Crookhill Primary School
Pupil Premium Strategy

Date: December 2025
Review cycle: annual (termly monitoring, full review July/Sept 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 (measureable / timebound)
1. Narrow the attainment gap between disadvantaged pupils and their peers.	By July 2026 disadvantaged pupils' % achieving the expected standard in Reading and Writing increases. Incremental progress reviewed each term; targeted groups show at least expected progress from baseline. Maths attainment is maintained.
2. 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
3. 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.
4. Build pupil resilience, confidence and attendance so pupils are ready to learn.	Reduction in number of disadvantaged pupils with persistent low engagement or attendance Targeted pupils demonstrate increased participation in oracy/presentations and enrichment activities.

5. Increase parental engagement and home support for learning.	In school evidence (assessments/data, work scrutiny, staff and pupil discussions) shows: - 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	
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 TLR for leadership of RWI/Early Reading	EEF: Phonics — systematic synthetic phonics has a positive impact on reading accuracy and is particularly beneficial for lower-attaining and disadvantaged pupils Read Write Inc is a proven programme for improving reading, writing and phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
Read Write Inc taught in small groups daily Including follow up intervention Extra staffing	Read Write Inc is a proven programme for improving reading, writing and phonics Impact of smaller group support https://educationendowmentfoundation.org.uk/education-Gateshead Reading evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Strengthen whole-school reading curriculum planned progression from decoding to comprehension	Use of GAP to identify strengths and weaknesses Accelerated Reader has a positive impact on engagement and progress in reading fluency and comprehension	1,2,3

Use of Accelerated Reader to increase reading for pleasure Implementation of Gateshead Reading Assessment	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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	
Continue to embed maths mastery approaches across all year groups Mastering Number programmes used in Reception, Y1, Y2, Y4 and Y5. Introduction of Y3 programme Also used to support pupils in Y6. Develop use of stem sentences Release for maths lead to complete maths specialist training and deliver training to teaching assistants Intervention programmes – Power of 2, Mastering Number	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf 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. 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. The project helps teachers to develop the knowledge and skills to secure good multiplicative number sense and automaticity in times tables. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
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 SHREC approach in Reception (training	Oral language interventions can have a positive impact on pupils' language skills. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	3

for staff, implementation)		
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.	EEF: Diagnostic assessment recommended as part of high-quality teaching and for identifying targeted needs; the EEF Guide to Pupil Premium endorses diagnostic approaches. EEF: High-quality teaching & EEF Pupil Premium commentary and EEF: Schools identify low literacy skills and poor attendance as the biggest challenges	1,2,3

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

Budget: £41 510.50

Activity	Evidence that supports this approach	
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.	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	2
2. Oral language targeted interventions (Reception & KS1 structured oral language programmes; small groups led by trained staff) and integration of vocabulary teaching across curriculum.	EEF: Oral language interventions; building strong readers resources (oral language supports comprehension and writing). Education Endowment Foundation: Oral language interventions	3
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 for TAs).	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)	1
4. Precision teaching and small-group interventions (quick retrieval practice, repetition of rules, evidence-informed sequences).	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	1, 2
5. Strategic deployment of experienced TAs for time-limited, targeted interventions with structured materials and training / supervision by teachers (to maximise impact).	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	2, 3, 1

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

Budget: £3000

Activity	Evidence that supports this approach (linked)	
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/RISE, external agencies e.g. Mainstream in Schools, Bright Eyed and Bushy Tailed); Explore how to measure wellbeing – evaluate available tools and begin to use Participation in resilience and emotional wellbeing/ELSA network; Sharing strategies and CPD	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	4
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.	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	4, 5
3. Attendance and engagement support: termly review of attendance patterns, early contact and bespoke support packages for persistent absence (in line with 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.	EEF evidence brief on improving attendance and responsive, family-focused interventions shows promise. Education Endowment Foundation: Evidence brief on improving attendance	5
4. Support families with low engagement (HT/SLT) through: Parent/carer workshops/open afternoons, family learning sessions, home-reading packs in Rec/KS1, 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	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.	5

5. Playground activities, lunchtime nurture and support to ensure children are ready to learn	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	5, 4
6. Provide funded access to educational visits, residentials, music activities and extra-curricular clubs to broaden experience and cultural capital for disadvantaged pupils.	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	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
- Governors will meet with the Pupil Premium Lead/Head Teacher to review spend and outcomes and challenge the school on evaluation and value for money (Curriculum, link, Full Governing Body meetings
- Annual review 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, subsidised trips, enrichment).

Implementation considerations (practical notes)

- Fidelity matters: the same phonics programme and mastery maths approaches must be implemented consistently across year groups.
- Training and supervision for staff delivering interventions (TAs, ELSAs, tutors) are essential; 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.
- Use Crookhill strengths — experienced staff, strong governing body and community relationships

Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>Strong progress and outcomes in reading, writing and maths for disadvantaged pupils</td><td>
STATUTORY OUTCOMES

RECEPTION GLD
• Reception – 26 Children
• 6 children = Disadvantaged/Pupil Premium
• 50% achieved a good level of development.
• Other pupils GLD = 75%
YEAR 1 PHONICS SCREENING and YEAR 2 PHONICS SCREENING
• 3 out of 4 pupils in Y1 met the standard 75%
• Other pupils = 72%
• For Y2 phonics retakes, only 1 disadvantaged pupil retook the screening but did not meet the standard.
• Dip in Y1 phonics – usually above national
YEAR 4 MULTIPLICATION TABLES CHECK
• 2 out of 13 pupils achieved full marks 15(%, other pupils 31%)
• 11 out of 13 pupils achieved 20+/25

KS2 STATUTORY ASSESSMENTS/TEACHER ASSESSMENT FOR WRITING
</td></tr>
<tr><td>Strong progress and outcomes in reading and phonics for disadvantaged pupils</td><td>
<table>
<tr><th>KS2
2025-26
10 pupils
(Other pupils)</th><th>Reading</th><th>Writing (Teacher Assessment)</th><th>Maths</th><th>Grammar, punctuation and spelling</th></tr>
<tr><td>Expected standard+</td><td>80%
75%</td><td>60%
80%</td><td>90%
85%</td><td>80%
80%</td></tr>
<tr><td>Greater depth</td><td>10%
20%</td><td>20%
10%</td><td>20%
35%</td><td>40%
40%</td></tr>
<tr><td>RWM</td><td colspan="4">60%
75%</td></tr>
<tr><td>GD RWM</td><td colspan="4">0%
10%</td></tr>
</table>

Overall dip in phonics for the Y1 cohort but PP pupils had strong outcomes.

Majority of PP pupils achieved highly in Y4 MTC.

Strong outcomes at KS2 for reading and maths. Writing outcomes – gap with other pupils.
</td></tr>
</table>

	In school data shows narrowing gap in reading, writing and maths from Summer 2024 – Summer 2025.
Improved oral language skills and vocabulary among disadvantaged pupils.	Oracy curriculum has been reviewed. Training from LA for English lead and dissemination to staff. Actions need to be fully implemented over next 2 years to see impact.
Sustained engagement at school and with homework (children and parents)	Good attendance at events for parents. Meet the Teacher focus on reading and how parents can support at home. Regular messages and reminders given to parents. Mixed picture – some families are engaged but core group where home learning is challenging.
Increase resilience and confidence of disadvantaged pupils	Staff CPD and ongoing focus on school learning muscles – Belonging, review of behaviour policies, trauma informed training. Observations of increased engagement and confidence – academic outcomes
Improved attendance	Our attendance for Pupil Premium children = 93.66%, other pupils 95.8% (92.5% in previous year, other pupils 95.3%) National Pupil Premium = 89.4% (94.6% for other children) **Above national %** **Improvement on previous year**