Pupil premium strategy statement 2026-27

This statement details our school's use of pupil premium for the 2026 to 2027 academic year 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	Canterbury Cross Primary School
Number of pupils in school	475 with Nursery 424 without Nursery
Proportion (%) of pupil premium eligible pupils	54% Nursery to Year 6 59% without Nursery
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr. Din
Pupil premium lead	Mrs. James
Trustee lead	Mr. Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,091
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	**£350,091**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As part of this we will consider the challenges faced by vulnerable pupils in our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach focusing on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and this will also benefit the non-disadvantaged pupils in our school. It is our aim that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will also continue to consider where additional support is required for pupils whose wellbeing is affecting their attainment and progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers in years 3,4,5 and 6.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in years 2, 3 and 4.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in years 3,4,5 and 6.
5	Our observations and discussions with pupils and families have identified social and emotional issues for pupils, notably due to a lack of enrichment opportunities, SEND needs and family support needs. These challenges particularly affect disadvantaged pupils, including their attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard. 95% of children who are not SEND and disadvantaged will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard. 95% of children who are not SEND and disadvantaged will meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard. 95% of children who are not SEND and disadvantaged will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations

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)

Activity	Evidence that supports this approach from the EEF	Challenge number(s) addressed
Embedding oracy across the school curriculum. This can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion through Voice 21, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1, 2

understanding and extend vocabulary. We will fund ongoing teacher training and release time.		
Subscribe to a DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of mastery in school through our practise, apply, reason model.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Enhance teaching of writing through embedding our writing curriculum in line with DFE and EEF guidance. Teacher release to be funded as well as support for ECTs through CPD through DHT focused modelling of teaching writing.	The already embedded approach to writing of clear and specific modelling and scaffolding as well extensive practice through a three phase model of writing including drafting, editing and uplevelling. EEF-Improving-literacy-Educationendowmentfoundation.literacy-ks-1	4
Improve the quality of social and emotional learning through the wellbeing co-ordinator's interventions and the PHSE programme as well as training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	5

another Mental Health Lead to support implementation across school. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.		

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

Budgeted cost: **£ 291,885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. (maths tuition, GD writing interventions, reading interventions) Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	2

who require further phonics support. This will be delivered in collaboration with our Read Write Inc lead. (Reception, Year 1 and year 2 small group or one to one interventions)	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	
Speech Sounds and Wellcomm interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	1

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

Budgeted cost: **£ 58,206**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4.

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Achievement is improved when children attend school.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Review of outcomes in the previous academic year 2025-2026

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 year.

1. **Ensuring all children are receiving quality first teaching differentiated personally to meet individual need to ensure maximum progress can be made.**

   Reception

   75% PP vs 71% non PP have achieved expected or higher in reading, writing and maths.

   Year 1

   50% PP vs 65% non PP have achieved expected or higher in reading, writing and maths.

   Year 2

   49% PP vs 80% non PP have achieved expected or higher in reading, writing and maths.

   Year 3

   61% PP vs 70% non PP have achieved expected or higher in reading, writing and maths.

   Year 4

   63% PP vs 82% non PP have achieved expected or higher in reading, writing and maths.

   Year 5

   74% PP vs 82% non PP have achieved expected or higher in reading, writing and maths.

   The gap between PP and non PP has in year 1, 3 and 5. In particular, year 2 and 4 need to continue to focus on closing the gap for these children. Most of the children in these two year groups have special educational needs and receive pupil premium funding. In Reception, more PP children have achieved GLD than non PP children.

Key Stage 2 SATs

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	36	107.4	+3.0	101.3	+0.3	105.9	+2.0	108.5	+4.6	96%
Not FSM6	23	108.7	+3.1	102.8	+1.5	106.3	+1.6	110.4	+5.2	95%

The gap has closed between the groups

This was enabled by quality first teaching and interventions carried out by TAs, HLTAs, the Curriculum Development Lead and Deputy Head Teachers.

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2. **To develop confidence and communication skills, as well as vocabulary acquisition, and to understand the purpose for these skills, and how to use them effectively in later life.**
   Wellcomm has been used in Nursery and Reception as an intervention. The data shows that the children's communication and language has improved in Nursery and Reception with children completing the programme and achieving Communication and Language age related expectations.
   90% of Non PP children achieved the EYFS early learning goal compared to 86% PP children, which has closed the gap from the Baseline and beginning of the Reception year. The EYFS lead delivered CPD, which has enabled staff to develop conversations with children, thus improving their communication skills, and consequently their life skills.

3. **To increase aspiration and value on understanding their own education and their place within it.**

Children have been an intrinsic part of school life through the RRSA Steering group, Wellbeing Warriors, School Council, Playground Friends and the Prefect system in year 6. This has increased their understanding of responsibility and how to become a useful citizen in society as an adult. It has also increased their level of aspiration for their future.

There have been a variety of educational visits and experiences in school, for a variety of purposes: history, geography, science, PE.

These are the experiences and educational visits the children have taken part in: Indian dance, African dance, African drumming, Chinese New Year, Maypole dancing, Mount Pleasant Farm, The Rainforest Roadshow, Lunt Fort, Sutton Park for a river study, Animal Day with a various exotic animals, National Space Museum, Canon Hill Conservation Zoo, Outback2basics (Stone Age), Science workshops, VR workshops. These experiences have ensured the children have embedded their understanding of the subjects they have learnt in school.

Parent Workshops

Reception and Year 1-Phonics
Year 2- History
Year 3-Geography
Year 4-Art
Year 5-Art
Year 6-Design Technology
Core subjects
Year 5 and 6-E-safety

4. **To develop opportunities to access cultural capital.**

Children received the following experiences last year:

All children from year 1 to year 6 are learning to play the recorder.

In school theatre production for years 3, 4, 5 and 6, and year 5 took part in the workshop.

5. **To develop communication and language skills, as well as vocabulary acquisition as a priority in EYFS.**

Wellcomm has been used in Nursery and Reception as an intervention. The data shows that the children's communication and language has improved in Nursery and Reception with children completing the programme and achieving Communication and Language age related expectations. 90% of Non PP children achieved the EYFS early learning goal compared to 86% PP children,

which has closed the gap from the Baseline and beginning of the Reception year. The EYFS lead delivered CPD, which has enabled staff to develop conversations with children, thus improving their communication skills, and consequently their life skills. Speech Garden has been purchased as a means of improving children's speech sounds as this was identified in the Autumn term as an issue in Nursery and Reception as the children could not pronounce certain sounds and their speech was difficult to understand. Five members of staff have been trained and completing work with the children.

6. **To ensure that any gaps between PP and non-PP eligible children does not widen further.**

Key Stage 1

Reading, writing and maths

49% of PP at expected or higher vs 80% non PP which shows the gap has not widened and is closing.

Reading

72% (19 children) of PP at expected or higher vs 84% non PP which shows the gap has not widened and is closing.

Writing

75% (18 children) of PP at expected or higher vs 90% non PP which shows the gap has not widened and is closing.

Maths

75% of PP at expected or higher vs 86% non PP which shows the gap has not widened and is closing.

Key Stage 2

62% of PP children vs 74% of non PP achieved expected or higher in reading, writning and maths combined.

3% of PP children vs 7% of non PP children achieved Greater Depth in reading, writing and maths combined.

68% of PP children vs 78% of non PP children achieved or higher expected in reading.

38% of PP children vs 30% of non PP children achieved Greater Depth in reading.

77% of PP children vs 85% of non PP children achieved expected or higher in writing.

3% of PP children vs 7% of non PP children achieved Greater Depth in writing.

67% of PP children vs 82% of non PP children achieved expected or higher in maths.

29% of PP children vs 21% of non PP children achieved Greater Depth in Maths.

This data is higher for the PP children than the Local Authority data for all areas except Greater Depth in writing and maths.

The gap is closing between the groups and is higher for Greater Depth PP than non PP in reading and maths.

This was enabled by quality first teaching and interventions carried out by TAs, HLTAs, the Curriculum Development Lead and Deputy Head Teachers.

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7. **Support to be given by the school to increase parental engagement and subject knowledge to support children's learning at home (i.e. daily home reading, homework, engagement with the EYFS through Tapestry, parent workshops)**

   Parents' evenings included a focus on ensuring parental engagement, which staff received CPD on, including how to support parents with helping their child through reading records, reading at home daily, support children with handwriting and feedback from parents for children in EYFS.

   Parent Workshops were held for Reception and Nursery to introduce Tapestry. Parental engagement increased and PP children made more progress as a result. (See data for KS1 and 2).

   Mental Health and well-being parent workshops were held by the DHT and the Wellbeing Co-ordinator, and parents were given support to support their own children or themselves.

   A coffee and catch up for parents of children with SEND was held by the DHT, Well-being co-ordinator and SENCO to give parents support as to how to support children in holidays, with homework, life at school and other support including financial that is available for their children.

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
Wellcomm	GL Assessment
The Speech and Language Garden	Speech and Language Therapist