

# Pupil premium strategy statement – Croxby Primary School

This statement details our school's use of pupil premium (and recovery 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 last academic year.

## School overview

Detail	Data
Number of pupils in school	354 (2025-2026) 349 (2024-2025)
Proportion (%) of pupil premium eligible pupils	21% (2025-2026) 22% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027 Academic Year 2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	K. Mason
Pupil premium lead	C. Neighbour
Governor / Trustee lead	D. Shaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,720
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£117,720

# Part A: Pupil premium strategy plan

## Statement of intent

The school draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Some Disadvantaged pupils have gaps in their maths and English due to being significantly less likely to have come from a rich home learning environment.
2	On entry to EYFS, 16% of children are below age related expectations in Prime Areas. Specific significant gaps in moving and handling and writing.
3	Lower attendance figures and higher persistent absenteeism of disadvantaged children when compared with non-disadvantaged pupils.
4	Limited life experiences, travel and learning outside the immediate community and reduced learning motivations as a result of low aspirations.

## 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 improve the quality of teaching and ensure that all children consistently achieve highly, particularly the most disadvantaged.	Every teacher is deemed to be delivering quality first provision.

<p>To provide work to children which will be coherently planned and sequenced to ensure cumulatively sufficient knowledge, vocabulary and skills across the foundation subjects.</p>	<p>Disadvantaged Children are retaining at least 60% of all knowledge and vocabulary term on term and one year later.</p> <p>The gap between the disadvantaged and non-disadvantaged pupils has reduced with regards to the amount of knowledge and vocabulary they have retained.</p>
<p>To develop communication and language skills and ensure that any gaps in learning in maths and English are narrowed in order to facilitate future learning.</p>	<p>Disadvantaged Children in receipt of S &amp; L will achieve at least 75% of their targets and be in line with non-disadvantaged pupils.</p> <p>The gap in attainment in maths and English between disadvantaged and non-disadvantaged pupils will have reduced.</p>
<p>To ensure intervention in phonics is in addition to the rigorous approach to the teaching of reading and develops learners' confidence and enjoyment in reading.</p>	<p>Disadvantaged Children in Year 1 and 2 will increase their phonics score in the phonics screening test. (Year 1 target 75%) and the gap between the disadvantaged and non-disadvantaged pupils will have reduced.</p>
<p>To enable children to access a different learning pathway in reading, maths and writing as required.</p>	<p>Disadvantaged Children are making progress in maths, reading and writing, in line with non-disadvantaged pupils or the gap between them is reduced.</p>
<p>To provide a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. This is further enhanced by a wide range of curriculum enrichment opportunities for all pupils. There is strong take-up by pupils of the opportunities provided by the academy and the most disadvantaged children consistently benefit from this.</p>	<p>All children will access NAPA over a term.</p> <p>All pupils will have accessed a range of enrichment opportunities linked to the curriculum.</p> <p>At least 50% of disadvantaged children will have attended at least one of the after-academy clubs run by staff.</p> <p>75% of disadvantaged children will take at least one graduate award.</p>
<p>To increase the attendance of disadvantaged pupils to be in line with their peers.</p>	<p>Attendance figures for disadvantaged and non-disadvantaged pupils will be in line or the gap will be reduced.</p>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £48,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly coaching and feedback from monitoring to maximise QFT.	EEF Effective Professional Development	1,2
Staff training to upskill pedagogy using 'walkthrus' and knowledge in the foundation subjects to provide improved feedback	EEF Effective Professional Development	1,2
Daily retrieval lessons including the use of low-threat quizzes, metacognition and collaborative learning to enable knowledge retention.	EEF 4, 11	1,2
High quality individualised feedback during lessons to raise attainment and narrow the gap for DA children.	EEF 6	1,2
Extra Teacher in Year 6 for one hour per day to deliver QFT in Reading creating a smaller class size and targeted feedback.	EEF 6, 22	1

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

Budgeted cost: £59,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of data to provide targeted tutoring by a HLTA (2 days) to narrow the academic gap in maths.	EEF 13, 26	1,2
HLTA to provide up to 9 hours of reading, English and maths weekly to narrow the gap.	EEF 21, 26	1,2
HLTA (16.5 hours per week) Interventions in phonics will raise attainment in Early Reading and increase the number of children achieving the phonics screening pass mark.	EEF 14, 19, 26	1,2
12 children to participate in a 6 week block of 1-1 tutoring to develop communication and language skills to develop early reading strategies.	EEF 14	1,2
14 children to participate in 1-1 speech and language with a trained HLTA to develop communication and language skills.	EEF14	1,2
Targeted support for pupils in year 4,5 and 6 through 1:1 AI tutoring for pupils to narrow the attainment gap in maths.	EEF 13	1,2
Keep up interventions in EYFS by teacher or TA for 1 hour a day to ensure children are working at ARE in Prime Areas	EEF 14	2

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

Budgeted cost: £9,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents invited to attend performances/coffee mornings/House Class afternoons and regular Sway newsletters sent out to improve parental engagement into school life encouraging attendance.	EEF 32, 16	5
Attendance officer in the academy to improve attendance and foster links with parents (2 hours per week).	EEF 16	3,5
Assistant headteacher with a responsibility for monitoring attendance.	EEF 16	3,5
Social and emotional interventions to be delivered by an ELSA TA for at least 2 hours each day to support the SEMH needs of children.	EEF 29	3,4
Clubs to be delivered at lunchtimes to offer enrichment opportunities to those who cannot access them after school to develop SEMH needs and skills.	EEF 2	1,2,4
All staff to hold termly after-academy clubs to provide additional experiences for children.	EEF 2	1,2,4
A full and robust programme of enrichment activities, including visits and visitors into school, for all pupils.	EEF1	1,2,4

**Total budgeted cost: £ 117,720**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Quality first teaching

Impact	Lessons Learned
<p>Termly coaching and feedback from monitoring to maximise QFT.</p> <p>Staff training to upskill pedagogy using 'walkthrus' and knowledge in the foundation subjects to provide improved feedback.</p> <p><b>The quality of teaching increased from 88% to 93%, driven by termly coaching, targeted feedback from monitoring, and focused staff training. The use of 'Walkthrus' and enhanced subject knowledge in foundation subjects empowered staff to deliver more precise feedback and strengthen pedagogy, resulting in improved consistency and effectiveness of Quality First Teaching (QFT)</b></p> <p>Daily retrieval lessons including the use of low-threat quizzes, metacognition and collaborative learning to enable knowledge retention.</p> <p><b>The number of disadvantaged pupils achieving GLD at the end of EYFS was 60% which is above the NA from the previous year of 51% (2024/2025 data not yet released).</b></p> <p><b>In the Year 4 multiplication test, the percentage of disadvantaged pupils achieving full marks was 63% which was well above national average of 34% and almost in line with non-disadvantaged who achieved 68%.</b></p> <p>Extra Teacher in Year 6 for one hour per day to deliver QFT in Reading creating a smaller class size and targeted feedback.</p> <p><b>The strategic deployment of an additional teacher in Year 6, alongside targeted interventions, led to a significant rise in the percentage of pupils achieving the expected standard in all KS2 assessments, including combined results. In reading, 88% of pupils met the national standard, with 75% of</b></p>	<ul style="list-style-type: none"><li>Continue to use coaching/team teaching for teacher CPD.</li><li>Continue to use whole school Walkthru focus for each half term with an additional CPD session to support quality of teaching.</li><li>Enhance this using National College webinars/courses</li><li>Continue to ensure that disadvantaged pupils have increased access to interventions as required.</li></ul>

disadvantaged pupils achieving this benchmark—both exceeding the 2024 national average

### Targeted academic support

Impact	Lessons Learned
<p>Analysis of data to provide targeted tutoring by a HLTA (2 days) to narrow the academic gap in maths.</p>	<ul style="list-style-type: none"> <li>Introduction of a HLTA 3 days a week to replace Yipiyap tutoring (which was 2 days a week)</li> <li>Use of Third Space with AI function to allow maths tutoring to be used in years 3-6 and also out of school hours as additional homework/tutoring.</li> <li>Continued use of Repeated Reading program by HLTA to support reading fluency in KS2</li> <li>Continued targeted phonics interventions in KS1 delivered by a HLTA</li> <li>Continued maths fluency intervention in KS1 delivered by a HLTA</li> <li>Use of Learning by Questions pathway program to support targeted intervention in maths KS2</li> <li>This academic year, the school is looking to develop their provision for Speech and Language support by purchasing some private therapy sessions. These sessions will focus on pupils with dysfluency or speech sound production difficulties.</li> </ul>
<p>75% of the DA children who took part in the Third space 1:1 maths tutoring program achieved National in their maths SATs. The remaining child made excellent progress from 87 scaled score to 96.</p>	
<p>100% of children who received Yipiyap maths intervention increased their scaled score by the end of the year. DA children were given priority for this intervention should they have needed it. Out of the DA children involved in this intervention, 86% achieved national standard.</p>	
<p>HLTA to provide up to 9 hours of reading, English and maths weekly to narrow the gap.</p>	
<p>An HLTA provided up to 18 hours of weekly support in reading, English, and maths, contributing to the narrowing of attainment gaps and strengthening outcomes for all learners, including disadvantaged, in the KS2 SATs data (see above).</p>	
<p>HLTA (16.5 hours per week) Interventions in phonics will raise attainment in Early Reading and increase the number of children achieving the phonics screening pass mark.</p>	<p>Intervention Group Focus to continue:</p> <ul style="list-style-type: none"> <li>Use of NELI – speaking, listening, understanding and attention</li> <li>Use of S&amp;LT – speaking, listening, understanding and attention, SEMH</li> <li>Use of Phonics focus groups – blending and segmenting</li> <li>Use of Mini-Mes – targeted intervention in an area of need tailored to individuals</li> </ul>
<p>Targeted phonics interventions delivered by a HLTA (16.5 hours per week) significantly raised attainment in Early Reading. 83% of pupils achieved the phonics screening pass mark—above the national average of 80%. Outcomes for disadvantaged pupils were 67%, in line with national expectations, demonstrating effective support and progress for this group.</p>	

<p>5-6 children to participate in weekly 1-1 tutoring to develop communication and language skills to develop early reading strategies (Mable). 11 pupils accessed Mable therapy during the last academic year. 57% of these were Disadvantaged pupils. This equates to 128 sessions and 91 outcomes being achieved.</p> <p>14 children to participate in 1-1 speech and language with a trained HLTA to develop communication and language skills.</p> <p><b>This support has developed over time to also include a member of the school's support staff (who has a teaching degree) Following coaching from NHS Speech and Language Therapists, these two members of staff have increased their capacity to provide support for pupils.</b></p> <p>Keep up interventions in EYFS by teacher or TA for 1 hour a day to ensure children are working at ARE in Prime Areas</p> <p>3 Disadvantage Pupils were in the FS2 class EYFS Baseline – no disadvantaged children were on track to achieve their GLD. EYFS End of Year – 2 pupils achieved in all areas of ELG.</p>	<ul style="list-style-type: none"> <li>• Use of handwriting intervention – correct letter formation</li> </ul> <p>*All interventions throughout the day were adult led and took place in small groups during provision. They were age appropriate in timings and added together to provide the needed hour a day.</p>
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### Wider Strategies

Impact	Lessons Learned
<p>Parents are regularly invited to performances, coffee mornings, and House/Class afternoons, which has helped to build strong connections between school and home.</p> <p>Sway newsletters sent out to improve parental engagement into school life encouraging attendance.</p> <p><b>Parental engagement is evident – improved results on parental questionnaire linked to knowledge about the curriculum</b></p> <p>Assistant headteacher with a responsibility for monitoring attendance.</p>	<p>The need for pupils to access SEMH support is increasing annually. In this academic year (2025-2026), the school's ELSA is now completing this role full time; this has increased her capacity to support more pupils. The role has also developed to include her work as a Thrive practitioner. The ELSA is also able to work alongside the school's safeguarding team to provide pupil voice and support for families, as required.</p> <p>Although progress has been made, we remain committed to further narrowing the gap between disadvantaged and non-disadvantaged pupils' attendance. This may include targeted conversations and support for families with low attendance</p>

Having an established relationship with many families enables effective and supportive conversations with parents, leading to improved engagement and accountability. A whole-school focus on *Attendance Matters*, led by the Assistant Headteacher, has contributed to a consistent improvement in attendance over the past three years, particularly for SEND and Pupil Premium pupils. Weekly attendance reports are shared with parents to maintain transparency and encourage partnership, while assemblies celebrate success through weekly attendance awards, reinforcing the importance of good attendance across the school community.

Social and emotional interventions to be delivered by an ELSA TA for at least 2 hours each day to support the SEMH needs of children.

This has continued to be an extremely important role within the school, and the ELSA TA has also qualified as a Thrive Practitioner over the last academic year to develop the support on offer. In the year 2023-2024 41 pupils were able to access ELSA support of some kind, 15 (37%) of whom were disadvantaged. Last year, this increased to 48 pupils, 16 (33%) were disadvantaged.

Clubs to be delivered at lunchtimes to offer enrichment opportunities to those who cannot access them after school to develop SEMH needs and skills.

Lunchtime clubs have continued to be popular with pupils. This approach has proved particularly valuable for some SEND pupils who may struggle to regulate emotionally during lunchtimes, these pupils can access structured activities with adults at this time which can support their regulation.

to help improve engagement and outcomes.

Due to the school's implementation of Opal Play, the lunchtime clubs have now moved to be outside with a TA. This enables pupils to continue to engage with the Opal Play activities but in a supported environment, led by an adult. The school's ELSA/Thrive Practitioner is also based in the school's Well-being hut at lunchtimes now, which enables pupils to access SEMH support during this time, if required.

A key strength of our Personal Development and Enrichment package is its flexibility and adaptability, allowing it to evolve in response to the diverse needs of our pupils. We will continue to review the needs of the children, school priorities, and wider community issues to ensure the package remains relevant, effective, and inclusive for all learners.

All staff to hold termly after-academy clubs to provide additional experiences for children.

The after-academy clubs have continued to provide a wide variety of themes to attract as many pupils as possible. 26% of disadvantaged pupils accessed at least one club in 2023-to 2024 and this increased to 29% last year.

A full and robust programme of enrichment activities, including visits and visitors into school, for all pupils.

The school continues to provide a full and robust programme of enrichment activities, including a wide range of visits, visitors, and clubs that enhance pupils' personal development and broaden their life experiences. The extensive and adaptable offer responds to the changing needs and interests of all pupils, as reflected through pupil and parent feedback. As a result, engagement and participation are consistently high across all year groups.

Through activities such as healthy lifestyle talks, first aid training for Years 4–6, STEM enrichment sessions, oral hygiene workshops, and targeted talks on fire safety, vaping, and anti-social behaviour, pupils develop essential life skills, confidence, and awareness of personal safety and wellbeing. Wellbeing and nursing team sessions further promote physical and emotional health, while careers activities raise aspirations from an early age.

Clubs informed by pupil voice promote inclusion and ensure all interests are catered for—spanning sports, arts, culture, and science. Involvement in nationally recognised programmes such as Rock Steady, Eco Awards, and CREST Science Awards, alongside local initiatives like The Big Sing and the Ferens Art Gallery Junior Art Competition, fosters pride and achievement beyond the classroom. Annual

participation in national and school-based arts and design festivals strengthens creativity, collaboration, and community spirit.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Online 1-1 communication and language	Mable Speech Therapy
1-1 and small group tutoring for mths and phonics	YIPIYAP tutoring
Online maths tutoring	Third Space Learning

<b>Metacognition and self-regulation</b>			
<b>App</b>	Very high impact for very low cost based on extensive evidence		
<b>The E</b>			
<b>resear</b>			
<b>attain</b>			
<b>One to one tuition</b>			
<b>High impact for moderate cost based on moderate evidence</b>			
<b>Oral language interventions</b>			
<b>Very high impact for very low cost based on extensive evidence</b>			
<b>Outdoor adventure learning</b>			
<b>Unclear impact for moderate cost based on insufficient evidence</b>			
<b>Parental engagement</b>			
<b>Moderate impact for very low cost based on extensive evidence</b>			
<b>Peer tutoring</b>			
<b>High impact for very low cost based on extensive evidence</b>			
<b>Performance pay</b>			
<b>Low impact for low cost based on very limited evidence</b>			
<b>Phonics</b>			
<b>High impact for very low cost based on very extensive evidence</b>			
<b>Physical activity</b>			
<b>Low impact for very low cost based on moderate evidence</b>			
<b>Reading comprehension strategies</b>			
<b>Very high impact for very low cost based on extensive evidence</b>			
<b>Reducing class size</b>			
<b>Low impact for very high cost based on very limited evidence</b>			
<b>Repeating a year</b>			
<b>Negative impact for very high cost based on limited evidence</b>			
<b>School uniform</b>			
<b>Unclear impact for very low cost based on insufficient evidence</b>			
<b>Setting and streaming</b>			
<b>No impact for very low cost based on very limited evidence</b>			
<b>Small group tuition</b>			
<b>Moderate impact for low cost based on moderate evidence</b>			

### Social and emotional learning

Moderate impact for very low cost based on very limited evidence



+4

### Summer schools

Moderate impact for moderate cost based on limited evidence



+3

### Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence



+4

### Within class attainment grouping

Low impact for very low cost based on very limited evidence



+2

## EYFS

<b>Built environment</b>			
No impact for low cost based on very limited evidence			
<b>Communication and language approaches</b>			
Very high impact for very low cost based on extensive evidence			
<b>Digital technology</b>			
Moderate impact for moderate cost based on limited evidence			
<b>Earlier starting age</b>			
Very high impact for very high cost based on moderate evidence			
<b>Early literacy approaches</b>			
Moderate impact for very low cost based on moderate evidence			
<b>Early numeracy approaches</b>			
Very high impact for very low cost based on extensive evidence			
<b>Extra hours</b>			
Moderate impact for very high cost based on limited evidence			
<b>Parental engagement</b>			
Moderate impact for moderate cost based on moderate evidence			
<b>Physical development approaches</b>			
Moderate impact for very low cost based on limited evidence			
<b>Play-based learning</b>			
High impact for very low cost based on very limited evidence			
<b>Self-regulation strategies</b>			
High impact for very low cost based on limited evidence			
<b>Social and emotional learning strategies</b>			
Moderate impact for moderate cost based on very limited evidence			