

Pupil premium strategy statement

This statement details our school's use of pupil premium money for the 2024 to 2025 academic year. This funding is allocated 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	Crossley Street Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	9.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Gavin Hirst
Pupil premium lead	Gemma Stanton
Governor / Trustee lead	Linda Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,720
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	£35,520.00

Part A: Pupil premium strategy plan

Statement of intent

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive effective Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and learning support assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well. Our school provides high quality teaching and learning for all children. Everyone is valued for their uniqueness, nurtured and encouraged and, irrespective of their background or the challenges they face, are supported to aim high and make good progress and attainment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving in line with or above age related expectation. We know our children and families well, and we work closely as a school team and with outside agencies to support the needs of every child, regardless of whether they are disadvantaged or not. High-quality teaching and quality first curriculum implementation is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. We will also seek to mitigate any additional barriers to achievement through personalised targeted actions which may include interventions, attendance support, behavioural or social and emotional need provision, as well as further opportunities to build cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Early language, speech and communication needs
2	Delay in number fluency
3	Social, Emotional, Mental Health needs – particularly in relation to self esteem, self-regulation and relationships
4	Early attachment issues which can impact on early educational development within the home (particularly post-adopted children)
5	Limited first hand experiences to support cultural capital

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
Improved attainment in phonics and early reading	<p>Use of the Little Wandle' scheme to closely monitor PP children through assessment.</p> <p>Ensuring that PP children have the opportunity to read in school 3 times per week.</p> <p>To ensure that 'keep up sessions' are in place for all children that need them.</p>
<p>Prioritise pupil social and emotional health and well-being</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Learning Mentor, SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to support sessions with the learning mentor.</p> <p>Children with social and emotional health concerns to work with the Learning Mentor (PW). If appropriate referrals and consultations with MindMate Support Team or Cluster through EPOSS.</p>
Narrow the attainment gap between PP and non PP pupils with a particular focus on writing	Identify specific pupils for targeted provision and intervention to accelerate progress through the implementation of an objective specific provision map for each year group.
<p>Monitor attendance of all PP children</p> <p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>The learning mentor to monitor attendance of all PP children.</p> <p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p>
Support PP children with curriculum enrichment activities	<p>Budget to provide eligible pupils with support for school trips, peripatetic music lessons, IT and technology equipment, appropriate school and PE clothing/footwear.</p> <p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

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.

Costs are based on average hourly salary, including add ons, for:

LSA - £16.17

HLTA - £22.62

Teacher - £40.36

SLT - £65.36

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <ul style="list-style-type: none"> - ECT mentoring from SLT - STARS Training- Teachers and LSAs - LSA meetings and training sessions run by SLT - Training on the use of AI to support teaching and learning 	1, 2, 3, 4
Additional TA support- to ensure quality intervention and quality first teaching is	Interventions including phonics, writing stamina and number fluency to be run effectively and consistently across school.	1, 2

supported through intervention		
LSA/Teacher Mentoring/coaching by SLT to support quality intervention, and behaviour management strategies	Regular mentoring by SLT on teaching, interventions and behaviour management strategies to ensure quality and consistency, including modelled examples and feedback/next steps.	1, 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across the whole school using pupil premium funding. Interventions to be monitored and evaluated by intervention leader and SLT through mentoring/coaching	Provision of QFT, and graduated approach. Effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully .	1, 2, 3
Peripatetic music lessons	Ensuring that disadvantaged children are able participate in wide and varied extra curricular activities	5
School Trips	Allowing children to participate in a wide and varied curriculum	5
Budget to support children with necessary equipment	Allowing children to participate in a wide and varied curriculum	1, 2, 5

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

Budgeted cost: £ 5,520.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Nurture Sessions with LM	Learning mentor in school works with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and small group work.	3, 4
LM (PW) to track attendance of PP children and work with families where attendance falls below...	Learning mentor in school works with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and small group work.	3, 4

Total budgeted cost: £ 35, 520.00

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.

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In Reading, the percentage of pupils working at ARE has fallen very slightly from 54% to 53%, this still exceeds our target of 50%. This can be explained in part by the amount of children that are in receipt of pupil premium funding, also being on the Special Needs Register. School continues to place a significant focus on reading across school, and the implementation of Little Wandle phonics in Reception and KS1, and keep up/catch up sessions across school.

In Maths, 42% of pupils are working at ARE. This is a decrease on last year, taking into account children that have additional needs.. PP children are targeted for intervention and pre-learning groups to help boost confidence in mathematics.

In Writing, 32% of pupils are working at ARE. This is a very slight increase from the previous year.