

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium for the 2025 to 2026 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	479 with Nursery 424 without Nursery
Proportion (%) of pupil premium eligible pupils	46% Nursery to Year 6 51% without Nursery
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£215,218.00
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	£215,218.00

Part A: Pupil premium strategy plan

Statement of intent

Improve and embed specific language skills, including language acquisition, for literacy, numeracy, as well as across the whole curriculum for disadvantaged pupils leading to improved maths, reading and writing achievement across school.
10% of the PP children (excluding SEND) to achieve the higher standard in reading, writing and mathematics at the end of KS1.
The attainment gap in Reading, Writing and Maths at the expected level against non-PP peers to be narrowed at the end of KS1.
The attainment gap in Reading, Writing, SPAG and Maths at the expected level against non-PP peers to be narrowed at the end of KS2.
10% of the PP children in year 6 (excluding SEND) to attain the higher standard in maths, reading and writing.
Further enhance the curriculum content, pupil experience and the enrichment opportunities for all pupils in order to ensure mastery higher attainment in PP children.

Challenges

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

Challenge number	Detail of challenge
1	Ensure that gaps in learning are identified quickly, and that specific and timely interventions are quickly put in to place to ensure that children eligible for PP funding maintain or increase standards of attainment from their starting point. Monitoring of progress for all disadvantaged pupils in all areas of the curriculum.

2	Continue to further embed changes to the curriculum, and ensure that the curriculum is taught in depth to ensure all groups of children have the best possible opportunities and highest expectations, as a result of a consistent and clear approach to teaching.
3	Ensure that children's SEMH/behaviour needs are met in a timely and personalised manner to enable children to thrive and have all their needs met. (Maslow before Bloom)
4	Engage parents and families.
5	Ensure that children's cultural capital is increased through specific experiences, including arts in particular the theatre, and physical education that they may otherwise not access.
6	Development of children's language and communication skills.

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
Ensure all children are receiving quality first teaching differentiated personally to meet individual need to ensure maximum progress can be made.	Outcomes for PP pupils are as good as those for non-PP pupils as shown through attainment (internal data and statutory assessment).
Develop confidence and communication skills, as well as vocabulary acquisition, and understand the purpose for these skills, and how they can be used effectively in later life.	Outcomes from interventions with the Wellbeing co-ordinator, eg. Lego Club, mental health and well-being parent workshops, focus on oracy, Speech Garden as well as other specific to need interventions, will show a measured improvement in confidence, communication skills and vocabulary acquisition for PP pupils.
Increase aspiration and the value placed on understanding their own education and their place within it.	Pupil voice will show an increase in PP children's ambition, and understanding of how their education will have an impact on their lives, as well as accelerated progress as shown in internal assessment. (all subjects)

<p>Develop opportunities to access cultural capital.</p>	<p>Children will be given opportunities that they may not be able to access, eg. sporting activities, theatre, shows, performances, educational visits, musical instrument learning, etc., which will impact positively on their self-esteem and confidence. This will translate into accelerated progress and attainment through internal assessment. (all subjects)</p>
<p>To develop communication and language skills, as well as vocabulary acquisition as a priority in EYFS.</p>	<p>Wellcomm assessment and interventions will show strong progress and an improvement in communication and language skills in EYFS. Speech Garden work on pronunciation of speech sounds will show an improvement in specific children's speech sounds and therefore their communication.</p> <p>Also, attainment of expected in the ELG of Communication and Language will be on a par between PP and non-PP pupils.</p>
<p>To ensure that any gaps between PP and non-PP eligible children does not widen further.</p>	<p>Outcomes for PP pupils are as good as those for non-PP pupils as shown through attainment (internal data and statutory assessment).</p>
<p>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, coffee mornings, parents of children with SEND coffee and catch up, mental health and well-being parent workshops)</p>	<p>Records from DHTs/SENCO/Curriculum Lead/Lead Practitioners, as well as Tapestry data, Reading Records and homework records, will show that parents have the confidence and subject knowledge to support their children's learning at home, as well as attainment data/progress for PP pupils.</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)

Activity	Evidence that supports this approach from the EEF	Challenge number(s) addressed
<p>CPD for teaching staff, supported by the SENCO, DHTs and HLTA in mastery learning and how to run successful interventions/ identify need and give instant support in class</p>	<p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p>	<p>1 2</p>
<p>Retention of Teaching Assistants in Year 1, Year 2, Year 3, Year 4 and Year 5 to ensure timely, specific and focused interventions are</p>	<p>Feedback Very high impact for very low cost based on extensive evidence</p>	<p>1 2</p>

<p>taught to focus PP children including greater depth interventions as well as focused targeted interventions</p>	<p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p>	
<p>CPD on oracy and the speech sounds programme , and how to support communication in the EYFS by the SENCO, DHT and EYFS lead.</p>	<p>Individualised instruction Moderate impact for very low cost based on limited evidence</p> <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p>	6
<p>CPD focusing on positive behaviour strategies, and how to support children at a personalised level, through clear structures/routine, and a consistent, but flexible approach.</p>	<p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>	3
<p>CPD on the wider curriculum led by Lead Practitioners and managed by the Curriculum Lead/DHTs to ensure children access the wider curriculum, deepen their knowledge and develop interests, skills and talents in other subjects.</p>	<p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>Physical activity Low impact for very low cost based on moderate evidence</p>	2

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

Budgeted cost: £ 191,015.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 three support teachers for small group teaching for focus children in maths and English</p>	<p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p>	<p>1 2</p>
<p>Year 4 support HLTA for small group teaching for children with SEND in maths and English, and children who need focused support to achieve the expected level</p>	<p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Mastery learning High impact for very low cost based on limited evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p>	<p>1 2</p>

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

Budgeted cost: £26,357.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific support for PP children in overcoming barriers to learning and ensuring positive mental health by the Wellbeing Co-ordinator.</p>	<p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Mentoring Low impact for moderate cost based on moderate evidence</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>	<p>3 6</p>
<p>School based Early Help led by the DHT and supported by the Wellbeing co-ordinator to ensure parental support and engagement in children's education is strong.</p>	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p>	<p>4</p>
<p>School based support led by the DHTs, the SENCO and the Curriculum Lead to ensure parental understanding of the curriculum, and thus ensuring children are supported in learning at home.</p>	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Homework High impact for very low cost based on very limited evidence</p>	<p>2 4</p>

<p>Focused experiences, which have been carefully identified, to match the needs of the children and increase their ambition and access to cultural capital.</p>	<p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p> <p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +1</p>	<p>5</p>
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Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 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

62% of PP children vs 74% of non PP achieved expected or higher in reading, writing 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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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.

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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, writing and maths combined.

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

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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