

Pupil Premium Strategy Statement Crabbs Cross Academy 2025 – 2026

The statement below details our school's use of pupil premium funding to help improve the attainment for 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.

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	40 children 24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Sallyanne Dunstan
Pupil premium lead	Mrs Sallyanne Dunstan
Governor / Trustee lead	Nicola Coleman-Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,590
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69,590

Part A: Pupil premium strategy plan

Statement of intent

At Crabbs Cross Academy, our intention is that all pupils, regardless of their background or the challenges they may face, make strong progress from their individual starting points. We are committed to providing a stimulating, nurturing and inclusive environment in which high-quality adaptive teaching is central to our ethos and approach to learning.

The focus of our Pupil Premium Strategy is to ensure that disadvantaged pupils are fully supported to achieve their potential and attain highly across the curriculum. Through carefully targeted provision, evidence-informed practice and a commitment to equity and inclusion, we aim to remove barriers to learning and enable every pupil to thrive academically, socially and emotionally.

Our philosophy encompasses inclusive practices that benefit all children. We believe in acting early, identifying and addressing barriers as soon as they emerge rather than waiting for gaps to widen.

This involves working closely with our families to build strong, positive partnerships that support pupils both academically and emotionally. We recognise the vital role that parents and carers play in children's success and wellbeing, and we are committed to maintaining open communication, offering guidance and providing appropriate support where needed. By working collaboratively with families, through the work of our family support worker, external agencies and the wider school community, we aim to ensure that every child feels valued, supported and able to flourish.

We recognise that some of our most vulnerable learners may face additional barriers to education, including those who have, or have previously had, a social worker, young carers, pupils experiencing adverse childhood experiences, and those facing significant social, emotional or mental health challenges. At Crabbs Cross Academy, we are committed to providing a safe, nurturing and consistent environment where these pupils feel supported, understood and able to succeed. Through strong pastoral care, and targeted interventions, we work proactively to remove barriers to learning and promote attendance, wellbeing, engagement and achievement for all vulnerable pupils.

High-quality teaching and targeted support are proven to have the greatest impact on closing the attainment gap for disadvantaged pupils, while also benefiting all learners across the school. Central to the intended outcomes outlined below is our commitment to ensuring that the attainment and progress of non-disadvantaged pupils are sustained and strengthened alongside the continued achievement and success of 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	The school has identified that a significant proportion of children who are disadvantaged are also known to have additional, individual needs impacting the rate of progress, which the school finds challenging to show.																				
2.	School wide attainment data identifies that reading and writing attainment is lower for children eligible for PP than for other pupils. Breakdown of percentage of PPG children who are working below the expected standard in December 2025: <table><tr><th>YEAR GROUP</th><th>PP READING</th><th>WRITING</th></tr><tr><td>Year 1</td><td>50%</td><td>67%</td></tr><tr><td>Year 2</td><td>46%</td><td>64%</td></tr><tr><td>Year 3</td><td>92%</td><td>100%</td></tr><tr><td>Year 4</td><td>73%</td><td>82%</td></tr></table> Funding will be used to support high-quality teaching and targeted interventions to accelerate progress.	YEAR GROUP	PP READING	WRITING	Year 1	50%	67%	Year 2	46%	64%	Year 3	92%	100%	Year 4	73%	82%					
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3.	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been a minimum of 5% lower than for non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.																				
4.	Baseline Wellcomm assessments in reception show that 50% of the reception cohort have underdeveloped language skills and are operating at 2 – 2.5 years. Reading data in Years 1 – 4 identifies the gap between the children working at ARE in reading is not yet closing sufficiently. <table><tr><th>YEAR GROUP</th><th>PP READING</th><th>NON-PP READING</th><th>GAP</th></tr><tr><td>Year 1</td><td>54.5%</td><td>86.2%</td><td>31.7%</td></tr><tr><td>Year 2</td><td>18.2%</td><td>55.6%</td><td>37.4%</td></tr><tr><td>Year 3</td><td>27.3%</td><td>60.6%</td><td>33.3%</td></tr><tr><td>Year 4</td><td>33.3%</td><td>66.7%</td><td>33.4%</td></tr></table> Discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.	YEAR GROUP	PP READING	NON-PP READING	GAP	Year 1	54.5%	86.2%	31.7%	Year 2	18.2%	55.6%	37.4%	Year 3	27.3%	60.6%	33.3%	Year 4	33.3%	66.7%	33.4%
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Structured focus on oracy within lessons based on EEF research and Voice 21. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026 show that the gap between PP & Non-disadvantaged pupils closes by 20%. Improvements in progress & attainment in reading measurable through teacher assessment leading to improvement in writing standards. Teachers can measure small steps of progress for individual children, enabling them to plan specific, tailored learning opportunities that cater to children's individual needs.
Improved writing attainment	To improve writing outcomes for disadvantaged pupils by: • Developing pupils' range of vocabulary through targeted teaching and use of the frayer model. • Improving basic sentence structure, tense cohesion and grammatical accuracy. • Ensure PPG pupils make accelerated progress in writing • Reduce the proportion of PPG children working below age related expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children who are facing significant social, emotional and mental health challenges that are impacting their wellbeing and development are supported in school, so that their needs are addressed. • Improved mental health outcomes • Enhanced social skills and emotional resilience • Improved emotional regulation, confidence and ability to engage with more sustained engagement in learning • Qualitative data from student voice and teacher observations
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance demonstrated by: • the overall unauthorised absence rate for all pupils being at least in line with national figures and the

our disadvantaged pupils.	attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5%.
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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: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased feedback and support for staff on raising outcomes for disadvantaged learners	Effective professional development EEF School involvement in the second year of the EEF Project Use of Aristotal AI to inform provision and fortnightly Professional development coaching sessions via this. Whole school focus on adaptive teaching approaches.	1,2,4
Implementation of 'The Literacy Tree' writing scheme to ensure learning aligns to age related expectations and effective scaffolds in place to support children to achieve small incremental steps	Improving Literacy in KS2 EEF High quality texts to support children's engagement. Kinetic Letter handwriting scheme to support children's basic transcription skills.	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 4
Embedding dialogic activities across the school curriculum.	There is a strong evidence base that suggests oral language interventions,	1

These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	
Improve the quality of social and emotional (SEL) learning. Embed SEL approaches supported by professional development and training for staff.	Improving Social and Emotional Learning in Primary Schools EEF	4

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

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional S & L and phonics keep up, catch up and fluency sessions. Support and external advice from St John Bosco English hub	One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Phonics Teaching and Learning Toolkit EEF	1, 2, 3
Development of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	SALT and Oral language interventions Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management to ensure PACE approach consistently applied and embedded	Behaviour interventions Teaching and Learning Toolkit EEF ELSA to work 1 day a week with identified children. Relax Kids Support for emotional wellbeing for identified children and families from our school Family Support Worker.	4

£5,000 for contingency for uniform, trips including Y4 residential additional support or resources identified

Total budgeted cost: £169,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

EYFS – Children attaining GLD

Student Group	2023/2024	2024/2025	Change since 2023/2024	National Figure
All Pupils	75.6%	70.6%	down 5%	68.3%
Pupil Premium Eligible	50%	50%	neutral 0%	51.3%
Non-Pupil Premium Eligible	82.9%	75%	down 7.9%	72.5%

YEAR 1 phonics screening check outcomes:

Student Group	2023/2024	2024/2025	Change since 2023/2024	National Figure
All Pupils	67.6%	88.6%	up 21%	80%
Pupil Premium Eligible	40.0%	81.8%	up 41.8%	67%
Non-Pupil Premium Eligible	77.8%	90.9%	up 13.1%	

Whilst nationally disadvantaged pupils performed less well in the phonics screening check than other pupils, **our disadvantaged children performed above the national figure for all pupils** by 1.8%.

Our Y1 data demonstrated significant improvement in phonics this academic year with the gap between disadvantaged and non-disadvantaged pupils closing from 37.8% in 2023 – 2024 to 8.2% in 2024 – 2025. Outcomes for our disadvantaged pupils were also **14.8% above the national figure**.

YEAR 2 Phonics

- There were 9 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 2 pupils did not meet the **phonics expected standard**.

Attendance data for our disadvantaged pupils in 2024 – 2025 was close to national average at **91.8%** compared to 92.4%

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Literacy Tree Writing Programme	Literacy Tree Ltd
Little Wandle Synthetic Phonics Scheme	Harper Collins
Kinetic Letters Handwriting Scheme	Kinetic Letters
Relax Kids	Relax Kids Ltd