

Crookhill Primary School Pupil Premium Strategy

Date: December 2025

Review cycle: annual (termly monitoring, full review July 2026)

CONTEXT SUMMARY

- Crookhill Primary School (maintained primary, Reception–Year 6), 188 pupils; 56 pupils eligible for Pupil Premium (30%); 23 pupils on SEND register (12%) including 7 with EHCPs.
- Strengths: experienced leadership and staff; consistently above-national outcomes in EYFS and KS2 (expected standard); good teaching across school; strong safeguarding, behaviour, and parental relationships.
- Key gaps to address: disadvantaged pupils’ attainment lower than peers in reading and writing; lower in maths; disadvantaged pupils have greater phonics/reading difficulties and weaker speech, oral language and vocabulary on entry; some disadvantaged pupils have lower confidence/resilience and variable parental engagement.
-

Detail	Data
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kristine McCormack/Governors
Pupil premium lead	Kristine McCormack
Governor lead	Debra Ryan

FUNDING

Detail	Amount
Pupil premium funding allocation this academic year	2024-2025 £85 400 (Amount has decreased from £105 675) 2025-2026 £94 995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

1. Statement of Intent

At Crookhill Primary School our mission is that "Working together, we succeed." Our Pupil Premium strategy is designed to ensure that disadvantaged pupils at Crookhill achieve excellent academic outcomes, build strong foundations in literacy and numeracy, develop confident spoken language and oracy, and flourish socially and emotionally so they fully access our broad and ambitious curriculum.

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils make at least good progress from their starting points so that attainment gaps versus their peers narrow substantially in reading, writing and maths.
- Ensure all disadvantaged pupils become confident, fluent readers and effective writers by the end of Key Stage 2.
- Ensure disadvantaged pupils develop the oral language and vocabulary required to access the curriculum and demonstrate subject knowledge across subjects.
- Build resilience, confidence and self-regulation so disadvantaged pupils engage consistently with learning and school life.

- Increase parental engagement and family support for some pupils so they arrive ready to learn and consolidate learning at home.

How this strategy works towards those objectives

- We allocate Pupil Premium funding following the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies). The majority of funding will be invested in evidence-informed teaching and interventions that directly address our identified barriers.
- We will prioritise diagnostic assessment and regular progress monitoring to identify need precisely and to evaluate impact termly.
- We will deploy staff (teachers, experienced TAs) and, where appropriate, trained external partners for short, intense bursts of catch-up support (small group / one-to-one) targeted to the needs of disadvantaged pupils.
- We will invest in staff professional development and curriculum development (phonics, mastery maths, oracy) to ensure strong universal provision for all pupils that benefits disadvantaged pupils most.
- We will combine academic support with wider strategies (social, emotional, attendance and parental engagement) to remove non-academic barriers to learning.

Key principles guiding this strategy

- Evidence-led: interventions, programmes and approaches are chosen because they have a strong evidence base (primarily the Education Endowment Foundation guidance and related, high-quality evaluations). See Evidence section throughout.
- First: focus on high-quality classroom teaching. Additional interventions supplement—never replace—strong quality-first teaching.
- Precision: use diagnostic assessment to target support; avoid “one-size-fits-all” interventions.
- Monitoring & evaluation: clear success criteria and termly impact reviews; governors and subject leads scrutinise spend and outcomes.
- Sustainability and capacity building: train staff and build in-house expertise so improvements are sustained beyond individual projects.

Evidence base (selected high quality sources used in this strategy)

- Phonics: Education Endowment Foundation (EEF) — Phonics (systematic phonics approaches; impact on reading accuracy; benefits for disadvantaged pupils) [Education Endowment Foundation: Phonics](#)
 - Oral language: EEF — Oral language interventions (high impact on reading comprehension and vocabulary; +6 months on average) [Education Endowment Foundation: Oral language interventions](#)
 - Maths / mastery: EEF guidance and trials on mastery approaches and early-years/KS1 maths (recommendations for teaching and manipulatives; Mathematics Mastery promising programme evaluation) [EEF: Improving Mathematics in the Early Years and Key Stage 1](#) and [EEF: Mathematics Mastery Primary \(Promising Programme\)](#)
 - Feedback / high-quality teaching: EEF guidance — High-quality teaching and Feedback guidance (formative assessment and feedback principles) [EEF: High-quality teaching](#) and [EEF: Teacher Feedback to Improve Pupil Learning](#)
 - Attendance & parental engagement: EEF research and guidance on barriers and Pupil Premium planning (attendance, parental engagement and the tiered approach) [EEF: Schools identify low literacy skills and poor attendance as the biggest challenges](#) and [EEF evidence brief on improving attendance](#)
 - Implementation & Pupil Premium approach: EEF Guide and tiered approach (menu) referenced within EEF resources above.
-

2. Challenges

Challenge number	Detail of challenge
1	Progress and attainment of some disadvantaged pupils is lower than other pupils
2	Disadvantaged pupils generally have greater difficulties with phonics and decoding which negatively impacts reading accuracy and fluency.

3	Many disadvantaged pupils have weaker speech, oral language skills and vocabulary on entry, limiting comprehension and writing development.
4	Disadvantaged pupils often display lower resilience, confidence and self-regulation which reduces classroom participation and independent learning.
5	A minority of disadvantaged families show limited engagement with home learning and school routines which hampers learning and attendance.

3. Intended Outcomes (short / medium / long term)

Intended outcome	Success criteria (measurable / timebound)
1. Narrow the attainment gap in reading and writing between disadvantaged pupils and their peers.	By July 2026 disadvantaged pupils' % achieving the expected standard in Reading and Writing increases so the gap versus non-disadvantaged pupils reduces to within 5 percentage points (measured by termly summative assessments and end-of-year teacher assessment). Incremental progress reviewed each term; targeted groups show at least expected progress from baseline.
2. Cut the maths attainment gap for disadvantaged pupils (significant current shortfall).	By July 2026 disadvantaged pupils' % at age-related expectation in Maths increases by at least 10 percentage points and the relative gap is reduced by 50% from the current baseline (measured via termly term assessments and NC modelling). Mastery small-step assessments and Ready-to-Progress checks show improved conceptual fluency.
3. Improve phonics and early reading outcomes for disadvantaged pupils.	Year 1 phonics screening pass rate for disadvantaged pupils returns to at least match national disadvantaged averages in 2026, and the school's internal phonics accuracy/fluency benchmarks for PP pupils show steady improvement each term.

	Targeted Year 2/3 catch-up pupils make rapid progress and close decoding gaps within 12–20 weeks of intervention.
4. Improve oral language and vocabulary for disadvantaged pupils across Early Years and KS1 and continue into KS2.	In school monitoring and evidence (assessments, work scrutiny, staff and pupil discussions) show improved speech and language. disadvantaged pupils' comprehension scores improve on termly reading comprehension checks.
5. Build pupil resilience, confidence and attendance so pupils are ready to learn.	Reduction in number of disadvantaged pupils with persistent low engagement or attendance (persistent absence < national average for disadvantaged pupils). Behaviour logs and wellbeing surveys show improved self-regulation/confidence indicators; targeted pupils demonstrate increased participation in oracy/presentations and enrichment activities.
6. Increase parental engagement and home support for learning.	In school evidence (assessments/data, work scrutiny, staff and pupil discussions) shows: <ul style="list-style-type: none"> - strong engagement in homework - positive attitudes to learning - attendance at extra-curricular activities - attendance at school events e.g. open afternoons, workshops and parent consultations

4. Activity in This Academic Year

All planned activity is mapped to the DfE Menu of Approaches tiers (Tier 1: Teaching; Tier 2: Targeted Academic Support; Tier 3: Wider Strategies). Each activity includes the high-quality evidence that supports it.

Notes on evidence hyperlinks: each evidence item below links to an Education Endowment Foundation (EEF) report or related high-quality evaluation where available.

Teaching (Tier 1 — High-quality teaching, CPD, curriculum and assessment)

Budget: £50 484.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to prioritise high-quality phonics teaching across Reception–Y2: maintain fidelity to Read Write Inc. routine CPD, fidelity monitoring and matched decodable reading books for practice</p> <p>TLR for leadership of RWI/Early Reading</p>	<p>EEF: Phonics — systematic synthetic phonics has a positive impact on reading accuracy and is particularly beneficial for lower-attaining and disadvantaged pupils</p> <p>Read Write Inc is a proven programme for improving reading, writing and phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>
<p>Read Write Inc taught in small groups daily</p> <p>Including follow up intervention</p> <p>Extra staffing</p>	<p>Read Write Inc is a proven programme for improving reading, writing and phonics</p> <p>Impact of smaller group support</p> <p>https://educationendowmentfoundation.org.uk/education-Gateshead Reading evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>Strengthen whole-school reading curriculum planned progression from decoding to comprehension</p>	<p>Use of GAP to identify strengths and weaknesses</p> <p>Accelerated Reader has a positive impact on engagement and progress in reading fluency and comprehension</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,3</p>

<p>Use of Accelerated Reader to increase reading for pleasure</p> <p>Implementation of Gateshead Reading Assessment</p>	<p>EEF Guidance and blog on building readers; EEF Guide to the Pupil Premium (tiered approach referencing reading / attendance barriers) EEF: Building strong readers & EEF Pupil Premium resources and EEF: Schools identify low literacy skills and poor attendance as the biggest challenges</p>	
<p>Continue to embed maths mastery approaches across all year groups</p> <p>Mastering Number programmes used in Reception, Y1, Y2, Y4 and Y5.</p> <p>Introduction of Y3 programme Also used to support pupils in Y6.</p> <p>Develop use of stem sentences</p> <p>Release for maths lead to complete maths specialist training and deliver training to teaching assistants</p> <p>Intervention programmes – Power of 2, Mastering Number</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf</p> <p>Mastering Number Programme - gives schools the opportunity to secure firm foundations in additive relationships and the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number relationships that exemplifies good number sense. Attention will be given to key knowledge and understanding needed in Reception classes and progression through KS1 to support progression in the future.</p> <p>Mastering Number KS2 - Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum and is the gateway to success at secondary school. It is also a key area that pupils often struggle with. Automaticity with multiplication tables relieves cognitive load and develops pupils' confidence to achieve success.</p> <p>The project helps teachers to develop the knowledge and skills to secure good multiplicative number sense and automaticity in times tables.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>

<p>Embed oracy curriculum (R–Y6) linked to subject knowledge sequencing — daily planned talk, vocabulary instruction, talk partners and structured classroom dialogue. Provide CPD and coaching for staff on dialogic teaching and planned talk for maths (sentence stems, STEM sentences). KAGAN training for staff</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>3</p>
<p>Diagnostic assessment strategy: termly standardised tests and in-class diagnostics to pinpoint gaps (phonological awareness, number sense, vocabulary) and use data to allocate targeted support quickly.</p>	<p>EEF: Diagnostic assessment recommended as part of high-quality teaching and for identifying targeted needs; the EEF Guide to Pupil Premium endorses diagnostic approaches. <u>EEF: High-quality teaching & EEF Pupil Premium commentary</u> and <u>EEF: Schools identify low literacy skills and poor attendance as the biggest challenges</u></p>	<p>1,2,3</p>

Targeted Academic Support (Tier 2 — tutoring, small group, interventions)

Budget: £41 510.50

Activity	Evidence that supports this approach (linked)	Challenge number(s) addressed
<p>1. Targeted small-group and one-to-one phonics catch-up for pupils who have fallen behind (daily/5x week short, structured sessions: 1:1 shows higher effects where capacity allows). TAs and teachers trained and supervised; short, frequent sessions, clear progression and assessment.</p>	<p>EEF Phonics toolkit: phonics has positive effects; one-to-one intensive support often shows larger gains (+8 months in some phonics contexts). Education Endowment Foundation: Phonics</p>	<p>2</p>
<p>2. Oral language targeted interventions (Reception & KS1 structured oral language programmes; small groups led by trained staff) and integration of vocabulary teaching across curriculum.</p>	<p>EEF: Oral language interventions; building strong readers resources (oral language supports comprehension and writing). Education Endowment Foundation: Oral language interventions</p>	<p>3</p>
<p>3. Structured small-group and one-to-one maths tuition for disadvantaged pupils focusing on identified conceptual gaps (mastery-informed tasks, manipulatives, use of Mastery Specialist coaching). Use school staff trained as tutors; consider subsidised external tutoring where cost-effective.</p>	<p>EEF: Tuition and small group approaches can be effective at addressing knowledge gaps when targeted and well-implemented; Mathematics Mastery evidence. EEF: Improving Mathematics guidance and EEF: Mathematics Mastery Primary (Promising Programme)</p>	<p>1</p>

<p>4. Precision teaching and small-group interventions (quick retrieval practice, repetition of rules, evidence-informed sequences).</p>	<p>EEF evidence on targeted interventions and small group tuition within the toolkit; retrieval practice and explicit instruction elements within high-quality teaching evidence. EEF: High-quality teaching & Feedback guidance and EEF: Teacher Feedback to Improve Pupil Learning</p>	<p>1, 2</p>
<p>5. Peer tutoring and paired reading (older pupils support younger pupils) to increase practice opportunities, oral rehearsal and confidence — structured with adult oversight.</p>	<p>EEF evidence indicates peer tutoring and structured reciprocal teaching approaches can be beneficial when well organised; oral language interventions and dialogic approaches support comprehension. Education Endowment Foundation: Oral language interventions</p>	<p>3, 4</p>
<p>6. Strategic deployment of experienced TAs for time-limited, targeted interventions with structured materials and training / supervision by teachers (to maximise impact).</p>	<p>EEF: Many intervention studies use TAs effectively where training and oversight are strong; phonics and oral language interventions can be delivered by trained TAs. Education Endowment Foundation: Phonics and Education Endowment Foundation: Oral language interventions</p>	<p>2, 3, 1</p>

Wider Strategies (Tier 3 — social / emotional / attendance / parental engagement / enrichment)

Budget: £3000

Activity	Evidence that supports this approach (linked)	Challenge number(s) addressed
<p>1. Enhance social, emotional and wellbeing support – whole school and targeted: Thrive; ELSA-training for staff, targeted SEMH interventions such as ELSA, Theraplay, Drawing and Talking, and bespoke pastoral support for disadvantaged pupils with low confidence/resilience (In-house, Children’s Society, external agencies); use wellbeing measures and behaviour logs to evaluate impact; Participation in resilience and emotional wellbeing network; Sharing strategies and CPD</p>	<p>EEF research highlights the importance of SEMH and wellbeing as barriers and the role of targeted support; EEF guidance on Pupil Premium highlights wider strategies to address non-academic barriers. EEF: Schools identify low literacy skills and poor attendance as the biggest challenges and EEF evidence briefs on wider strategies. EEF evidence brief on attendance & broader barriers</p>	<p>4</p>
<p>2. Forest School and outdoor learning opportunities e.g. Crest (targeted disadvantaged places + whole-class curriculum links) to build confidence, teamwork, resilience, vocabulary and wellbeing — subsidise access where required.</p>	<p>While evidence for forest school is mixed, outdoor learning and enrichment initiatives support engagement and wellbeing and are recommended as part of broader wider strategies for disadvantaged pupils (EEF highlights enrichment benefits). EEF: Schools identify low literacy skills and poor attendance as the biggest challenges</p>	<p>4, 5</p>
<p>3. Attendance and engagement support: termly review of attendance patterns, early contact and bespoke support packages for persistent absence (in line with</p>	<p>EEF evidence brief on improving attendance and responsive, family-focused interventions shows</p>	<p>5</p>

<p>EEF attendance evidence and strategies and principles from DfE's Improving School Attendance advice); Advice and support from LA; Referral to outside agencies/LA; Parent outreach and engagement activities.</p>	<p>promise. Education Endowment Foundation: Evidence brief on improving attendance</p>	
<p>4. Support families with low engagement (HT/SBM/SLT) through: Parent/carers workshops, family learning sessions, home-reading packs, and explicit guidance to parents on how to support learning at home, particularly reading (including accessible, online homework, curriculum-linked activities). Provide practical support (e.g., access to reading materials, subsidised trips); Regular positive information/messages to parents about learning in school, supporting homework and learning at home; In person events – parent consultations, open afternoons, 'Meet the Teacher' sessions</p>	<p>EEF and sector reports identify parental engagement as an effective lever; parental engagement interventions can add an average of ~4 months (EEF summary in sector resources and the Centre for Social Justice synthesis). EEF: Schools identify low literacy skills and poor attendance as the biggest challenges and CRUX references to parental engagement evidence in sector literature.</p>	5
<p>5. Playground activities, lunchtime nurture and support to ensure children are ready to learn</p>	<p>EEF recommends addressing non-academic barriers such as food insecurity and readiness to learn within the tiered approach;. EEF: Schools identify low literacy skills and poor attendance as the biggest challenges</p>	5, 4
<p>6. Provide funded access to educational visits, residentials, music activities and extra-curricular clubs to broaden experience and cultural capital for disadvantaged pupils.</p>	<p>EEF and the DfE Pupil Premium menu emphasise enrichment and broader experiences as valuable wider strategies to support engagement and personal development. EEF: Schools identify low literacy skills and poor attendance as the biggest challenges</p>	4, 5

Monitoring, Governance & Evaluation

- The Pupil Premium Lead (Headteacher) will produce a termly update for governors and leadership:
 - cohort-level attainment and progress data (disadvantaged vs non-disadvantaged) in reading, writing and maths;
 - phonics screening outcomes for PP pupils and progress of catch-up cohorts;
 - intervention outcomes
 - attendance and behaviour monitoring for disadvantaged pupils;
 - parental engagement metrics
 - Governors' Pupil Premium link will meet termly with the Pupil Premium Lead to review spend and outcomes and challenge the school on evaluation and value for money.
 - Termly RAG rating of each activity implementation fidelity (Green = implemented as intended, Amber = partial, Red = not yet implemented) and impact (short-term measures: progress on assessment; medium: termly attainment; long: end-of-year outcomes).
 - Annual review (July) to set priorities and funding for the following year, informed by EEF resources and school evidence.
-

Resource allocation (summary approach)

- Maintain a three-tier distribution (approximate guide):
 - Tier 1 (High-quality teaching / curriculum & CPD): ~50% of Pupil Premium allocation (curriculum development, phonics scheme fidelity, Maths Lead release, whole-staff CPD).
 - Tier 2 (Targeted academic support): ~30% (small-group tuition, targeted phonics / oral language programmes, TA deployment).
 - Tier 3 (Wider strategies): ~20% (ELSA training, family liaison, breakfast club, subsidised trips, enrichment).
-

Implementation considerations (practical notes)

- Fidelity matters: the same phonics programme and mastery maths approaches must be implemented consistently across year groups. Regular lesson-visits and coaching ensure consistency.
 - Training and supervision for staff delivering interventions (TAs, ELSAs, tutors) are essential; build in CPD time and coaching.
 - Avoid pupils missing core curriculum time for interventions where possible; where sessions are out of class, monitor that pupils are not disadvantaged in other subjects.
 - Build strong parent communications: clear, practical materials and workshops; schedule sessions at accessible times and provide childcare or remote options where possible.
 - Use Crookhill strengths — experienced staff, strong governing body and community relationships — to co-design family engagement and enrichment offers (forest school, community links).
-

Appendix: Key source links (evidence base)

- Education Endowment Foundation — Phonics (Teaching & Learning Toolkit): [Education Endowment Foundation: Phonics](#)
 - Education Endowment Foundation — Oral language interventions: [Education Endowment Foundation: Oral language interventions](#)
 - Education Endowment Foundation — High-quality teaching & school planning support: [EEF: High-quality teaching](#)
 - Education Endowment Foundation — Teacher Feedback guidance: [EEF: Teacher Feedback to Improve Pupil Learning](#)
 - Education Endowment Foundation — Improving mathematics in the early years and KS1 (guidance & related news): [EEF: Improving Mathematics in the Early Years and Key Stage 1](#)
 - Education Endowment Foundation — Mathematics Mastery Primary (Promising Programme evaluation): [EEF: Mathematics Mastery Primary \(Promising Programme\)](#)
 - Education Endowment Foundation — Pupil Premium / sector commentary (attendance & literacy barriers): [EEF: Schools identify low literacy skills and poor attendance as the biggest challenges](#)
 - Education Endowment Foundation — Evidence brief on improving attendance and support for disadvantaged pupils: [EEF: Evidence brief on improving attendance](#)
-

This strategy aligns Crookhill's strengths (experienced staff, committed leadership, strong community links and good baseline attainment) with a targeted, evidence-informed plan to reduce disadvantage. Termly monitoring will ensure activities are delivering the intended impact and resources are adjusted to maximise outcomes for our disadvantaged pupils.