Crosshall Infant School Pupil Premium Strategy Statement 2025-2028

This statement details our school's use of pupil premium (and recovery premium) funding for the 2026 - 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	Crosshall Infant School
Number of pupils in school and nursery	280-237 in school, 43 in nursery
Proportion (%) of pupil premium eligible pupils	6.8%
Academic years that our current pupil premium strategy plan covers	2025-2026, 2026-2027, 2027-2028
Date this statement was published	01.09.26
Date on which it will be reviewed	01.09.27
Statement authorised by	Mrs Rebecca Sawford
Pupil premium lead	Mrs Rebecca Sawford
Academy Council Chair	Mrs Stephanie Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,815

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to make good progress and achieve high attainment. We take into account the challenges faced by vulnerable children including those who have a social worker. The provisions that we have outlined in this statement are also intended to support the needs of our children, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach within school, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that the attainment of non disadvantaged will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education support.

Our approach is responsive to challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our children excel. To ensure they are effective we:

- ensure all children, including disadvantaged children, are challenged in the work that they are set
- act early to intervene at the point need is identified
- have a whole school approach in which all staff take responsibility for the outcomes achieved by disadvantaged children and have high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged children.
2	Assessments, observations, and discussions with children suggest disadvantaged children sometimes have greater difficulties with phonics and developing early reading skills than their peers. This negatively impacts their development as readers.
3	Absence that is lower than the national target of 95% impacts the progress made. Monitoring of our Pupil Premium children shows that they are more like to have an absent % less than the 95% target.
4	Parental engagement with the school and their child's learning.

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 oral language skills and vocabulary among disadvantaged children.	Focus interventions for Speech and Language to ensure expected progress is made for disadvantaged children.
Improved reading attainment among disadvantaged children.	Reading outcomes at the end of Y2 are high for all children including disadvantaged children. Implementation of Little Wandle across whole school.
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Children's well-being needs are met and supported to ensure they can access high quality teaching and targeted interventions where needed to support them in making progress.

	Sustained high levels of wellbeing demonstrated by: • children and parent questionnaires and teacher observations • support given by outside professionals
Improve attendance for all children including our disadvantaged children.	Sustained high attendance for all children. Conversations with parents.

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: £2090.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver high quality CPD to staff, through models such as WalkThrus and Trust engagement, which result in improved teaching, learning and higher levels of attainment	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school https://www.walkthrus.co.uk/	1 2
Provision of Music Therapy	Music Therapy is based on the understanding that we are all able to respond to music, irrespective of musical ability. We use sound, rhythm and improvised musicmaking to connect with and form relationships with children as part of our music therapy sessions. Shared musical play, verbal and non-verbal, helps children gain a positive sense of themselves and self-confidence grows. Our skilled and compassionate teacher works in an improvisational way to gradually build trust and communication.	1

To monitor progress of pupils using an effective whole school tracking system (Bromcom) and Little Wandle Phonics assessments	All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school and identify the starting point for each Pupil Premium child and the support and challenge they have been given.	1

Teaching and Targeted Academic Support

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of oral language support programmes within Reception, Year 1 and Year 2: • NELI • Talking Boxes • Pre teaching for children with EAL • Speech and language support programmes provided by Speech and Language Therapist • Talk Time for identified children • Construction Club	Oral language interventions can have a positive impact on the language skills of children. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1 2 3

All teachers to receive phonics training via Little Wandle, a government approved scheme	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions	1 2 4
Adopt Little Wandle reading provision to increase the number of times a child reads in a week. Children's fluency and automaticity will increase. School Readers: each year group has a trained school reader who comes in and hears the children read 1:1.	Research shows that increasing the number of reading sessions per week in school, and to send this book home, will increase children's fluency and automaticity. Children will learn new vocabulary within a group session, look at prosody and develop a love for reading.	1 2

Wider Strategies

Budgeted cost: £6,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a healthy free school lunch to all of our disadvantaged children on a daily basis so that they are well fed and develop long term healthy eating habits.	Government research indicates that providing a healthy nutritious meal in the middle of the school day improves children's educational attainment, social skills and behaviour and helps families with the cost of living. Our non-disadvantaged children are provided with a Universal Infant Free School Meal so this means all children in school are provided with a healthy nutritious lunch at no cost to families.	1 2
		4
Fund the costs of all educational visits for disadvantaged children.	This ensures that all children receive the same opportunities and are able to participate fully in our provision of enjoyable learning activities based on first-hand experiences.	1 2 4
Increase attendance. Work with parents to highlight the positive impact attending school for 95% above can have on a child.	Schools identify low literacy skills and poor attendance as the… | EEF	3

Total budgeted cost: £33407

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 2024/2025 academic year.

During 2024-2025 our priorities were to ensure that all our children, including our disadvantaged children, were able to achieve the expected level or above in reading, writing, maths and phonics at the end of Year 2. The outcomes of our tests and teacher assessments are detailed below:

End of KS1:

% of cohort that was SEND - 18% (16 / 87)
% of cohort that was PP - 5% (4 / 87)

24 children had to retake the Phonics Screen - 28% of the year group. Of that, 12 children, 14% of the children were either SEND or PP.

Reading

- 31% of SEND children achieved EXS, 6% of SEND achieved GDS. - 50% of PP achieved EXS, 25% of PP achieved GDS

Writing

- 13% of SEND children achieved EXS,
- 50% of PP children achieved EXS

Maths

- 50% of SEND children achieved EXS
- 50% of PP children achieved EXS

Reading, Writing & Maths

- 13% of SEND children achieved EXS in all 3 areas
- 50% of PP children achieved EXS+

Year 1 Phonics Data:

% of cohort that was PP: 5% (4/83 children)
% of cohort that was SEND: 11% (9/83 children)

Passed phonics Screening:
% of SEND children that passed the check: 56%

% of PP children that passed the check: 50%

The performance of our disadvantaged children was in line with the performance of all children.

Attendance (24-25)

Whole school: 94.6%

Pupil Premium: 92.2%

FSM Ever 6: 91.6%

SEND: 91.3%

EAL: 93%

Our assessments and observations indicated that pupil behaviour has declined over the past few years. A significant amount of pastoral support is needed in school to ensure children are accessing the curriculum in the learning environment. Small group interventions and external support from professionals (such as MindFit) supported us to ensure progress was made in this area for the children that needed it.

Externally Provided Programmes

Programme	Provider
No additional Programmes Purchased	Not applicable

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We include our service pupil premium allocation with our pupil premium allocation.
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils are provided with additional support either academic or to support their wellbeing as required

	and as detailed within our overall pupil premium strategy.