

Crossdale Primary Pupil premium strategy statement 2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crossdale Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	3.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Peter Cresswell
Pupil premium lead	Sam Seedhouse
Governor / Trustee lead	Nic Sellars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20610.30
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20610.30
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Crossdale Primary, our main aims and objectives for our pupil premium strategy are:

- At our school, we are committed to ensuring that all pupils—regardless of their socio-economic background or the challenges they face—make strong progress and achieve high attainment across all subject areas.
- We aim for every child to leave Key Stage 2 as a fluent, confident reader, equipped with the literacy skills needed to succeed in secondary education and beyond.
- We identify and address the specific barriers faced by our disadvantaged and vulnerable pupils through regular review and targeted support, discussed termly in Pupil Progress meetings.
- Our strategy is rooted in high-quality, evidence-informed teaching, which we know has the greatest impact on closing the attainment gap while also benefiting all learners.
- We place a strong emphasis on improving attendance, recognising that consistent access to quality first teaching and enrichment opportunities is essential for academic success and personal development.

Challenges

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

Challenge number	Detail of challenge
1	Limited skills in communication and language for our disadvantaged children identified through observations and assessments during the autumn term, particularly for children in EYFS and KS1.
2	A lack of confidence and fluency in reading, observed and assessed from hearing children read, impacts negatively on the reading attainment for pupils.
3	In writing, our assessments identify that children in receipt of PPG funding, is below that of their peers.
4	Internal assessments identify that fluency of times tables and number facts could be strengthened in order to support children's mathematical application

5	The number of teacher referrals for ELSA support for pupils has risen. 6/13 of our disadvantaged pupils currently require additional support with social, emotional and mental health needs.
6	Due to the cost of living and financial pressures, pupils have had little or no participation in extra-curricular activities or had access to trips and residential to enhance the wider school curriculum and development of personal/social/life skills to support long-term learning.
7	Although our attendance rates for our disadvantaged pupils are higher than the FFT Nationals for both FSM6 groups and all pupils, they are slightly lower compared to non-disadvantaged pupils in our school. This can negatively affect progress, as the gaps in learning become more significant.

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 raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS1.	Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally. PPG attainment is higher than attainment of PPG children nationally. The number of children attaining a pass for the phonics screening in Y1 is at least typical to national data.
To raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS2.	Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally. PPG attainment is higher than attainment of PPG children nationally. Progress for PPG children is positive.
To raise attainment in Reading of EXS+ for all disadvantaged pupils in reading in Y1,3,4&5	In Y1,3,4 and 5, the number of children attaining EXS+ and HS in reading is greater than previous end of key stage data.
To raise attainment of EXS+ for all disadvantaged pupils in writing by the end of KS1 and KS2.	Data in writing shows that the gap between children in receipt of PP funding and those who aren't, has narrowed. At the end of KS1 and KS2, the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data.

	<p>In Y1,3,4 and 5, the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data.</p>
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.	<p>Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally.</p> <p>PPG attainment is higher than attainment of PPG children nationally.</p> <p>The number of children attaining a pass for the phonics screening in Y1 is at least typical to national data.</p>
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.	<p>Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally.</p> <p>PPG attainment is higher than attainment of PPG children nationally.</p> <p>Progress for PPG children is positive</p>
To raise attainment in Reading of EXS+ for all disadvantaged pupils in maths in Y1,3,4&5	<p>In Y1,3,4 and 5, the number of children attaining EXS+ and HS in maths is greater than previous end of key stage data.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged students.	<p>Intervention 'exit' evaluations show improved pupil wellbeing. Student voice, parent surveys and teacher observations identify good levels of pupil wellbeing.</p>
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.	<p>Disadvantaged pupils' attendance is higher than national disadvantaged attendance.</p> <p>Disadvantaged pupils' attendance is at least typical to national attendance.</p>

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: £10,384.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Read Write Inc. phonics CPD for EYFS, KS1 & Lower KS2 staff.	EEF – Improving Literacy in KS1. Strand 1: Develop pupils' speaking and listening skills and wider understanding of language. Strand 2: Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills Strand 3: Effectively implement a systematic phonics programme EEF – Improving Literacy in KS2. Strand 1: Developing pupils' language capabilities Strand 2: Support to develop reading fluency Strand 3: Teaching reading comprehension skills through modelling Strand 7: High quality, structured interventions	1,2
Reading fluency and comprehension training for KS2 staff	EEF – Improving Literacy in KS2. Strand 1: Developing pupils' language capabilities Strand 2: Support to develop reading fluency Strand 3: Teaching reading comprehension skills through modelling Strand 7: High quality, structured interventions	2
Staff CPD for writing, focussing on embedding 'talk for writing'	EEF – Improving Literacy in KS1. Strand 5: Teach pupils to use strategies for planning and monitoring their writing.	3

<p>and developing opportunities to write across the curriculum.</p>	<p>Strand 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling EEF – Improving Literacy in KS2. Strand 4: Teach writing composition strategies through modelling and supported practice Strand 5: Develop pupils' transcription and sentence construction skills through extensive practice</p>	
<p>Maths Subject Leader working with Maths Hub and delivering CPD for staff</p>	<p>EEF- Improving mathematics in KS2 and KS3. Strand 1: Use assessment to build on previous knowledge and understanding. Strand 2: Use manipulatives and representations. Strand 3: Teach strategies for solving problems. Strand 4: Enable pupils to develop rich network of mathematical knowledge.</p>	4
<p>Purchase of maths resources to support development of maths fluency across the school</p>	<p>EEF- Improving mathematics in KS2 and KS3. Strand 2: Use manipulatives and representations. Strand 4: Enable pupils to develop rich network of mathematical knowledge. Strand 6: Use tasks and resources to support and challenge mathematics.</p>	4

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

Budgeted cost: £6,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring for reading and / or writing</p>	<p>EEF - Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This</p>	1,2,3

	arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
Maths lead working with staff to develop fluency sessions across school.	EEF – Improving mathematics in the Early Years and KS1 (strands 1-4). EEF – Improving mathematics in KS2 & KS3 (strands 1,2,4,5)	4
Purchase web-based programmes to support children's learning at home and in school (My Maths, Doodle Maths, Times Tables Rock Stars, Learning by Question, Letter Join, Spelling Shed)	EEF – Parental Engagement EEF – Digital Technology	1,2,3,4

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

Budgeted cost: £4,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted ELSA Intervention sessions to improve mental health and wellbeing through improving self-esteem, resilience and emotional development in children	EEF -Improving Social and Emotional Learning in Primary Schools. Strand 1:Teach SEL skills explicitly Strand 3: Plan for adopting specific SEL programme	1,5
Cultural Capital experiences - greatly reduced cost for trips, residential and	EEF – Improving Social and Emotional Learning in Primary Schools	5, 6

<p>extra-curricular opportunities to increase participation by disadvantaged pupils and enhance their knowledge and learning of the wider world</p>	<p>Strand 2: Integrate SEL skills through range of life experiences at school. OFSTED research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	
<p>Embed principles of good practice set out in the DfE's Improving Attendance advice</p>	<p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7

Total budgeted cost: £20,610.30

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 2024 to 2025 academic year.

Intended outcome	Success criteria
To raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS1.	<p>Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally (100% Crossdale / 72% national).</p> <p>PPG attainment is higher than attainment of PPG children nationally (100% Crossdale / 57% LA 2024).</p> <p>The number of children attaining a pass for the phonics screening in Y1 is at least typical to national data (In our Y1 cohort last year, there were no disadvantaged children).</p>
To raise attainment of EXS+ for all disadvantaged pupils in reading by the end of KS2.	<p>Attainment in reading for PPG children at Crossdale is typical when compared to all children nationally (67% Crossdale (3 children) / 75% national all).</p> <p>PPG attainment is higher than attainment of PPG children nationally 67% Crossdale (3 children) / 58% nationally 2024).</p> <p>All 3 children joined the school after Y2 and our data shows positive progress was made – 2 children making accelerated progress using their data on entry to the school.</p>
To raise attainment of EXS+ for all disadvantaged pupils in reading in Y1,3,4&5	<p>In Y1,3,4 and 5, the number of children attaining EXS+ and HS in reading is greater than previous end of key stage data.</p> <p>Y5 – 2 children made accelerated progress, 1 made expected progress.</p> <p>Y4 – 1/1 child made expected progress.</p> <p>Y3 – Both children made expected progress (including one child achieving GD).</p>

<p>To raise attainment of EXS+ for all disadvantaged pupils in writing by the end of KS1 and KS2.</p>	<p>Data in writing shows that the gap between children in receipt of PP funding and those who aren't, has narrowed.</p> <p>At the end of KS1 and KS2 (compared to Y2 Spring), the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data (KS1) or entry data (KS2).</p> <p>In Y1,3,4 and 5, the number of children attaining EXS+ and HS in writing is greater than previous end of key stage data.</p> <p>Y5 – All 3 children made consistent progress.</p> <p>Y4 – 1/1 children made expected progress.</p> <p>Y3 – 1/2 children made expected progress; 1/2 children regressed.</p> <p>Y1 – No children in receipt of PP.</p>
<p>To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.</p>	<p>Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally (100% Crossdale / 73% national all).</p> <p>PPG attainment is higher than attainment of PPG children nationally (100% Crossdale / 67%).</p>
<p>To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.</p>	<p>Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally 67% (2 of whom achieved GDS)/ 74% national all).</p> <p>PPG attainment is higher than attainment of PPG children nationally (67% Crossdale / 60% nationally 2024).</p> <p>Progress for PPG children is positive</p>
<p>To raise attainment of EXS+ for all disadvantaged pupils in maths in Y1,3,4&5</p>	<p>In Y1,3,4 and 5, the number of children attaining EXS+ and HS in maths is greater than previous end of key stage data.</p> <p>Y5 – All 3 children made expected progress.</p> <p>Y4 – 1 / 1 made expected progress</p> <p>Y3 – 2 / 2 made expected progress</p> <p>Y1 - No children in receipt of PP.</p>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged students.	Intervention 'exit' evaluations show improved pupil wellbeing. Student voice, parent surveys and teacher observations identify good levels of pupil wellbeing.
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils attendance is higher than national disadvantaged attendance (95.1% Crossdale / 92.2% national).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc. phonics	Ruth Miskin Training
Talk for Writing	Pie Corbett