

## Pupil premium strategy statement 2025-26

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

### School overview

Detail	Data
School name	Crossflatts Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	14% 65 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25/2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nicola Bennett
Pupil premium lead	Laura Reynolds
Governor / Trustee lead	Alycia Dray/Mary Morgan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99455</b>

### Statement of intent

#### Pupil Premium Statement of Intent 2025–26

At Crossflatts, we are committed to ensuring equity for all of our children, including those identified as disadvantaged. Our provision is designed to meet the diverse and evolving needs of our pupils and their families. As such, the support offered to disadvantaged children is highly bespoke, responsive, and carefully tailored through collaborative engagement with families and detailed diagnostic assessments conducted by our staff.

Our ongoing mission is to raise attainment and improve progress for disadvantaged pupils, working consistently to diminish the gap between these pupils and their peers across the whole school. Central to our approach is a foundation of **Quality First Teaching**—this remains the cornerstone of our provision and strategic intent for disadvantaged learners. Our favourable adult-to-pupil ratio ensures that disadvantaged pupils benefit from regular, targeted adult-led support throughout the school day.

In recent years, our recovery from the Covid-19 pandemic was significantly disrupted by the presence of **Reinforced Autoclaved Aerated Concrete (RAAC)** in 60% of our school building. This led to a major reorganisation of our site, with Years 4, 5, and 6, as well as our **Resourced Provision**, relocating to separate spaces. We are pleased to share that, as of this academic year, our **Resourced Provision has now been relocated to a purposeful, appropriate environment**—carefully designed to meet the needs of the children who access it. This marks a significant and positive step forward in ensuring that every child is educated in a setting that supports their development and wellbeing.

The logistical and emotional impact of operating as a split-site school has been considerable. However, we are proud of the resilience and adaptability shown by our staff, pupils, and families. Our sense of community and togetherness has endured, and as we move through the 2025–26 academic year, we are optimistic that the RAAC-related disruption will come to an end, allowing us to return to a fully functioning school site.

Our support for disadvantaged children extends beyond academic provision. We continue to invest in key staff roles such as our **Learning Mentor, Social and Emotional Learning (SEL) Lead, and Mental Health First Aiders**. These professionals play a vital role in ensuring that our children are emotionally supported, socially connected, and ready to learn.

We are proud of our ongoing work around **whole-child development**, framed through our bespoke model: **The Crossflatts Character and Culture Compass**. This framework brings together eight interconnected strands: PSHE, RSE, Oracy, Above & Beyond, Religious Education, British Values, Core Values, and SEL. These strands guide our efforts in fostering well-rounded, confident, and thoughtful young people, equipping them with the skills and values needed for life beyond the classroom.

At the heart of Crossflatts is a thriving school community. We work in close partnership with our families, ensuring that they are informed, supported, and actively involved in the planning and delivery of provision for their children. We believe that strong relationships with families are fundamental to the success of all pupils, particularly those facing disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and Punctuality</b></p> <p>The attendance of our disadvantaged pupils continues to be <b>lower than that of their non-disadvantaged peers</b>. Persistent absence remains a concern for a small but significant group of pupils. <b>RAAC-related disruption</b>, including split-site logistics, has compounded this for some families. Ongoing work is required to rebuild routines, overcome barriers to attendance, and ensure high levels of engagement every day.</p>
2	<p><b>Wellbeing, Regulation, and Emotional Readiness to Learn</b></p> <p>Many of our disadvantaged pupils continue to demonstrate <b>lower levels of wellbeing, self-regulation, and involvement</b>, which impacts their ability to access learning consistently. This trend is visible from Year 1 through to Year 6. Factors influencing this include the <b>long-term impact of the pandemic, financial hardship</b>, housing insecurity, and <b>increased exposure to adverse childhood experiences (ACEs)</b>.</p>
3	<p><b>Family Engagement and Trust in Education</b></p> <p>Some families of disadvantaged pupils remain <b>less likely to engage with school</b>, particularly in formal settings such as parents' evenings or structured academic events. This is also reflected in lower completion of home reading records and reduced participation in school life. For some families, <b>a lack of confidence, past negative experiences of education, or current socio-economic pressures</b> are key barriers. Continued work is needed to build trusting, sustained relationships.</p>
4	<p><b>Attainment in Early Literacy (Reading and Phonics)</b></p> <p>Disadvantaged pupils at Crossflatts typically achieve <b>lower outcomes in reading and phonics</b> than their peers. They are <b>less likely to pass the Phonics Screening Check</b> in Year 1 or Year 2. While progress is being made through high-quality teaching and intervention, <b>gaps in early language acquisition and exposure to vocabulary-rich environments</b> remain challenges that require long-term, targeted support.</p>

## 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 attendance for our disadvantaged children.	Attendance will be at least 95% on average for our disadvantaged children.

Disadvantaged children are well known and their contextual information is taken into account when planning for learning	Pupil trackers are in place, these are created, updated and monitored by class teachers, base managers and PP lead.
Children are ready for learning and are taught strategies to manage their emotions.	Wellbeing and Involvement increases over time. Children can talk appropriately about strategies for emotional management and strategies for dealing with adversity/difficult emotional situations.
The attainment gap between our disadvantaged and non-disadvantaged pupils will narrow.	Children will make progress and attain at least in line with their peers.

### 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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An increased pupil to adult ratio	<p>We have maintained a favourable staff to pupil ratio in all classes, which supports in focussing narrowing the gaps in learning.</p> <p>Additional Staffing Support:</p> <ul style="list-style-type: none"> <li>• An additional HLTA 4 days per week in Year 2 addressing specific areas of need</li> <li>• Full time attendance officer</li> <li>• A full time learning mentor</li> <li>• A specific member of SLT responsible for pupil premium</li> <li>• 2 full time SENDCO working alongside our PP lead (approx.. 30% overlap between SEN and PP)</li> </ul>	1, 2 and 4

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Learning Mentor	<p>Targeted support for pupils demonstrating areas on need in terms of social and emotional learning from a qualified and highly skilled learning mentor. This reduces barriers to learning and allows the children to access school in a positive manner in which they feel safe. It has been proven to impact attendance as well as wellbeing and involvement for children who access this specialist support.</p> <p>Families are also in receipt of support from our learning mentor and collaborate with them to engage them and their children with school.</p>	1,2,3 and 4
Structured interventions	<p>Every class in school has access to at least one support assistant who is trained in delivery of targeted interventions which may include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>• IDL – Dyslexia Support Programme</li> <li>• 20:20 reading</li> <li>• Focused coaching</li> <li>• Touch typing</li> <li>• Booster Groups</li> </ul> <p>These allow children to access learning in line with their peers, which boosts engagement, progress and involvement.</p>	2&4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big Start	<p>Whole school even focused on well-being and confidence/esteem. This event was dedicated to offering children broad life experiences by bringing a range of visitors and experiences to our children.</p> <p>This event had a positive impact on children’s sense of community, gave children opportunities to feel successful and courageous. Children and families, as well as staff, responded positively to the event and was an exciting and engaging way to commence this academic year’s journey together.</p>	1, 2, 3

Class Dojo	A whole school communication approach, which benefits our families by feeding back regularly to update them on the school day and upcoming events. The impact of class dojo in terms of parental engagement and involvement has been immeasurable. Families are reporting that they feel more connected to school than ever before.	1,3
Assistant Head for PP	A specific responsibility for pupil premium and its strategy and impact across school has been awarded to a newly appointed Assistant Head. The impact of this is that there is a measurable and sustainable plan in place to ensure those children who are disadvantaged are able to achieve equity with their peers in terms of attendances, attainment, progress, wellbeing and involvement.	1,2,3 and 4
Member of SLT on PTA	A member of SLT is always present at PTA meetings, ensuring positive communication with parents. The impact is that families feel welcome and form good relationships as well as positive associations with our school.	3

**Total budgeted cost: £99,000**

### **Pupil Premium Outcomes – Academic Year 2024–25**

#### **Cost of Living Crisis Response (Ongoing)**

- Continued partnership with a local charity to provide **fortnightly food parcels to 12–15 of our most in-need families**.
- Maintained individualised family support, offering **wraparound care, guidance, and practical assistance**.
- Ongoing **signposting to local and national government support**, including housing, financial aid, and family services.
- **Uniform saving scheme** continued to support families with essential school clothing.
- In collaboration with our **PTA**, we held regular **winterwear and pre-loved uniform sales**, ensuring every child has appropriate clothing for school.

#### **Leadership**

- An **Assistant Headteacher** with a dedicated focus on disadvantaged children on the **Senior Leadership Team**, ensuring strategic oversight of standards and provision.

- **Favourable adult capacity** across all year groups (Reception to Year 6), enabling a strong adult-to-pupil ratios and supporting improved academic progress and wellbeing.

#### Staff CPD and Development

- Provided staff with an enhanced teaching and learning toolkit, including **Clicker 8, Classroom Secrets, Grammarsaurus, White Rose Maths, and Literacy Shed Plus.**
- Staff were encouraged to engage with current educational research through the **Research Resources Area**, promoting evidence-informed practice.
- Senior leaders attended the "**The Next Decade**" education conference, exploring forward-thinking strategies for supporting disadvantaged pupils.
- **LSAs undertook training** in managing challenging behaviour and understanding **Adverse Childhood Experiences (ACEs).**
- Multiple staff received **Positive Handling** training to ensure safe, supportive responses to challenging situations.

#### Targeted Monitoring and Swift Intervention

- **SLT-led monitoring** of progress among disadvantaged pupils continued through **book discoveries, pupil voice activities,** and analysis of learning outcomes.
- Refined systems for **tracking attainment and progress** of disadvantaged pupils across school.
- In-house data used to **target pupils requiring intervention,** leading to the deployment of **additional teacher and LSA support** to close gaps.
- **Daily provision** tailored for pupils with the most significant needs, including structured intervention programmes, 1:1 support, and in-class scaffolding.

#### Summary of Progress

- Individual progress data remains a cornerstone of our evaluation approach. Where pupils did not make expected progress, provision was swiftly adapted to meet need.
- In 2024–25, there continued to be a strong correlation between **SEN and Pupil Premium,** with around **30% of PP pupils also identified as having SEND.** This intersectionality remains a key focus for intervention and tracking. This remains consistent for the academic year 2025-26.

#### Education and Learning

- All disadvantaged pupils supported to develop **secure reading skills:** decoding, comprehension, and reading for pleasure.
- **RWI Phonics programme** was closely monitored; pupils making less than expected progress were promptly identified and supported. This provision **now continues into Year 3 where appropriate,** ensuring continuity for developing readers.
- Classrooms offer a **positive and welcoming reading environment,** encouraging children to engage with books independently.
- Families were actively engaged in supporting reading at home, with school providing **resources, guidance, and ongoing communication.**
- **Pupil learning journals** showed strong and sustained progress over time.

- Feedback from **pupil and family interviews** affirmed that children and families **feel supported, know what steps to take**, and understand **who to go to for help**.

Disadvantaged pupils are making improving progress from their individual starting points.

This table indicates the % of Pupil Premium children making at least expected progress in each term for 2024-25, and how this compares to the % of non-Pupil Premium children making at least expected progress.

	Disadvantaged Progress Autumn EXP+	Others Progress Autumn EXP+	Disadvantaged Progress Spring EXP+	Others Progress Spring EXP+	Disadvantaged Progress Summer EXP+	Others Progress Summer EXP+
Writing	38.6%	71.4%	46%	73.5%	42%	73.6%
Reading	45.61%%	75.8%	52%	75.8%	52%	77.1%
Maths	54.4%	76.2%	46%	75.1%	56%	77.1%

## Part B: Review of outcomes in the previous academic year

### 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
Classroom Secrets Annual Subscription	Classroom Secrets
Access Art	Access Art
Twinkl Annual Subscription	Twinkl
Clicker 8 Subscription	Jelly James
Diagnostics Assessments	NFER
WhiteRose Maths	WhiteRose
KAPOW	Kapow
Grammasaurus	Grammarsaurus
IDL Dyslexia Support	IDL

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

#### Pupil Premium Update 2025–26

##### 1. Pupil and Parent Involvement

At Crossflatts, we remain committed to ensuring that every family of a child entitled to Pupil Premium is **actively involved in the planning and allocation of additional funding**. This allocation is shaped by the individual needs of each child—including their academic ability, interests, talents, barriers to learning, and personal circumstances.

We continue to work in **close partnership with families**, ensuring they feel heard, supported, and empowered to contribute to the decisions that affect their child's education and wellbeing. This family-centred approach supports stronger relationships and better outcomes.

## 2. Curriculum, Teaching and Learning

We maintain a **high standard of teaching across the school**, ensuring that all staff are trained and equipped to deliver an **engaging, inclusive, and ambitious curriculum**. Our teaching is underpinned by research-based approaches and consistent professional development.

Our support infrastructure includes:

- A **highly qualified and experienced Learning Mentor** offering both academic and pastoral support, including bespoke extended learning opportunities.
- A **dedicated Social and Emotional Learning (SEL) Lead** who supports whole-school wellbeing practices.
- A strong team of **Mental Health First Aiders**, ensuring pupils have access to timely emotional support when needed.

## 3. Care, Guidance and Support

We continue to offer a broad package of care and targeted support, tailored to the needs of our disadvantaged pupils, including:

- **Ongoing CPD**, including a peer-to-peer programme promoting consistent **Quality First Teaching** across the school.
- **Learning Support Assistant (LSA) support** in all year groups, increasing the adult-to-pupil ratio and enabling timely intervention.
- Access to **specialist external agencies**, including the **school nurse** and **educational psychology services**.
- **Uniform support**, including through PTA-run winterwear and pre-loved uniform sales.
- **Subsidised access to residential and educational visits**, ensuring all children can participate in enriching off-site learning experiences.
- Funding for **cultural and social opportunities** that may otherwise be missed.
- Provision of **personalised resources** to remove learning barriers.
- Deployment of **additional teachers** to reduce group sizes or offer targeted teaching.
- **Specialist academic and wellbeing interventions**, including literacy catch-up, emotional literacy, and social skills development.

## 4. Monitor, Evaluate and Intervene

We operate a robust tracking system to monitor the **progress, attainment, attendance, and wellbeing** of all disadvantaged pupils. From **EYFS to Year 6**, each child's journey is carefully mapped, including interventions accessed and their impact.

This tracking enables staff to **know their pupils well** and to identify patterns, gaps, or areas of concern.

Disadvantaged pupil progress remains a **key performance measure** in our whole-school evaluation of teaching and learning. Regular **book looks, pupil voice interviews, and data analysis** ensure that swift action can be taken where needed.

We also maintain systems to monitor **behaviour and attendance**, ensuring a holistic view of each child's school experience.

## Accountability

Area	Staff Responsible
Teaching and Learning Quality	Nicola Bennett, Rebecca Petrie, Laura Reynolds, All Staff
Curriculum, Progress & Intervention	Nicola Bennett, Rebecca Petrie, Laura Barker, Laura Reynolds, Richard Atkins, Gemma Craven
Pastoral Support	Laura Reynolds, Jo Cattell, Gemma Craven, Mental Health First Aid Team
Attendance	Nicola Bennett, Rebecca Petrie, Laura Reynolds, Jo Cattell
Enrichment	All Staff
Student Tracking and Monitoring	Nicola Bennett, Rebecca Petrie, Laura Reynolds, All Staff

## Our Commitment

At Crossflatts, we believe that **every child deserves to be championed** and given every opportunity to thrive—academically, emotionally, and socially. Our aim is to create **equity in learning and life chances**, so that all pupils, regardless of background, can flourish and achieve their full potential.