Crossdale Primary Pupil premium strategy statement 2026-2027

This statement sets out our pupil premium strategy and explains how we use pupil premium funding to improve outcomes for disadvantaged pupils. It outlines our planned use of funding for the current academic year and reviews the impact of pupil premium spending in the previous academic year.

School overview

Detail	Data
School name	Crossdale Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	17 pupils: 8.7%
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 2026
Date on which it will be reviewed	September 2027
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
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	£20610.30

Part A: Pupil premium strategy plan

Statement of intent

At Crossdale Primary, our pupil premium strategy aims to:

- Ensure that all pupils, regardless of socio-economic background or the challenges they face, make strong progress and achieve well.
- Ensure every child leaves Key Stage 2 as a fluent, confident reader, equipped with the literacy skills needed to succeed in secondary education and beyond.
- Identify and address the specific barriers faced by disadvantaged pupils through regular review, including termly Pupil Progress meetings and targeted support.
- Prioritise high-quality, evidence-informed teaching, alongside targeted academic and wider support where this is needed.
- Maintain high attendance for disadvantaged pupils through close monitoring and early response to emerging individual or group barriers.
- Ensure equitable access to enrichment opportunities that support academic success, personal development and wider life experiences.

Challenges

The table below sets out the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observations identify communication and language as a barrier for some disadvantaged pupils, particularly in EYFS and KS1.
2	Assessment information identifies gaps in reading fluency and comprehension for some disadvantaged pupils, with a number working below age-related expectations.
3	Writing attainment is a significant barrier for disadvantaged pupils. Assessment evidence identifies gaps in transcription, composition and independent application, with attainment below that of non-disadvantaged peers in several cohorts.
4	Internal assessment identifies gaps in number fluency, including secure recall of number facts and multiplication facts, which can limit disadvantaged pupils' mathematical application and problem solving.
5	Pastoral records and staff referrals identify social, emotional and mental health needs as a barrier for some disadvantaged pupils, including needs relating to emotional regulation, resilience and wellbeing.
6	School evidence indicates that financial pressures can limit some disadvantaged pupils' access to educational visits, residentials, extra-curricular activities and other enrichment opportunities.

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 of EXS+ for all disadvantaged pupils in reading in Years 1, 3, 4 and 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 attainment gap between disadvantaged and non-disadvantaged pupils 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. 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.
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.	Attainment in maths for PPG children at Crossdale is typical when compared to all children nationally. PPG attainment is higher than attainment of PPG children nationally. The proportion of disadvantaged pupils attaining the expected standard in maths by the end of KS1 is at least typical of national outcomes.
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.	Attainment in maths 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 Maths of EXS+ for all disadvantaged pupils in Y1,3,4&5	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.
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. Disadvantaged pupils' attendance is at least typical to national attendance.

Activity in this academic year

This details how we intend to spend our pupil premium **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 embed-ding 'talk for writing'	EEF – Improving Literacy in KS1. Strand 5: Teach pupils to use strategies for planning and monitoring their writing.	3

and developing opportunities to write across the curriculum.	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	
Maths Subject Leader working with Maths Hub and delivering CPD for staff	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.	4
Purchase of maths resources to support development of maths fluency across the school	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.	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
Small group tutoring for reading and / or writing	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	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	5
Cultural Capital experiences - greatly reduced cost for trips, residentials and	EEF – Improving Social and Emotional Learning in Primary Schools	5, 6

extra-curricular opportunities to increase participation by disadvantaged pupils and enhance their knowledge and learning of the wider world	Strand 2: Integrate SEL skills through range of life experiences at school. Research places emphasis on improving cultural capital, particularly for disadvantaged pupils.	

Total budgeted cost: £20,610.30

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes, reviewed August 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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.
Aug 2026 Review: **PARTIALLY MET.** There were no disadvantaged pupils in Year 2 in 2025/26, so the end-of-KS1 attainment elements of this outcome could not be evaluated. Both disadvantaged Year 1 pupils (2/2; 100%) met the expected standard in the phonics screening check and were assessed as on-track in reading at the end of the year. This provides positive evidence of early-reading attainment, although the very small cohort should be interpreted cautiously. The latest published national phonics outcomes available at the point of review were for 2025: 80% for all pupils and 67% for disadvantaged pupils.	
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.
Aug 2026 Review: **PARTIALLY MET.** One of three disadvantaged Year 6 pupils (33%) achieved the expected standard in reading, compared with 75% of pupils nationally in 2026; none achieved the higher standard and the cohort average scaled score was 98.7. The cohort was very small and one of the two pupils below the expected standard was receiving SEN Support, although this does not alter the attainment judgement. Progress evidence was mixed: one pupil sustained expected-standard attainment, internal assessment evidence showed that one pupil made clear progress towards the standard during Year 6, while one remained below. The latest published national disadvantaged comparator available at the point of review was 63% in 2025, although this is not a like-for-like 2026 comparison. Improving reading attainment and accelerating progress for disadvantaged pupils who are below age-related expectations therefore remains a priority for 2026/27.	
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.
Aug 2026 Review: **PARTIALLY MET.** Across Years 1, 3, 4 and 5, the number of disadvantaged pupils attaining at least the expected standard in reading increased from 4/6 at the relevant earlier assessment point to 5/6 by Summer 2026. This included one Year 1 pupil moving from below to on-track, while the Year 3 pupil sustained Greater Depth. However, higher-standard attainment did not increase: one Year 4 pupil moved from Greater Depth to expected. The overall picture therefore shows improved expected-standard attainment, but the published criterion was not met in full.	
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. 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.
Aug 2026 Review: **NOT MET.** Writing attainment did not improve sufficiently against the published success criteria. Across disadvantaged pupils in Years 1, 3, 4 and 5, 3/6 were at or above the expected standard at their relevant earlier assessment point and 3/6 remained so in Summer 2026; higher-standard attainment reduced from two pupils to one. At KS2, all three disadvantaged pupils were WTS at the end of KS1 and remained WTS in Year 6. There were no disadvantaged pupils in Year 2, so the end-of-KS1 element could not be evaluated. Current gaps to non-disadvantaged pupils are evident in several year groups, and the available evidence does not robustly demonstrate that the *gap has narrowed*. Improving writing attainment and progress for disadvantaged pupils, particularly those working below age-related expectations, remains a clear priority for 2026/27.	
To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS1.	Attainment in maths 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.
Aug 2026 Review: **PARTIALLY MET.** There were no disadvantaged pupils in Year 2 in 2025/26, so the end-of-KS1 maths attainment criteria could not be evaluated. Both disadvantaged Year 1 pupils were on-track in maths by Summer 2026; one had moved from below to on-track since Reception and one had sustained on-track attainment. The published reference to phonics screening within the maths success criteria is a drafting error and has not been used to judge maths impact. The available evidence is positive, but the intended end-of-KS1 outcome could not be fully evaluated this year.	

To raise attainment of EXS+ for all disadvantaged pupils in maths by the end of KS2.	Attainment in maths 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
Aug 2026 Review: **PARTIALLY MET.** Two of three disadvantaged Year 6 pupils (67%) achieved the expected standard in maths, compared with 75% of pupils nationally in 2026; none achieved the higher standard and the cohort average scaled score was 101.7. This was above the latest published national disadvantaged comparator available at the time of review (61% in 2025), although this is not a like-for-like 2026 comparison. The pupil below the expected standard was receiving SEN Support. Longitudinal evidence shows that all three pupils broadly sustained their relative attainment position from KS1 to KS2, although it does not demonstrate accelerated progress. Improving maths attainment for disadvantaged pupils who remain below age-related expectations therefore remains a priority for 2026/27.	
To raise attainment in Reading of EXS+ for all disadvantaged pupils in maths in Y1,3,4&5	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.
Aug 2026 Review: **PARTIALLY MET.** Across disadvantaged pupils in Years 1, 3, 4 and 5, the number attaining at least the expected standard in maths increased from 4/6 at the relevant earlier assessment point to 5/6 by Summer 2026. This included one Year 1 pupil moving from below to on-track, while the Year 3 pupil sustained Greater Depth. However, higher-standard attainment reduced from two pupils to one, with one Year 4 pupil moving from GDS to expected. The published success criterion was therefore not met in full, although overall expected-standard attainment improved.	
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.
Aug 2026 Review: **PARTIALLY MET.** The school provided targeted pastoral and wellbeing support for disadvantaged pupils during 2025/26, but evidence of impact was not sufficiently systematic to demonstrate that the published success criteria were fully achieved. Intervention exit evaluations, disadvantaged-specific pupil voice and triangulated teacher observations were not consistently captured, and the parent survey did not provide a sufficiently specific or disaggregated measure of disadvantaged pupils’ wellbeing. The available evidence was insufficient to substantiate sustained improvement against the published success criteria. In 2026/27, leaders will introduce proportionate exit evaluations for targeted interventions and termly disadvantaged pupil voice so that impact can be evaluated more securely.	
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils’ attendance is higher than national disadvantaged attendance. Disadvantaged pupils’ attendance is at least typical to national attendance.

Aug 2026 Review: **FULLY MET.** Attendance for the FSM6 group was 94.5%, 2.5 percentage points above the national figure for the equivalent group (92.0%) and broadly in line with national attendance for all pupils (94.7%). Persistent absence was also lower: 1/8 FSM6 pupils (12.5%) were persistently absent, compared with 27.3% nationally for the equivalent group.”

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