

Crooksbar Primary School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school Rec-Y6	261
Proportion (%) of pupil premium eligible pupils	14 FSM ever 6 (5%) @£1515 4 Previous LAC (2%) @£2630 5 Service (2%) @£350 2 LAC (1%) @£2630 Total: 10%
Academic year/years that our current pupil premium strategy plan covers	25-26
Date this statement was published	20.9.25
Date on which it will be reviewed	27.6.26
Statement authorised by	Chris Twiby
Pupil premium lead	Chris Twiby/Nicola Wilkes
Governor / Trustee lead	Paul Newton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38730
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£38730

Part A: Pupil premium strategy plan

Statement of intent

At Crooksbar Primary we have high expectations for all of our pupils. Quality first teaching, engaging with parents and a personalised approach to meet children's individual needs means that every pupil can achieve their potential, academically and socially.

We use a range of strategies to provide support to overcome any barriers in the way of progress. Our wider curriculum offer is broad and balanced, meaning children are engaged in learning and achieving well. Approaches may be used across the whole school and target many groups. These are not only restricted to pupils eligible for the Pupil Premium. Some of our interventions have been planned using a hybrid Pupil Premium and/or Recovery Premium. Our main focus is that our Pupil Premium children do as well as their peers with similar starting points, who are not eligible for this funding.

Our aim is to ensure that our disadvantaged pupils receive teaching which is at least good and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive appropriate intervention and support. This does not exclude those who are 'on track' or working 'above' age related levels.

Funding is allocated within the school budget by financial year and is based on the needs of the current cohort of children in receipt of funding. We have looked at our data thoroughly and incorporate research, such as the Education Endowment Foundation as well as being supported by the Ad Astra MAT School Improvement Team.

Previously, some Pupil Premium funding has been pooled and allocated to fund the Trust School Improvement Team to work in our school. This support still continues and involves:

Develop pedagogical skills and Quality First Teaching (QFT) in line with EEF research for teachers to ensure that disadvantaged pupils benefit from high quality teaching.

Develop structured peer collaboration and share best practise linked to disadvantaged pupils' provision and outcomes.

Support staff, monitor progress, solve issues and adapt strategies linked to the provision for disadvantaged pupils.

Provide effective professional development, through regular trust hub meetings, to support provision and teaching in school for disadvantaged pupils.

To work alongside the School Data Company to analyse attainment and progress data across all of our schools pertaining to disadvantaged children.

Evidence that supports this approach:

The EEF recommends that:

High quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Therefore, our staff and the Trust School Improvement Team focus on developing teaching practice over a sustained period to drive meaningful change in school settings.

School improvement is in line with EEF research, by identifying a focussed area for improvement and making evidence informed decisions on what to implement. Whilst also complementing expert coaching and mentoring

with structured peer to peer collaboration and acknowledging, supporting and sharing good implementation practices.

The implementation of the school's curriculum is in line with EEF research, by specifically focussing on:

Setting the stage for implementation through school policies, routines and practices.

Cultivating leaders to ensure collaboration between schools.

Effective professional development, via trust hub meetings, building knowledge, motivating staff. Developing teaching techniques and embedding good practice.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that any gaps in levels of achievement for disadvantaged pupils compared to non-disadvantaged across all subject areas at the end of KS2 are reduced.
2	SEN/PP pupils. To ensure that pupil premium children on the SEN register make progress.
3	Pupil well being and emotional support. Increase in number of referrals around resilience and poor emotional well-being.
4	Attendance. To reduce the gap in attendance of disadvantaged pupils compared to non-disadvantaged.
5	To continue to promote language and communication in EYFS, tackling speech and language difficulties using the SHINE framework and Early Talk Boost.

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
Children with poor speech and language skills will catch up with their peers and will not need long term support with speech and language.	Children's speech will be clear and this will support their phonic outcomes. Disadvantaged children in KS1 who continue to need support with their speech and language will attain as well as non-disadvantaged children in phonics check.
Children will be emotionally secure and will demonstrate resilience during difficult situations. Those who access counselling services will be able to use the strategies they have been taught. The	All pupils identified by staff members have had access to sessions in the school year 2526. If this pathway is oversubscribed, we will seek other options where necessary through contingency

school curriculum will actively support children's well-being and self-esteem. Individual pupils requiring pastoral and/or emotional support are identified and complete a unit of work delivered by Alliance.	fund e.g. alternative therapists, group work, additional play therapy, Lego therapy). Incidents arising from poor emotional well-being will reduce. All PP children will be offered and attend an after school club.
Individual pupils of families are supported if absence is persistent or impacts negatively on access to the recovery curriculum.	All Pupil Premium pupils have an attendance % of at least 96%. When this is not the case, the school and LA attendance team have been involved with the family and action is taken.
Fidelity to Little Wandle will ensure that phonics results will improve for all children and any gap between disadvantaged and non-disadvantaged will close, allowing fluency to be a focus in Y2 and beyond.	Performance of disadvantaged pupils in school to continue to be similar or better than other pupils Nationally.
By the end of KS1, increased number of children working within Age Related Expectations (ARE).	Any children in need of intensive support will have been identified and will have made good progress towards ARE.
By the end of KS2, any gaps between disadvantaged and non-disadvantaged children in school will have reduced.	Assessment records will show that any gaps are closing within schools across all subjects. Our disadvantaged children will do at least as well as disadvantaged children nationally in KS2 and any in school gaps will narrow.

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

Budgeted cost: £12000 (£7500+£500+£1000+£3000=£12000).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Little Wandle scheme, including further training. All teachers and TAs to receive ongoing training and support.	Continued development of phonics provision is highlighted as a key priority for whole school development. EEF teaching and learning toolkit indicates that effective phonics interventions are very high impact for very low cost.	1,2.

Bespoke teacher CPD. Continue to embed Clennell/Berry Education/HSPCC/Trust Improvement Team as whole School CPD providers for staff and LAC members.	Standards for teachers' professional development: DFE July 2016 'Professional development must be prioritised by school leadership'. EEF guide to Supporting School Planning- A tiered approach 2021. P14 'Improving the quality of teaching-both in the planning and implementation-is almost always supported by high quality professional development'.	1.
Provide further training and support based upon SHINE Speech and Language programme principles/Early Talk Boost. Schol to be assessed for 'Communication Friendly Setting' award.	Oral language interventions can have a positive impact on pupils' language skills. The EEF Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost.	1,2,5.
Subject leadership time-cost of cover on rolling programme utilising cover supervisor role.	EEF Guide to Supporting School Planning-A Tiered Approach 2021.	1.

Targeted academic support

Budgeted cost: £16500 (£15000+£1500=£16500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidation of targeted intervention via Early Talk Boost project, to increase the percentage of disadvantaged pupils achieving GLD.	Oral language interventions can have a positive impact on pupils' language skills. EEF toolkit indicates these interventions are very high impact for very low cost.	5
Intervention/focus groups: 1. Class teachers plan and deliver intervention for individuals and focus groups in lessons 2. Class teacher deploys classroom assistants in lessons to allow for class teacher individual and focus groups	Targeted academic support Emphasis on the importance of 'quality teaching first'. Aim to provide a consistently high standard, through setting expectations, monitoring performance tailoring teaching and support to suit their pupils and sharing best practice. High quality one to one and small group tuition (EEF-evidence of high impact).	1,2,5

3. Classroom assistants to deliver sessions, planned by the class teacher, to individuals and focus groups.		

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

Budgeted cost: £10000 (£6000+£3000+£1000=£10000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consider the well-being of pupil premium pupils. Resilience Engagement Confidence Self Esteem High Aspirations All PP pupils offered subsidised places in after school clubs. ELSA session delivery. Therapy Dog.	DFE Strategy 2015-20: Build character and resilience, support schools to develop pupils into well rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens.	4
Embedding principles of good practice set out in the DFE Improving School Attendance Advice. Prioritise the monitoring of the attendance of PP by the attendance lead (PSA).	'There is a clear link between poor attendance at school and lower academic achievement'-Improving School Attendance, DFE. The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Careers aspiration events (SPARK): Development of cultural capital through greater awareness of world of work	'As part of making the judgment about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. OFSTED's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educate citizens, introducing them to the best that	1,3

	has been though and said and helping engender an appreciation of human creativity and achievement' (OFSTED inspection handbook).	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£5000

Total budgeted cost: £38500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Target:	Action:	Impact:
To close any gaps in speech and language enabling children with poor speech and language skills to catch up with their peers.	Implementation of initial SHINE programme targeted at disadvantaged pupils	Individual case studies show that additional specialist support via LA SLA plus SHINE activities continue to be successful. Future provision must cater for further groups of children who need to access this.
To close gaps in reading and writing and attainment among disadvantaged pupils. To ensure all PP children make expected or higher progress.	Additional phonics sessions targeted at disadvantaged pupils. Pupils not passing phonics test tracked into Y2 and targeted by specific interventions. Rapid catch-up programme implemented for phonics.	In phonics, disadvantaged pupils were slightly below disadvantaged nationally. Consolidation of LW scheme and additional 'catch up' sessions are in place to ensure those not achieving standard receive support in Y2.
To achieve and sustain improved well being for all pupils in our school, particularly disadvantaged pupils.	Additional mental health support within school and from external providers (e.g. Alliance). SEMH development plan compiled and implemented by subject lead. PP intervention tracker used to monitor progress.	PSA case studies show that the counselling support provided was very good and that this had a significant positive impact for the children who accessed it. Creation of Mental Health First Aider Role has been positively received by staff, pupils and parents. Case studies available. Contingency used to purchase additional days from providers.
To achieve and sustain improved attendance for all pupils particularly disadvantaged.	PSA worked closely with targeted families and LA attendance officer.	Disadvantaged absence below National, but 2.4% in school gap when measured against non-disadvantaged (gap reduced against 22/23).

