



Pupil Premium: Reflecting on Our Practice 2025-26

What is Pupil Premium?

The Pupil Premium is additional government funding provided to schools to improve outcomes for pupils who may face disadvantage. This includes pupils who are currently eligible for Free School Meals (FSM) or have been eligible within the last six years (Ever 6), children who are looked after or have previously been looked after, and children from service families.

At Crossflatts Primary School, we recognise that disadvantage can present in many different ways. Some pupils may experience barriers linked to attendance, emotional wellbeing, family circumstances, limited access to wider opportunities, reduced confidence, or difficulties engaging with learning. We believe it is our responsibility to understand the unique context of every child and to remove barriers that may prevent them from achieving their full potential.

Our approach is centred on equity rather than equality. We recognise that some pupils require additional support, experiences, and opportunities in order to achieve outcomes comparable with their peers. Pupil Premium funding enables us to provide that support through high-quality teaching, targeted intervention, family support, and enrichment opportunities.

Our Vision

At Crossflatts, we are committed to ensuring that every disadvantaged pupil is known, valued, and supported to succeed. We believe that strong relationships, high aspirations, and a commitment to inclusion are fundamental to improving outcomes for children and families.

Our aim is to ensure that disadvantaged pupils:

- Attend school regularly and engage positively in learning.
- Feel safe, supported, and emotionally ready to learn.
- Develop the knowledge, skills, and confidence needed to achieve success.
- Access the same opportunities, experiences, and aspirations as their peers.
- Leave Crossflatts well prepared for the next stage of their education.

Our Key Priorities for 2025-26

Through ongoing evaluation of pupil outcomes, attendance information, pupil voice, family feedback, and school-based evidence, we have identified four key priorities for disadvantaged pupils:

Attendance and Engagement

Although attendance has improved, disadvantaged pupils continue to attend less regularly than their non-disadvantaged peers. We know that pupils cannot benefit fully from learning opportunities if they are not in school consistently. Improving attendance remains a significant focus for 2025-26.

Wellbeing and Emotional Readiness to Learn

Many disadvantaged pupils face challenges beyond the classroom that can affect wellbeing, resilience, involvement, and readiness to learn. We continue to invest heavily in pastoral support, social and emotional learning, and mental health provision to ensure children are equipped to manage challenges successfully.

Family Engagement

Strong partnerships between home and school are essential. While many families engage positively with school, some continue to face barriers which can limit participation in school events, communication, and learning at home. Building trusting relationships with families remains a priority.

Early Literacy

Reading remains a key driver of success across the curriculum. Disadvantaged pupils are more likely to require additional support in phonics, language development, vocabulary acquisition, and reading comprehension.

Ensuring all pupils become confident and successful readers continues to be a major focus of our work.

How We Use Pupil Premium Funding

Our strategy is built upon a tiered approach, combining high-quality teaching, targeted support, and wider strategies to overcome barriers to learning.

Quality First Teaching

Research consistently demonstrates that high-quality teaching has the greatest impact on pupil outcomes. We therefore prioritise:

- Skilled and experienced teaching staff.
- Strong adult-to-pupil ratios across school.
- Ongoing professional development for all staff.
- Consistent teaching approaches informed by educational research.
 - Adaptive teaching which meets the needs of all learners.

Targeted Academic Support

Where pupils require additional help, we provide timely interventions designed to address specific needs.

These may include:

- Reading and phonics interventions.
- Targeted support in English and mathematics.
- Small group and individual programmes.
- Support from additional adults within the classroom.
- Personalised intervention programmes based on child-specific needs.

Wider Support and Enrichment

Many barriers to learning sit beyond the academic curriculum. Pupil Premium funding enables us to provide:

- Learning Mentor support.
- Social and Emotional Learning provision.
- Mental health and wellbeing support.
- Attendance support and family engagement work.
- Uniform assistance and practical family support.
- Educational visits and residential experiences.
- Enrichment opportunities that broaden cultural capital and aspirations.

What We Have Learned From Our Practice

Our evaluation of previous spending and provision demonstrates several key strengths:

- Children make stronger progress when academic support is combined with effective pastoral provision.
- Attendance improves when families receive timely support and positive engagement from school.

- Reading remains the area with the greatest long-term impact on future success and therefore requires continued investment.
 - Early identification of barriers enables more effective intervention and better outcomes.
- Strong relationships between school and families are crucial in securing sustainable improvements for children.

We have also recognised that a significant proportion of disadvantaged pupils also have SEND. This overlap requires careful consideration when planning provision and monitoring impact, ensuring support is both inclusive and individualised.

Monitoring and Evaluation

The impact of Pupil Premium funding is monitored throughout the academic year through:

- Attendance analysis.
- Progress and attainment reviews.
 - Pupil voice activities.
 - Family feedback.
- Book looks and learning reviews.
- Monitoring of wellbeing and involvement.
- Evaluation of intervention programmes.

This information is reviewed regularly by senior leaders and governors to ensure spending remains responsive, evidence-informed, and focused on improving outcomes for disadvantaged pupils.

Our Commitment

At Crossflatts, we remain committed to creating equity for all children. Every disadvantaged pupil deserves to feel valued, supported, and successful. Through high expectations, strong relationships, and targeted support, we will continue to work alongside families to ensure that every child can thrive, achieve, and develop the knowledge, skills, and confidence needed for the future.

Crossflatts
PRIMARY SCHOOL