Pupil Premium Strategy statement- 2026-2027

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crossacres Primary Academy
Number of pupils in school	690
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	**October 2026- reviewed** **Next Date October 2027**
Statement authorised by	Suzanne Blay (Headteacher)
Pupil premium lead	Sarah Cordwell
Governor / Trustee lead	Liam Radford

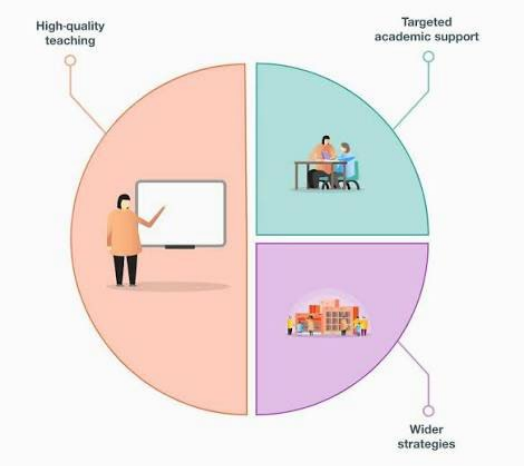
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£488.124
Recovery premium funding allocation academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£488.124

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all our children, regardless of their background or the challenges they face is that they progress in all areas of the curriculum and grow into successful adults that can contribute to society. This includes supporting and challenging higher attaining disadvantaged pupils.



We focus on **teaching** as being *"the most important lever schools have to improve outcomes," (EEF Guide to Supporting School Planning,)* closely followed by **carefully targeted academic support.** This is one to one sessions or small groups, where consistent regular delivery of lessons, that are closely linked to the content of their daily lessons and effective, rigorous feedback strategies are in place. This is bolstered by the **wider, non-academic barriers** to success in school, (attendance, behaviour, social / emotional.)

In addition to our long term plan, we are responsive to challenges as they arise for our pupils, whether academically or emotionally. All our staff are committed to raising standards for our disadvantaged pupils, this is through identification and targeted support and high expectations for all pupils.

Crossacres Primary Academy works tirelessly to ensure all children achieve their full potential. To ensure our strategies and interventions have maximum affect and impact, our governing body routinely examine data and the impact of this additional funding upon the progress made over time by our PP learners. Through scrutiny, governors are able to challenge leaders in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds received and support the rationale behind the allocation of PP funding.

Challenges

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

Challenge number	Detail of challenge
1	The social deprivation of the area Crossacres Primary serves. Wythenshawe is in the top 20% of deprived areas. The effects of this are far reaching on children's education and basic needs. 50% of children live the top 11-20% of deprived areas based on the IDACI (Sep 2026.)
2	Low baseline when children enter our Nursery and children are behind in the Prime Areas. Some children have underdeveloped oral skills and there are vocabulary gaps. 65% of the children in school with SEND needs have speech and language difficulties. (IDS) The percentage of pupils with SEND needs is increasing in our early years, last year we had 27% with SEND needs in the Reception cohort (25/26)
3	Attendance. In school, children who are disadvantaged have poorer attendance than non-disadvantaged children. This includes persistent absence where this is higher compared to non-disadvantaged children in school. (25/26 = 25% of disadvantaged pupils are persistently absent, IDS)
4	Ensuring there is high quality first teaching throughout the school from Nursery to Year Six through a robust monitoring schedule and close tracking of the attainment and achievement of children in receipt of PP funding.
5	Ensuring we develop and expand children's 'Cultural Capital' through extracurricular clubs, experiences, trips, visitors to school. There was a decrease in the disadvantaged attendance in clubs last year, so we are working to increase this. We also have to ensure we support parents/carers with mental health and wellbeing.

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
1. Families are supported to ensure basic needs are met and school can support where needed.	• Families are effectively supported to access the help and resources they need, ensuring that pupils' basic needs are met and barriers to learning related to welfare, attendance, wellbeing, or access to education are reduced. • Families financially supported in school. Help with purchasing school uniforms for example and Early help referrals and signposting to parenting support in school and the community. • Early identification in EYFS of children falling behind and strategies quickly put in place to help children catch up. • Families in need are supported to ensure children attend school and are safe.
2. For children to have caught up in and the 'word gap' diminished in EYFS from low starting points.	• Early identification of children to receive interventions, such as WellComm and speech and language referrals. • Curriculum is effective in helping children with their language acquisition. Curriculum is planned and sequenced so that children develop language in cumulative way. • Continuous provision focuses on language and vocabulary. Staff are skilled at creating communication opportunities. • The proportion of disadvantaged children achieving expected levels in Communication and Language is increased, narrowing the attainment gap between disadvantaged pupils and their peers.
3. The gap between disadvantaged non disadvantaged attendance is narrowed for attendance and PA.	• The gap in overall attendance and persistent absence (PA) between disadvantaged and non-disadvantaged pupils is significantly reduced and attendance for disadvantaged pupils is sustained at a higher level, and the proportion of disadvantaged pupils who are persistently absent is significantly reduced. • Attendance rates for disadvantaged pupils improve and are in line with or closer to national and school expectations.
4. Quality first teaching in all classrooms where children are progressing and being	• Through rigorous and regular monitoring of teaching, books, pupil voice and assessment data, evidence shows children are making

challenged, regardless of background.	progress and rapid progress where children need to catch up. • Disadvantaged pupils make progress in line with, or better than, their peers across the curriculum, with attainment gaps narrowing over time. • Classroom practice demonstrates high expectations, effective adaptive teaching, and targeted feedback, ensuring all pupils are engaged, challenged, and supported to achieve their potential. • Monitoring and assessment evidence show that pupils are successfully accessing age-related learning and making sustained progress from their starting points.
5. All children to have opportunity to access to a wide range of extracurricular clubs and trips, visitors and experiences to broaden their cultural capital.	• Our aim is to have all PP children attend at least one extracurricular club each academic year this is monitored through PP tracking. • The word gap to diminish and children to have their horizons broadened and their cultural capital increased. • Identify where parents/carers need support.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting ECT's to ensure quality first teaching.	The EEF identifies High-Quality Teaching as the most effective approach for improving outcomes for disadvantaged pupils. By investing in the development of Early Career Teachers through coaching, instructional support, mentoring and professional development, we expect this to strengthen classroom practice and ensure that disadvantaged pupils consistently experience effective teaching, high expectations and ambitious learning opportunities. This aligns with the **EEF recommendation that high-quality teaching should be the primary focus of Pupil Premium spending.** Disadvantaged pupils are more likely to make strong progress when teaching is consistently effective, helping to narrow attainment gaps. Supporting ECT's will enable: • Increased teaching quality through effective curriculum delivery, explicit instruction and strong subject knowledge, ensuring disadvantaged pupils access learning that is ambitious and well sequenced. • Improved adaptive teaching strategies, enabling staff to identify and respond to barriers to learning while maintaining high expectations for disadvantaged pupils. • More effective use of assessment and feedback, allowing misconceptions and gaps in learning to be identified and addressed promptly, preventing pupils from falling further behind. • Stronger classroom routines, behaviour management and pupil engagement, creating positive learning environments in which disadvantaged pupils can participate fully and successfully.	4
Purchase of standardised diagnostic assessments	Teachers will quickly be able to identify the gaps in children's learning and use this to inform teaching. This will be beneficial for the disadvantaged to help them achieve academically in line with national others.	4

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	
Membership to Salford Library Scheme	To support the continuation of shared reading in school. All children to have their own copy of books that are read during Whole Class Shared Read. Boxes of Topic books to support and enrich the curriculum. To continue to enable the disadvantaged children perform in line with other non disadvantaged children in school and nationally in Reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4
The continued implementation of a DFE validated Systematic, synthetic Phonics Program to secure stronger Phonics teaching for all pupils and uniformity in approaches to teaching Phonics.	Phonics approaches has a strong evidence base that indicates a high impact on children's being able to decode words and develop fluency and automaticity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics We follow the Read Write Inc scheme and this requires a lot of consumable resources.	4
Speech & Language Specialist *Flying Start Program*	Early intervention of children in the Foundation Stage. Bespoke targets for each child that has been identified as needing extra support. To tackle speech and language problems early on in EYFS.	2,4

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

Budgeted cost: £368,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid teachers for children falling behind focusing on SEND children.	**Rapid Teachers –** Small groups of children targeted to reach or exceed the expected standard. **Research for the Education Endowment Foundation** show that small groups can have a big impact on learning and progression. Experienced Teachers delivering bespoke lessons and targeting learning to ensure all children, including PP children reach expected standard. The children will be carefully and rigorously monitored to ensure progression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Teachers and teaching	We have set up a SEMH teaching provision to help support the EYFS and KS1 children that are nonverbal.	4

Assistant for the Rainbow Room and the Nest.	The Nest focuses on children with significant behavioural issues, some at risk of permanent exclusion and they focus on attachment issues.	
Specialist Literacy Teacher. Focus on Reading and Spelling.	Speech, Language & Understanding Difficulty Teacher. One day a week. Teacher targeting and tracking progress of children who need extra support with cognitive understanding and language support. To support our disadvantaged children which specific speech, language and learning difficulty to help them reach the expected standard. Progress measured in Reading Accuracy using YARC (Comprehension)and HAST (spelling) assessments.	2,4
1: 1 Reading Intervention	PP children and Non PP children identified through Salford reading Test to be below age related expectations. These children are read with every day to increase their progress in Reading. The class teacher reads 1:1 with each child selected each day. This is tracked every term to monitor impact. To ensure children who are disadvantaged, that are reading below their reading age, are targeted through this intervention to ensure they catch up and progress at the same rate of non- disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4

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

Budgeted cost: £114, 718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising Trips – all Year Groups	This money enables us to help children have a rich and varied learning experience at Crossacres Primary Academy. We believe giving children first hand experiences is crucial to their learning. (Look at our website for a list of extra curricular clubs and trips.) We hope to ensure children have experiences that they might have been able to do without our financial support. The impact of these experiences is far reaching; in all areas of the curriculum. We believe it is our responsibility to open children's minds to the amazing world around them. To continue to support disadvantaged children to meet and the national figure for reaching the expected standard across the curriculum.	1, 5

Music Specialist Support Music Specialist to work in Key Stage Two supporting children with Brass and Wind Instruments.	Music Specialist to work in Key Stage Two supporting children with Brass and Wind Instruments. We ensure there is a balance between PP and Non PP children to access to music lessons in brass and wind instruments. We also fund all of Year Five with African drumming. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,5
Attendance Officer- Embedding principles of good practice as set out in the DFE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	Working with all children to improve attendance. PP children identified. The Attendance Officer works closely with parents and families to improve attendance. Last year there was a gap between PP and Non-PP attendance, we aim to reduce this and reduce the percentage of disadvantaged persistently absent. *Provide additional individual items of uniform on request. *Provide spaces at Breakfast Club. *Review attendance policy and share with parents to set clear expectations about regular attendance. *Clear action plan and strategy to tackle PA for the disadvantaged pupils.	3
Art/ Drama/ Speech & Language Enrichment	Drama specialist working with Year 6 on our Drama production. This helps children with their speaking and listening skills, as well as their confidence skills. To give all children in Year 6, the experience of working with a specialist to develop their performance skills and enable them to perform in front of their families, a real audience! https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Nurture Group- Pony Club/ Behavioural Incentive & Social/ Emotional Group.	Children selected on a needs basis via SDQ's, to take part in caring for a Shetland Pony. Children have the chance to ride the pony and groom them. We compare SDQ's and the decrease in Negative behaviours and increase in positive behaviours to measure impact. We aim to help children who are attracting PP funding and others that struggle with social and emotional problems, to develop these skills in a small nurture group. Target is for all	2

	children to decrease their negative behaviours and attendance for PP children to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Forest School- Staff training and Resources	Forest School is an inspirational process, which offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. We hope forest school achieves: • Pupils demonstrate increased confidence in speaking and listening, use a wider range of vocabulary, and engage more effectively in discussions and collaborative activities. • Pupils show increased self-esteem, independence and resilience when faced with challenges, reflected in positive attitudes to learning and improved emotional wellbeing. • Pupils demonstrate improved levels of engagement, concentration and motivation in lessons, leading to better participation in learning and positive behaviour across the school day. We will measure this through whole school data, parent/child/ teacher questionnaires and behaviour monitoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
Art Therapist- 3 full days	A qualified Art Therapist working with our KS1 and KS2 children. Bespoke programmes for children who have suffered some emotional trauma. Impact measured through attendance, children's attainment and academic progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Play Therapy	Children identified via SDQ's targeted for Play therapy. Enabling children who attract funding and others with specific social and communication	6

	problems, to learn how to play effectively with their peers and regulate their feelings. Impact measured through attendance, children's attainment and academic progress over the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Wilderness Therapy (ongoing)	Wilderness therapy (also known as outdoor behavioural healthcare) is an adventure-based therapy treatment modality for behaviour modification and interpersonal self-improvement, combining experiential education, individual and group therapy in a wilderness setting. Measured impact will be through questionnaires of PP children and their attitudes towards school, improvement in attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Parental Involvement Home School Learning Resources.	All children in statutory testing year groups, to receive revision guides and learning prompts for home. This helps parents support their child at home with their learning and makes them aware of the expectations of the tests their child will take. These are sent to Year One, Year Two and Year Six parents. These are given out after parent information meetings, where important information is shared with parents/carers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3
Bullying Mentor Program	This program is led by a local secondary school, where they deliver a program that trains children to be bullying mentors in their year group. This involves the children visiting the secondary school. The mentors will be available at break time and dinner time for children to speak to.	3
Continue to develop the EYFS playground with a focus on reception.	Create a space that can help children to continue to develop their gross motor skills and create a space for outdoor learning.	5

Total budgeted cost: £504.196

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

(1) **Family Support**- We endeavor to combat the social deprivation of the area by supplying resources to help the children with their learning at home. CGP revision books are provided for year groups and revision guides and books are purchased for children. We also buy all the children a book for Christmas. Additionally, we provide training for parents in how to support their children with learning. We have supported some families financially and provide financial advice for families. Uniforms have been provided and Early Help referrals have been completed to support families in need. We also fund After School Club for some LAC children. Already this year we are supporting families in finacial difficulty with housing and food vouchers.

(2) **EYFS** -The % of children achieving GLD overall was 74% and the disadvantaged children achieving GLD was 68%. This an improved figure from last year for disadvantaged pupils, which was 62%. There was still a gap between disadvantaged (62%) and non-disadvantaged (80%) but the percentage of disadvantaged children achieving GLD is improving year on year.

2025	61%
2025	62%
2026	68%

(3.) **Attendance:** Our attendance officer works hard to improve the attendance of our pupil premium children and this is an ongoing focus in school. Although the attendance gap between disadvantaged and non-disadvantaged pupils for last academic year is currently favourable, persistent absence remains a significant barrier for a substantial proportion of disadvantaged pupils. Disadvantaged pupils have an absence rate of 7.7%, compared with 9.68% for non-disadvantaged pupils. However, 24.91% of disadvantaged pupils are persistently absent which is line with national PA at 24.8% but still needs to be analysed, children identified and strategies put in place to reduce this percentage.

(4) **Quality first Teaching to narrow the gap**- This year we have the seen the previous gaps between disadvantaged and non-disadvantaged decrease and in some cases are less than -10% so this is an improvement on the attainment of the disadvantaged pupils. Additionally, we were pleased with the percentage of our disadvantaged children passing the Phonic Screening check this year.

Expected Standard

	Reception		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other
Reading%			69	78	60	69	67	76	72	74	71	87	66	76
Writing %							47	67	46	70	50	60	79	79
Maths %			58	73	56	75	58	74	57	77	68	82	64	79

Grammar%							51	74	52	67	43	69	71	69
Phonics			**84%**	**81%**										
GLD	**80%**	**68%**												

GDS

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other
Reading %	17	14	14	17	22	33	4	2	32	35	19	41
Writing %					11	28	20	9	11	16	9	24
Maths %	14	22	23	48	13	19	20	26	8	31	12	31
Grammar%												

(5) Cultural Capital - We have a full program of trips and extra-curricular activities for all our children. This includes the offer of an extracurricular club for all our children that attracts pupil premium funding and leaders track which children attend the clubs. However, we do need to keep focusing on the disadvantaged attending extracurricular clubs as there was a drop in the percentage of children attending last academic year from 85% in 24/25 to 67% in 25/26.

This details the impact that our pupil premium activity had on pupils in the **2025-2026** year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Our pupil premium funding strategy will be supported by additional strategies in school that are not funded by pupil premium funding.

- Offering a wide range of extracurricular clubs to boost wellbeing (Cosmic Yoga) attendance and aspiration. (Cookery club, chess, range of sport activities.)
- A pastoral lead helps with all children and their families.
- Purchasing of new reading books for all key stages and books that are linked to our PSHE curriculum and protected characteristics.
- Embedding more effective practise around feedback. The EEF demonstrates this has benefits for all pupils, including disadvantaged.
- Staff training on disadvantaged children which enabled teachers to identify barriers to learning.