



Pupil Premium Strategy Statement – Crosshall Junior School

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 (DA) last academic year.

School overview

Detail	Data
Number of pupils in school	346 (25-26)
Proportion (%) of pupil premium eligible pupils	17% (25-26)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2029 (Reviewed)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Liam Murphy Co-Headteacher
Pupil premium lead	Dan Ainscow
Academy Council Lead / Champion	Nicki Mansfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,475 (25-26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98,475 (25-26)

Part A: Pupil premium strategy plan

Statement of intent

At Crosshall Junior School, we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to “Achieve their Dreams”.

Our Vision

We believe that:

- disadvantaged pupils can achieve as well as other pupils;
- academic success is valuable and we wish all our students and parents to have a similar view;
- every student can achieve to the best of their ability, if they have the right support and work hard;
- good emotional and social wellbeing are essential;
- varied opportunities are important for growth and ambition.

Our Commitment

We are committed to:

- remaining ambitious for all our students;
- providing a contact for all disadvantaged pupils and parents;
- tracking the performance and impact of interventions/preventions;
- reviewing Our Offer at least once a year;
- acting early, once a need is identified;
- all disadvantaged pupils in school to make or exceed nationally expected progress rates;
- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues for many pupils
2	Supporting families of disadvantaged pupils, financially and emotionally, during financial hardship
3	Parental engagement with the school and their child's learning
4	<p>Internal and external assessments indicate that there is a gap in reading attainment among disadvantaged pupils and non-disadvantaged pupils at the end of Key Stage 2 (KS2).</p> <p>At the end of KS2 (2024-25), the gap in reading attainment between disadvantaged pupils and non-disadvantaged pupils was 14%.</p> <p>67% WA+ (Disadvantaged pupils) 81% WA+ (Non-disadvantaged pupils)</p> <p>Other year groups indicate a gap that also needs challenging:</p> <ul style="list-style-type: none"> – Current Year Three: disadvantaged (38% WA+) and non-disadvantaged pupils (61% WA+) in reading attainment. – Current Year four: disadvantaged (62% WA+) and non-disadvantaged pupils (74% WA+) in reading attainment. – Current Year Five: disadvantaged (68% WA+) and non-disadvantaged pupils (81% WA+) in reading attainment.
5	<p>Internal assessments indicate that there is a gap in writing attainment among disadvantaged pupils and non-disadvantaged pupils in across the school.</p> <p>At the end of KS2 (2024-25), the gap in writing attainment between disadvantaged pupils and non-disadvantaged pupils was 13%.</p> <p>71% WA+ (Disadvantaged pupils) 84% WA+ (Non-disadvantaged pupils)</p> <p>Other year groups indicate a gap that also needs challenging:</p> <ul style="list-style-type: none"> – Current Year Three: disadvantaged (31% WA+) and non-disadvantaged pupils (68% WA+) in writing attainment. – Current Year four: disadvantaged (50% WA+) and non-disadvantaged pupils (66% WA+) in writing attainment. – Current Year Five: disadvantaged (69% WA+) and non-disadvantaged pupils (75% WA+) in writing attainment.
6	<p>Internal and external assessments indicate that there is a gap in maths attainment among disadvantaged pupils and non-disadvantaged pupils in across the school.</p> <p>At the end of KS2 (2024-25), the gap in maths attainment between disadvantaged pupils and non-disadvantaged pupils was 15%.</p>



	<p>67% WA+ (Disadvantaged pupils) 82% WA+ (Non-disadvantaged pupils)</p> <p>Other year groups indicate a gap that also needs challenging:</p> <ul style="list-style-type: none"> – Current Year Three: disadvantaged (62% WA+) and non-disadvantaged pupils (81% WA+) in writing attainment. – Current Year four: disadvantaged (62% WA+) and non-disadvantaged pupils (83% WA+) in writing attainment.
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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
To ensure the wellbeing needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's wellbeing needs are met and supported to ensure they can access high quality teaching and targeted interventions where needed to support them in making progress.
Families are signposted to a range of support options and, where possible, are offered additional support through the school.	Children are able to access in-school activities even when there is a financial cost including extra-curricular clubs. Families are able to ask for support through the school and appropriate advice is provided.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading.	Reduce the gap between disadvantaged and non-disadvantaged to below 10%.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing.	Reduce the gap between disadvantaged and non-disadvantaged to below 10%.
To narrow the attainment gap between disadvantaged and non-disadvantaged	Reduce the gap between disadvantaged and non-disadvantaged to below 10%.



pupils in maths.	
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths. Ensure that all disadvantaged pupils make at least expected progress in foundation subjects.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver high-quality, evidence-based CPD (using resources such as WALKTHRUs) to provide training with a particular focus on engagement strategies to ensure all children participate in lessons. The school will purchase the necessary resources to ensure that there is excellent access to information and will provide release for the development of an effective implementation programme.	Evidence suggests that an effective teacher in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. <u>EEF - Using Pupil Premium</u> Using evidence-based approaches improves the likelihood that a particular strategy will have a positive impact in the classroom. Resources such as WALKTHRUs gather research-based strategies in an accessible manner allowing more effective implementation. <u>www.walkthrus.co.uk</u>	4-6
Ensure that there is a clear progression in the reading curriculum. Purchase of a <u>DfE validated Systematic Synthetic Phonics</u>	Reading is a vital skill that impacts all aspects of the curriculum. Ensuring a clear progression in a reading curriculum ensures children are better prepared for Key Stage 3 and onwards, and allows for	4



<p>programme to secure stronger phonics teaching for all pupils.</p> <p>Introduction of a whole-class, evidence-based fluency programme.</p>	<p>early identification of need. This promotes early intervention.</p> <p>Evidence suggests that having a strong foundational knowledge in phonics is vital. Pupils then need to develop reading fluency, alongside effective teaching of comprehension skills and strategies – this forms the basis of the Key Stage 2 curriculum.</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Faster Read</p>	
<p>To provide access to high-quality CPD to ensure phonics is taught effectively, the school will ensure that the phonics programme purchased has a strong CPD offer and will provide release for CPD opportunities.</p>	<p>To maximise the impact of the teaching of phonics, it is important that the curriculum is taught consistently and with fidelity.</p> <p>Effective, ongoing CPD ensures that all staff have an understanding of how they can secure and then build upon the phonic knowledge the children in a range of curriculum areas.</p> <p>Little Wandle A complete Phonics resource to support children</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5
<p>To improve our writing curriculum by integrating the information provided through the DfE Writing Framework with a particular</p>	<p>The DfE non-statutory guidance states that “Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for</p>	6



<p>focus on the revising and editing elements of writing. We will support this by providing release to review our current provision, deliver CPD and time to evaluate changes.</p>	<p>children and young people's success in education, life and work."</p> <p>The guidance stresses the importance of understanding the different phases of the writing process – planning, drafting, revising, editing, and sharing – and the value of each phase.</p> <p>DfE Writing Framework</p>	
<p>To continue to use Times Table Rock Stars (TTRS) and NumBots to provide opportunities at home and school to engage children in learning key skills.</p> <p>We will fund a web-based resource to maximise access opportunities for all children. By using the same resource at home and school we can offer a more seamless experience for disadvantaged pupils.</p>	<p>The EEF identifies that "Technology offers ways to improve the impact of pupil practice" by providing engaging and motivating opportunities for practice.</p> <p>EEF - Use of Technology</p>	<p>3, 6</p>
<p>To monitor progress of pupils using an effective whole school tracking system. The school will purchase standardised diagnostic assessments and use a tracking system to ensure that data from the tests are used to improve whole-class planning as well improve the understanding of individual needs including those of disadvantaged and non-disadvantaged pupils.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>4-6</p>
<p>Recruitment and retention of teaching staff.</p> <p>Phase leads will receive release to ensure there is</p>	<p>Evidence suggests that making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is</p>	<p>1-6</p>



<p>effective monitoring to maintain a strong focus on high quality learning, teaching, curriculum and assessment.</p> <p>The school will support the development of staff to access NPQs through release.</p> <p>The school employs part-time cover teachers. This supports the school in maintaining a high standard of teaching, learning and behaviour.</p>	<p>especially important for socio-economically disadvantaged pupils.</p> <p><u>EEF - Using Pupil Premium</u></p> <p>NPQs are national programmes that provide training and support for teachers at different stages of their careers. They are reviewed at a national level to ensure they provide the best opportunities.</p> <p><u>NPQs Guidance</u></p>	
<p>The school will ensure high-quality technology in classrooms (interactive whiteboards, Wi-Fi, filtering, laptop suites and iPad devices) enabling good access to resourcing for pupils and staff.</p>	<p>Technology can have a positive impact on teaching and learning and provide resources that allow the school day to be extended.</p> <p>It can also be used to support access to the curriculum and to support the wellbeing of children.</p> <p><u>EEF - Digital Technology</u></p>	<p>1, 3-6</p>

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. We will purchase a DfE validated Systematic Synthetic Phonics programme that includes an offer that provides opportunities for delivering this support.</p>	<p>Targeted support can be employed to help boost language development and reading. Interventions are linked to classroom teaching and matched to individual pupil needs whilst not limiting their access to the wider curriculum.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more</p>	<p>4</p>



<p>All teachers have received phonics training to ensure that the impact of additional sessions can be maximised in the wider curriculum.</p>	<p>effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	
<p>School Readers: each year group has some trained school readers who come in and hear the children read 1:1.</p>	<p>Research suggests that intensive individual support very effective at improving pupil outcomes. EEF - 1:1 Support</p>	<p>4</p>
<p>We will fund release and CPD for the introduction and delivery of a targeted reading intervention - Reading Fluency Project</p>	<p>Evidence suggests that small group work can have a positive impact on pupil outcomes. The Reading Fluency Project is designed for Upper Key Stage 2 children to improve reading using evidence informed strategies and high-quality texts. Small group tuition EEF Key Stage 2 (KS2) Reading Fluency Project HFL Education</p>	<p>4</p>
<p>SENDCo and Phase Leads strategically deploy teaching assistants to children with SEND and classes with a high proportion of Vital Few children.</p>	<p>Teaching Assistants are an important source of support in classrooms and should be deployed to ensure all children, including disadvantaged pupils have access to the curriculum. Deployment of Teaching Assistants EEF</p>	<p>4-6</p>

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain or increase contact time and develop the role, through additional training, of the Learning and Wellbeing Mentors (LWM) to</p>	<p>Promote the social and emotional wellbeing needs of pupils to ensure they are ready to learn and have strategies to regulate their emotions.</p>	<p>1-3</p>



<p>provide social and emotional support to children.</p>	<p>Social and emotional learning EEF</p>	
<p>To develop the role of the Learning and Wellbeing Mentors (LWM) as support for families through signposting to agencies and external resources such as the Food Bank, developing an in-school bank of resources and providing a point of contact with parents with needs.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes and poor attendance at school is linked to lower academic attainment across all stages. By providing support engagement and attendance is improved.</p> <p>Parental engagement EEF</p>	<p>1-3</p>
<p>To continue the Young Carers programme and use external support to improve the quality of the provision.</p>	<p>Research suggests that a higher proportion of disadvantaged pupils are Young Carers in comparison to non-disadvantaged pupils. Young Carers as a group are more vulnerable than other children and benefit from extra support in school.</p> <p>Social and emotional learning EEF Caring support for young carers - Centre 33</p>	<p>2, 3-6</p>
<p>To promote the CJS values of Ambition, Resilience and Kindness using the Future Me programme, Praise Postcards, House Points, Progress badges and Celebration Awards.</p> <p>‘Children cannot be what they can’t see,’ – wide range of Future Me visitors and talks drives ambition.</p>	<p>Building self-esteem, providing exposure to new experiences, and equipping pupils with the knowledge and skills needed to achieve future goals are part of raising aspiration for all pupils especially disadvantaged.</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Parental engagement EEF Supporting the attainment of disadvantaged pupils</p>	<p>2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount</p>	<p>2</p>



	of funding aside to respond quickly to needs that have not yet been identified.	
Promote participation in extra-curricular activities.	<p>There is some evidence that participation in extra-curricular activities may increase engagement in learning.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves.</p> <p>Arts participation EEF</p> <p>Physical activity EEF</p>	1, 3
<p>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</p> <p>All pupils have equal access to a wide range of extra-curricular experiences and enrichment opportunities. Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p> <p>IQM Flagship status for the Inclusion Award has been renewed for another year.</p>	<p>The interventions that show promise take a holistic approach in understanding pupils and their specific need and address the specific barriers to attendance that have been identified.</p> <p>Research suggests a breakfast club can help support the punctuality of pupils who are persistently late or in need of food.</p> <p>Supporting school attendance EEF</p> <p>School Breakfasts and Attendance</p>	2, 4

Total budgeted cost: £98,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage Data Summer 2025

At the end of Key Stage 2 (2024-25), 67% of disadvantaged pupils achieved the expected standard, or above, in maths; 67% of disadvantaged pupils achieved the expected standard, or above, in reading; 76% of disadvantaged pupils achieved the expected standard, or above, in GPS; 71% of disadvantaged pupils achieved the expected standard, or above, in writing.

Attendance:

Whole school attendance 2024-2025 – 97%

FSM – 95%

PP – 95%

SEND Support – 96.6

Future Me:

Children who achieved at least their Bronze badge

Y3: 6/7 (86%)

Y4: 10/20 (50%)

Y5: 8/14 (57%)

Y6: 14/24 (56%)

Total: 38/65 (58%)

Learning and Wellbeing Mentor:

Below are the numbers of children who received additional support with social and emotional needs from the Learning and Wellbeing Team and the number of children on monitor.

78 children on LWM list - 30 were DA children (50% of DA children)

31 children on monitor - 9 were DA children (15% of DA children)

Therefore, 65% of DA children receive LWM support.

Externally provided programmes

Programme	Provider
Phonics	Little Wandle
Standardised Assessments	NFER
Multiplication Facts/Number Bonds	Maths Circle

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
LWM support is available to support the emotional needs of service children. We used diagnostic assessments to identify service children's learning gaps and used this information to provide additional support where needed. The school has supported, in alignment with the Armed Forces, families impacted by deployment away from the family home.
The impact of that spending on service pupil premium eligible pupils
Service children are supported at school and participate in the same experiences as non-service children. They are provided with additional support as needed on an individual basis.