadvantaged pupils), and 13% achieving greater depth where appropriate (as aligned to whole-school targets).Teachers demonstrate consistent use of adaptive inclusive strategies and retrieval practice evidenced in lesson observations and book looks; pupil outcomes show improved long-term retention as measured by spaced retrieval checks (90% of pupils show improved retention measures across subjects). Feedback from parents and pupils indicates improved satisfaction

	with SEND/inclusion provision (measured via annual surveys).

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: *£ 23,180*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.1 Systematic synthetic phonics programme review and strengthening: ensure full fidelity of SSP across Reception–KS1 and targeted KS2 decoding support; invest in CPD for all staff delivering phonics; introduce fortnightly phonics assessment to rapidly identify gaps.	EEF: Phonics toolkit (synthetic phonics and targeted small-group/one-to-one phonics interventions have strong evidence of impact; guidance on frequency and duration of interventions) — EEF: Phonics	1
1.2 Explicit reading comprehension strategy CPD for all teachers (reciprocal reading, questioning, modelled comprehension strategies) and ensure classroom practice includes regular comprehension instruction linked to texts used across the curriculum.	EEF guidance and blog on teaching comprehension strategies (explicit teaching of comprehension strategies yields substantial gains and supports disadvantaged pupils) — EEF: Getting to grips with reading comprehension strategies	1
1.3 Curriculum planning for retrieval practice and long-term memory:	EEF: A School's Guide to Implementation and improving curriculum teaching guidance (emphasises spaced retrieval and	3

adopt evidence-based curriculum sequencing with built-in spaced retrieval in all foundation subjects (subject leaders training, planning templates, assessment checkpoints).	curriculum sequencing to improve "know more, remember more" outcomes). (EEF toolkit and guidance resources referenced above.) — EEF: Teaching and Learning Toolkit (general guidance)	
1.4 Targeted CPD and coaching for teachers on adaptive teaching for mixed-age classes and SEND differentiation (weekly coaching cycles, team teaching and peer observation).	EEF: Effective professional development and implementation guidance (structured CPD, coaching and feedback improves teacher practice) — resources from EEF Teaching and Learning guidance (implementation guidance). — EEF: Teaching and Learning Toolkit	3
1.5 Improve use of Teaching Assistants (TAs): restructure TA deployment so they deliver short, structured interventions linked to classroom learning (term-long programmes), and provide TA training for intervention delivery and feedback protocols.	EEF: Teaching Assistant Interventions – structured, short sessions delivered by trained TAs linked to classroom teaching are effective (average impact ~4 months when well implemented) — EEF: Teaching Assistant Interventions	1, 3

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

Budgeted cost: *£ 24,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.1 Targeted small-group phonics catch-up (4–5x per week, 12–14 weeks)	EEF: Phonics – small-group and one-to-one phonics interventions show consistent positive effects; evidence emphasises frequency and	1

for disadvantaged pupils not fluent in decoding, with progress reviewed half-termly. Groups delivered by trained TAs/teachers using SSP resources.	duration (4–5x weekly) and training for deliverers — EEF: Phonics	
2.2 Reading fluency and comprehension intervention (reciprocal reading / structured comprehension programmes) for pupils below age expectation; paired with classroom comprehension teaching for transfer.	EEF: Reading comprehension strategies guidance (structured approaches such as reciprocal reading have strong evidence of benefit) — EEF: Getting to grips with reading comprehension strategies	1
2.3 Short-term targeted writing interventions for disadvantaged pupils (small groups focusing on transcription, sentence stamina, composition and vocabulary building) linked to class writing units and using frequent deliberate practice and feedback.	EEF literacy guidance (Improving Literacy guidance reports and evidence on the importance of feedback, vocabulary instruction and deliberate practice to improve writing) — EEF: Teaching and Learning Toolkit (literacy guidance)	3
2.4 Structured TA-delivered interventions for mathematics catch-up (small groups, 30 minutes, 3–4x weekly) linked to classroom mathematics curriculum and retrieval practice tasks.	EEF: Teaching Assistant Interventions (structured small-group TA interventions linked to classroom teaching have moderate positive effects) — EEF: Teaching Assistant Interventions	3
2.5 1:1 or small-group tutoring	EEF: Tuition and small-group interventions (evidence that	1, 3

programme for identified Year 5–6 disadvantaged pupils at risk of not meeting RWM (use of trained staff or accredited (and vetted) tutoring providers; sessions focus on targeted content gaps and exam/assessment practice).	well-structured, targeted tuition produces positive impacts) — see EEF toolkit and guidance on targeted academic support; match to DfE Menu of Approaches (tutoring) — EEF: Teaching and Learning Toolkit (tuition guidance)	
2.6 Early screening and bespoke SEND literacy interventions where difficulties persist (link with Speech and Language) and use evidence-based structured literacy approaches for pupils with identified barriers.	EEF: Improving Literacy guidance and Teaching and Learning Toolkit references to targeted interventions including SEND-specific approaches; link to phonics and structured literacy approaches — EEF: Phonics	1, 3

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

Budgeted cost: *£ 41,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Attendance casework and tailored plans for pupils with SEND: employ a Children's Welfare Officer (with a remit of Attendance & Inclusion) to run responsive casework, conduct home visits, convene multi-agency meetings, and implement individual attendance plans (personalised communication with	EEF: Supporting school attendance – evidence indicates promise for targeted, responsive interventions and for parental communication (personalised communication and targeted casework are promising approaches) — EEF: Supporting school attendance and EEF: Evidence brief on improving attendance and support for disadvantaged pupils	2

parents, clear day-by-day plans).		
3.2 Parental engagement programme focused on Inclusive Attendance strategy and reading at home: personalised attendance communication (nudge letters/messages), workshops for parents on supporting reading and writing at home, home reading packs for disadvantaged families and guidance for home routines.	EEF attendance evidence review (parental communication shows promise) and EEF literacy guidance (working with parents to support reading). — EEF: Supporting school attendance ; EEF: Getting to grips with reading comprehension strategies	1, 2
3.3 Social and emotional learning (SEL) and pastoral support including nurture groups, forest school sessions (use of the school's new forest school from Jan 2026), and targeted 1:1 counselling for vulnerable disadvantaged pupils.	EEF: Social and Emotional Learning toolkit (SEL interventions typically deliver +3 months progress and benefit disadvantaged pupils' attitudes and readiness to learn) — EEF: Social and Emotional Learning	2, 3
3.4 Targeted meal provision for vulnerable pupils to improve punctuality, readiness to learn and reduce absence for socioeconomic reasons.	EEF attendance rapid review (meal provision shows mixed results but targeted meal provision and classroom breakfast have shown positive effects particularly for disadvantaged pupils) — EEF: Supporting school attendance	2, 3
3.5 Enrichment and engagement: funded extra-curricular clubs, reading for pleasure initiatives (e.g. library development, reading ambassadors, books home), and	EEF: Extracurricular activities and reading for pleasure (evidence on engagement and some promise for attendance/engagement; reading for pleasure supported by literacy guidance) — EEF: Supporting school attendance ; EEF: Getting to grips	3, 1

regular educational visits (including library and forest school opportunities) to increase engagement and connection to school.	with reading comprehension strategies	

- Monitoring: All interventions have baseline measures and termly progress checkpoints. Reading interventions use weekly/fortnightly running records, phonics trackers and termly comprehension assessments. Attendance is monitored weekly with a named Attendance & Inclusion Lead reporting to SLT monthly.
- Evaluation: Impact data reported termly to governors (Pupil Premium link governor) and compared to cohort and national measures where available. Interventions not achieving expected impact after a predefined period (e.g., 8–12 weeks for short-term interventions) will be reviewed and adapted or replaced following implementation guidance.
- Safeguarding and SEND: All activities respect safeguarding procedures; SEND pupils' interventions are planned via their EHCPs/Provision Maps and monitored through SEND reviews.
- Budgeting and cost-effectiveness: Pupil Premium funding is targeted to the activities above with emphasis on high-value approaches (phonics, targeted tuition, TA structured delivery, SEL). Costs are reviewed annually and priorities adjusted.

Total budgeted cost: £ 88,780

NB: This Pupil Premium Strategy has been developed specifically for Crossgates Primary School's context (1.5 form entry, mixed-age classes across key stages, 14% pupil premium, 16% SEND, new forest school provision) and aligns with school improvement priorities (embedding inclusive SEND practice, improving long-term retention across the curriculum, and raising reading and writing outcomes). The planned activities map directly to the identified barriers and follow the DfE Menu of Approaches using high-quality EEF evidence.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

NB: The pupil premium strategy for 2024-2025 was completed and implemented by the previous headteacher; new headteacher in post from January 2025.

KS2 2025 Data:

Those eligible for PPG	*Reading*		*Writing*		*Maths*		*RWM*		*EGPS*	
	School	*NA*	*School*	*NA*	*School*	*NA*	*School*	*NA*	*School*	*NA*
Expected Standard	*66%*	*62%*	*42%*	*59%*	*92%*	*61%*	*42%*	*47%*	*58%*	*60%*

Attendance: 2024-2025

FSM6	*School- 93.4%*	*National Average- 92.4%*	*Close to LA, relative decline from previous year*
SEND	*School- 94.1%*	*National Average- 92.4%*	*Above NA, relative improvement from previous year*

Persistent Absence: 2024-2025

FSM6	*School- 22%*	*National Average- 24.5*	*Close to NA, not significant*
SEND	*School- 13.7%*	*National Average- 22.3*	*Below NA, not significant*

Further information

Our vulnerable children have a holistic package of support with nurture and belonging at its heart. This includes nurturing animals (currently school guinea pigs and this will be extended to school chickens) that are not funded via the pupil premium grant.