



Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year 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	Crosslee Community Primary School
Number of pupils in school	338 (incl. Nursery and Shooting Stars)
Proportion (%) of pupil premium eligible pupils	62.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-2026, 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	First Interim: September 2025 Second Interim: September 2026
Statement authorised by	Local Governing Committee 01.10.25
Pupil premium leads	Anne-Marie Smith Jodie Strange
Governor / Trustee lead	Ian Lurcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,240
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	£314,240

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is governed by five underpinning principles which seek to address the varied and diverse needs of our disadvantaged learners and seeks to:

- use an evidenced based approach to understand the effectiveness of a range of approaches available
- improve teaching quality across the school and introduce programmes / practices that will benefit all pupils and develop the leadership skills that will monitor to improve the quality of teaching and learning across the school
- identify a core number of priorities which will effectively address the learning and attainment gap that has widened, for our disadvantaged learners and improve attainment in Reading, Writing, Maths and Science
- build the social and cultural capital of our disadvantaged pupils
- engage with parents through specific initiatives, to secure their support and involvement in the school community and their child's learning.

Our ultimate objectives for our disadvantaged pupils:

- close the attainment gap so that all pupils achieve in line with national average
- improve oracy and build social and emotional literacy
- improve persistent absence and improve attendance

Our Pupil Premium Strategy works towards these objectives by addressing these areas in a range of ways. Our focus on oracy and language and filling any gaps in learning impact across the curriculum, with the aim of improving the attainment of all pupils including those that are disadvantaged. Providing a range of first-hand experiences for our pupils allows them to develop both their wider knowledge and empathy in terms of the experiences of others. This strengthens cultural capital, improves engagement and the children's wider knowledge to impact on outcomes. Providing support for pupils to be able to understand and regulate their emotions and behaviour builds increased social and emotional literacy for future success in all areas of life. By improving attendance pupils are able to engage in learning fully to achieve good progress and attainment across the curriculum, therefore closing the attainment gap

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and diagnostic analysis of pupils' reading and writing indicate underdeveloped oral language and communication skills and vocabulary gaps for many disadvantaged pupils. This impacts pupils' ability to read for meaning beyond the literal, with fluency and pace and also impacts composition and coherence in writing. This is evident in Nursery to Year 6 and is, in general, more prevalent among our disadvantaged pupils than their peers.

2	Our assessments and observations indicate an experience and 'cultural capital' gap for our disadvantaged learners. This impacts on their first-hand knowledge of the world around them, their general knowledge and their breadth of vocabulary. As a result, some children are limited in their ability to empathise with the experience of others in real life and through literature.
3	Many of our disadvantaged pupils experience additional vulnerability/ACEs (transience/ mobility, social care involvement, relationships, mental health etc). This has been further heightened through the cost-of-living crisis, with a number of families experiencing significant financial hardship. These pupils need support with their social and emotional skills, they find it difficult to regulate their feelings and this can impact their ability to engage in learning across the curriculum.
4	Our attendance data indicates higher rates of persistent absence for our disadvantaged pupils than their peers, resulting in greater lost learning time. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Baseline assessments on entry to Nursery and Reception indicate a significant gap in attainment between disadvantaged pupils and their peers in all areas, especially communication and language, reading, writing, maths, self-regulation, building relationships and managing self.
6	Some of our disadvantaged pupils have fewer effective adult role models (aspirations, expectations, resilience and reading/writing/maths at home).

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 improve oral language skills, vocabulary and interactions among disadvantaged pupils.	Early identification of pupils with speech and language needs requiring more intensive support. Pupils' improved oral language, vocabulary and interaction skills impacting positively upon pupils' reading, writing and maths progress and attainment. Assessments, observations and monitoring indicate significantly improved oral language among disadvantaged pupils.
To accelerate the progress of disadvantaged and vulnerable pupils in Reading to raise attainment.	In-school data evidences good progress for all disadvantaged learners. Improved attainment for disadvantaged pupils in Reading, with reportable data closer to national progress for non-disadvantaged children.
To accelerate the progress of disadvantaged and vulnerable pupils in Writing to raise attainment.	In-school data evidences good progress for all disadvantaged learners. Improved attainment for disadvantaged pupils in Writing, with reportable data closer to national progress for non-disadvantaged children.
To accelerate the progress of disadvantaged and vulnerable pupils in Maths to raise attainment.	In-school data evidences good progress for all disadvantaged learners. Improved attainment for disadvantaged pupils in Maths, with reportable data closer to national progress for non-disadvantaged children.

To improve the attendance of disadvantaged pupils.	No more than a 1% gap between PP pupils and their peers in attendance (and no more than a 5% gap in Persistent Absence).
To broaden the experiences of pupils to support their knowledge and understanding of the world around them.	A range of experiences provided across the school (linked to the curriculum).
To improve pupils' social and emotional skills and well-being.	A reduction in behaviour incidents and suspensions. Pupils requiring support identified swiftly and rapid intervention in place.

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: £71,250

Activity	Evidence that supports this approach	Challenges addressed
To implement a CPD programme around the CLIC Teaching Framework, based on Cognitive Science Evidence - Key priority on the SDP for 2024-25 (see separate implementation plan) - CPD for all staff in understanding all elements of the CLIC Teaching Framework (with initial focus on inclusivity, learning behaviours and modelling strand). - CPD focused on steps 2-5 of the 7-step model. - Embed: retrieval practices, spaced practice, activating prior knowledge (bridging back). - Staff coaching focus – trained teacher development coaches to focus on refining and improving teaching (use of StepLab) - Monitoring focus. - HH deliver CPD on learning behaviours, JP on modelling - 7 SLT/teacher coaches, 2 TA coaches £28,000	Cognitive Science Evidence Review – EEF Metacognition Guidance Report – EEF EEF Teaching and Learning Toolkit: Metacognition and self-regulation  +7 Very high impact for very low cost based on extensive evidence EEF EYFS Toolkit: Self-regulation strategies  +3 Moderate impact for very low cost based on very limited evidence. Dunlosky, J. (2013) – <i>Strengthening The Student Toolbox</i> Ebbinghaus, H. (1885/1913) – <i>Memory: A contribution to experimental psychology</i> Karpicke, J. D. and Roediger, H. L. (2008) – <i>The critical importance of retrieval for learning</i> Weinstein, Y. et al (2018) – <i>Teaching The Science of Learning</i> Westby and Badger (2018) – <i>Retrieval Practice In Primary Science Lessons</i>	1, 3, 4
Implement the Storybook Maths approach in Nursery (EYFS Maths Mastery project). - Key priority on SDP for 2024-25 (See separate implementation plan) - CPD for Nursery staff, EYFS Lead and Maths Lead. £10,000	EEF EYFS Toolkit: Communication and language approaches  +7 Very high impact for very low cost based on moderate evidence. Preparing for Literacy Guidance Report – EEF EEF Teaching and Learning Toolkit: Oral language interventions  +6 Very high impact for very low cost based on extensive evidence EEF Teaching and Learning Toolkit: Mastery learning  +5 High impact for very low cost based on limited evidence	1, 5, 6
Read, Write, Inc phonics coach to provide teacher coaching daily to ensure excellence and consistency in phonics teaching. £5,000	EEF Teaching and Learning Toolkit: Phonics  +5 High impact for very low cost based on very extensive evidence Government guidance	1, 5

Enhance the quality of teaching in EYFS, focusing upon accelerating pupils' progress through teaching and provision. - Key priority on SDP for 2024-25 (See separate implementation plan) - Engagement in MCC Flying Start programme (CPD, outreach worker, communication champion, early intervention, enhanced educational psychologist provision). £13,000	EEF EYFS Toolkit: Communication and language approaches   +7 Very high impact for very low cost based on moderate evidence. Early numeracy approaches   +7 Very high impact for very low cost based on limited evidence. Physical development approaches   +5 High impact for very low cost based on very limited evidence. Parental engagement   +5 High impact for low cost based on extensive evidence. Early literacy approaches   +4 Moderate impact for very low cost based on extensive evidence. Self-regulation strategies   +3 Moderate impact for very low cost based on very limited evidence. Play-based learning   +4 Moderate impact for very low cost based on very limited evidence.	1, 2, 3, 4, 5, 6
ECT support, to compliment the full engagement in the ECF - Additional mentor time for further bespoke coaching for ECTs - Engagement in the CLIC ECT₂ Network £1,500	Early Career Framework	1, 2, 3, 5, 6
Implement a CPD offer for staff in adaptive teaching (use of the EEF 5-a-day principles) - SENDCO engage in the CLIC Learning Circle - Collaborative SEND planning with another CLIC SENDCO - SENDCO to support all subject leaders in refining impactful adaptive teaching overviews for their subject - Two-year CPD offer for staff in understanding, applying and embedding the 5-a-day principles consistently - Full staff engagement in the CLIC Conference (SEND Focus, led by Gary Aubin) £5,250	EEF – SEND in the Mainstream guidance report	1, 3, 4, 5, 6
Refine the Behaviour Policy (implemented 2023-24), which supports pupils who have experienced ACEs: - Engagement with stakeholders - Child friendly and translated versions of the policy created and shared - Zones of Regulation CPD for all staff	EEF Improving Behaviour in Schools guidance report Young Minds ACEs	3, 4, 7

- Implement peer mediators - Teacher development coaching for targeted staff (Steplab) £8,500		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £99,500

Activity	Evidence that supports this approach	Challenges addressed																																																								
Targeted Disadvantaged Pupils interventions in English: - Speech and Language: additional SALT (1 day weekly); Wellcomm; TA delivered SALT interventions - Reading: Reading fluency intervention (KS2); Reading comprehension intervention (Ks2); Fast track phonics (Rec-Year 6) - Writing: Teacher Conferencing (targeted feedback) (Y1-Y6) - EYFS: Reception Literacy Programme - Small Group tutoring (SLT led) (KS2) £69,500	Making Best Use of Teaching Assistants Guidance Report – EEF EEF Teaching and Learning Toolkit: <table><tr><td>Reading comprehension strategies</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+6</td></tr><tr><td>Very high impact for very low cost based on extensive evidence</td><td></td><td></td><td></td></tr><tr><td>Oral language interventions</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+6</td></tr><tr><td>Very high impact for very low cost based on extensive evidence</td><td></td><td></td><td></td></tr><tr><td>Feedback</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+6</td></tr><tr><td>Very high impact for very low cost based on extensive evidence</td><td></td><td></td><td></td></tr><tr><td>One to one tuition</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+5</td></tr><tr><td>High impact for moderate cost based on moderate evidence</td><td></td><td></td><td></td></tr><tr><td>Teaching Assistant Interventions</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+4</td></tr><tr><td>Moderate impact for moderate cost based on moderate evidence</td><td></td><td></td><td></td></tr><tr><td>Small group tuition</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+4</td></tr><tr><td>Moderate impact for low cost based on moderate evidence</td><td></td><td></td><td></td></tr><tr><td>Individualised instruction</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+4</td></tr><tr><td>Moderate impact for very low cost based on limited evidence</td><td></td><td></td><td></td></tr></table>	Reading comprehension strategies	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6	Very high impact for very low cost based on extensive evidence				Oral language interventions	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6	Very high impact for very low cost based on extensive evidence				Feedback	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6	Very high impact for very low cost based on extensive evidence				One to one tuition	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5	High impact for moderate cost based on moderate evidence				Teaching Assistant Interventions	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4	Moderate impact for moderate cost based on moderate evidence				Small group tuition	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4	Moderate impact for low cost based on moderate evidence				Individualised instruction	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4	Moderate impact for very low cost based on limited evidence				1, 5
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Targeted Disadvantaged Pupils interventions in Maths: - Mastering Number (Rec-Y2) - Targeted maths pre-teach (keep up) and catch up groups - Small Group tutoring (SLT led) (KS2) £30,000	EEF Teaching and Learning Toolkit: <table><tr><td>Feedback</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+6</td></tr><tr><td>Very high impact for very low cost based on extensive evidence</td><td></td><td></td><td></td></tr><tr><td>One to one tuition</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+5</td></tr><tr><td>High impact for moderate cost based on moderate evidence</td><td></td><td></td><td></td></tr><tr><td>Teaching Assistant Interventions</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+4</td></tr><tr><td>Moderate impact for moderate cost based on moderate evidence</td><td></td><td></td><td></td></tr><tr><td>Small group tuition</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+4</td></tr><tr><td>Moderate impact for low cost based on moderate evidence</td><td></td><td></td><td></td></tr><tr><td>Individualised instruction</td><td>£ £ £ £ £ £</td><td>Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ</td><td>+4</td></tr><tr><td>Moderate impact for very low cost based on limited evidence</td><td></td><td></td><td></td></tr></table>	Feedback	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6	Very high impact for very low cost based on extensive evidence				One to one tuition	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5	High impact for moderate cost based on moderate evidence				Teaching Assistant Interventions	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4	Moderate impact for moderate cost based on moderate evidence				Small group tuition	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4	Moderate impact for low cost based on moderate evidence				Individualised instruction	£ £ £ £ £ £	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4	Moderate impact for very low cost based on limited evidence				1 5																
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £173,453

Activity	Evidence that supports this approach	Challenges addressed
Improve the attendance (reduce the rates of persistent absenteeism) and well-being of disadvantaged pupils.	Social and Emotional Learning Guidance Report - EEF	4

- Attendance Officer to target the attendance and punctuality of PP pupils, with a particular focus upon those who are persistently absent. - Family Support Worker - ABSA Lead (0.6) £57,914	EEF Teaching and Learning Toolkit: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence  +4 Social and emotional learning Moderate impact for very low cost based on very limited evidence  +4 Parental engagement Moderate impact for very low cost based on extensive evidence  +4 Behaviour interventions Moderate impact for low cost based on limited evidence  +4	
Family Support Worker - Support vulnerable families through challenges, reduce trauma/ ACES, support parents with supporting children's learning at home. £35,120	Social and Emotional Learning Guidance Report - EEF EEF Teaching and Learning Toolkit: Parental engagement Moderate impact for very low cost based on extensive evidence  +4 Behaviour interventions Moderate impact for low cost based on limited evidence  +4	3, 7
Nurture group to support children with therapeutic, well-being and social interventions (teacher-led, TA support 0.5) £37,068	Social and Emotional Learning Guidance Report - EEF EEF Teaching and Learning Toolkit: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence  +4 Social and emotional learning Moderate impact for very low cost based on very limited evidence  +4 Behaviour interventions Moderate impact for low cost based on limited evidence  +4	3, 4, 7
Behaviour and well-being lead TA supporting pupil's learning behaviour and readiness to learn (0.5) £17,601	Behaviour Guidance Report – EEF Behaviour interventions Moderate impact for low cost based on limited evidence  +4	3, 7
Enhance cultural capital through subsidising trips and visits for vulnerable pupils. £18,000		2
Enhance the extra-curricular activities offer to ensure engagement and enrichment for vulnerable pupils. £7,750		2

Total budgeted cost: £344,203

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Reportable Data Summer 2026:

Pupil Premium pupils make up a significant proportion of each cohort:

- 53% in EYFS
- 58% in Phonics
- 62% in MTC
- 69% in KS2

All Pupils

Key Results - 2025-2026					
Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	61	51%	Below	63%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	61	0%	Below (significant)	9%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	50	38%	Below	~ 44%
Phonics Screening Check	% passing in Year 1	40	80%	Below	~ 82%
Early Years Foundation Stage	% achieving a Good Level of Development	36	67%	Below	~ 72%

Pupil Premium Pupils

Key Results - 2025-2026				
Assessment	Statistic	Cohort ▾	School Result ▾	National Comparison ▾
KS2 Reading, Writing & Maths combined	% achieving the expected standard	42	43%	Below
KS2 Reading, Writing & Maths combined	% achieving the higher standard	42	0%	Below
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	31	42%	-
Phonics Screening Check	% passing in Year 1	23	70%	-
Early Years Foundation Stage	% achieving a Good Level of Development	19	74%	-

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	194	91.2%	92.3%	Close to average	Not available

Identified Strengths

- **Strong Early Years Foundation Stage (EYFS) Outcomes for PP Pupils:**
 - Pupil Premium pupils outperform the overall school average in EYFS by **7 percentage points** (74% vs 67%).

- At 74%, the PP cohort exceeds the national average benchmark (~72%), demonstrating effective early intervention and targeted support in Reception.
- **Multiplication Tables Check (MTC) Performance:**
 - Pupil Premium pupils outperform the whole cohort by **4 percentage points** (42% vs 38% scoring full marks).
 - PP pupils are performing very close to the national average (~44%).
- **High Representation / Cohort Integration:**
 - PP pupils account for over half to two-thirds of pupils across year groups, and in lower key stages (EYFS & MTC), targeted funding appears to be positively impacting equity of outcomes.

Teaching (CPD, Curriculum & Early Years)

- **Strong Early Years (EYFS) Impact:** The focus on early language and provision through initiatives like the *Storybook Maths* approach and *MCC Flying Start* program yielded positive results. Disadvantaged pupils achieved a **74% Good Level of Development (GLD)**, outperforming the overall school average of **67%**.
- **Structured Teacher Development:** Successful rollout of the **CLIC Teaching Framework**, cognitive science principles (retrieval/spaced practice), and instructional coaching via StepLab.

Targeted Academic Support (Interventions & Tutoring)

- **Solid Phonics Foundation:** Daily Phonics teaching through *Read Write Inc.* and coaching supported **70% of Year 1 disadvantaged pupils** to pass the Phonics Screening Check.
- **Multiplication Tables Check (MTC):** Disadvantaged pupils achieved a **42% full score rate (25/25)**, slightly outperforming the overall school rate of **38%**.

Wider Strategies (Attendance, Behaviour, Wellbeing & Cultural Capital)

- **Attendance Gap Closing:** Free School Meals (FSM) attendance reached **91.2%**, nearing the national average (92.3%) and placing the school in the "Close to Average" national distribution band. Dedicated roles (Attendance Officer, Family Support Worker, EBSA Lead) provided clear structure.
- **Holistic Vulnerability & ACEs Support:** Established targeted provision including a **Nurture Group**, a **Behaviour & Wellbeing Lead TA**, and refined behaviour policies aligned with *Zones of Regulation*.
- **Cultural Capital Enriched:** Direct subsidization of trips, visits, and extracurricular activities successfully broadened experiences for disadvantaged learners.

Next Steps for final year of the strategy (aligned with SDP priorities 2026-27)

Reading and Writing	Accelerate progress in KS2 through targeted conferencing, comprehension, and fluency interventions.
Behaviour to learning transfer	Continued work is needed to translate improved emotional regulation and lower behaviour incidents into active learning engagement and classroom stamina.
Attendance	Target persistent absenteeism to narrow the gap to under 5% relative to non-PP peers.
The "Crosslee Way"	Fully embed adaptive practices and teaching expectations consistently across all phases.

Programme	Provider
Read Write Inc	Ruth Miskin
Maths No Problem	MNP

Service pupil premium funding (N/A)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

This strategy should be read alongside the main School Development Plan. The Key Priorities from the SDP for 2026-27 are:

- Raising attainment in reading, phonics, writing and maths
- Instructional coaching – embedding CLIC Teaching Framework and ensuring highest quality teaching
- Embed the learning behaviour curriculum
- Strong Foundations in Early Years and Key Stage One
- Raising attendance figures including whole school and specific groups e.g. SEND and disadvantaged
- Embed the Crosslee Way – teaching expectations to ensure the highest quality teaching
- Embed adaptive practices for all vulnerable groups