



# Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Mab's Cross Primary School
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs A. Poole (Head Teacher)
Pupil premium lead	Mrs A. Poole (Head Teacher)
Governor / Trustee lead	Mrs N. Birchall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,090
Recovery premium funding allocation this academic year	£2,278
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,368

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our school motto **“Bringing Out the Best in Everyone”** we have high expectations for all our children, regardless of disadvantage or need.

Our key principle is to ensure children are happy and engaged in their learning by providing quality-first teaching and a broad, rich curriculum. We want to remove barriers to learning and ensure children are ambitious, motivated and resilient individuals who believe in themselves. It is also crucial that children have the skills on which to base their future learning, particularly in language, literacy and maths.

With this in mind we provide excellent teaching, with targeted academic and pastoral support. In addition, we carefully plan a ‘pupil offer’ to provide a range of experiences to inspire and provide a memorable learning journey.

Disadvantaged comes in many forms. Our strategy will focus on those from low income families and those with additional needs.

We know that school closures due to the pandemic had a significant and varied impact on children’s progress and well-being. Therefore, we are utilising our recovery funding to provide targeted support to children whose progress has been particularly affected.

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills.
2	Acquisition of basic numeracy and literacy.
3	Social, emotional and mental health issues (including readiness for school), which in some cases lead to disruptive behaviour.
4	Limited perseverance, resilience and aspiration.
5	Cost of pursuing extra-curricular activities and experiences to broaden children’s experiences and improve aspiration.
6	Attendance

## 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 (challenge number in brackets)

Intended outcome	Success criteria
Improved speech and language skills in Reception and Year One (1)	Assessed against Wellcomm assessment criteria, demonstrating improvement.
In-school attainment and progress gap are closing between disadvantaged children and other pupils in every year group (2)	Every year group shows the in-school gap is closing, and good progress demonstrated from starting points.
Improved language and numeracy acquisition in the Foundation Stage and Key Stage One (2).	Standards of literacy and numeracy will show PP and non-PP children will be more in-line across EYFS and Key Stage One.
Reduced SEMH difficulties in the pupil premium group leading to positive attitudes towards school (3).	Assessments show improvements in well-being. Reduction in behaviour logs for each child. Support from specialist provision accessed when required.
Improvement in perseverance, resilience and engagement in lessons and school activities (4).	Staff report improved attention and engagement in lessons. Improvement in attainment and progress.
Wide range of activities provided for all children to enhance the curriculum through additional funding to help families (5).	Increased levels of engagement and aspiration. Improved attainment and progress.
High levels of attendance which support effective learning (6)	Attendance levels good and in-line/better with other similar schools.

## 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: £71,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: All teachers delivering a curriculum suitable to accelerate the progress of all children.</p> <p>Refresh training on <b>Quality First Teaching</b> approaches, including implementation of GMOAIP and toolkit, use of adaptations and strategies, assessment for learning, high quality feedback and intervention to individuals and small groups with a focus on PP and SEN children.</p>	<p>EEF Effective professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance a child's outcomes in the classroom. EEF states that 'Ensuring an effective teacher is in front of every class, is the key ingredient of a successful school.'</p>	2
	<p>EEF studies show that feedback has a high impact on learning outcomes (+6 months) and verbal feedback (+7 months).</p>	2
<p>High quality teaching assistants, particularly in EYFS and KS1, who support the teacher in providing appropriate support and intervention to small groups and individuals.</p>	<p>EEF +4 months</p>	1,2,3
<p>Phonics – Essential Letters and Sounds phonics programme fully implemented and any new staff trained.</p>	<p>EEF states that: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.</p>	2,3
<p>Review of reading comprehension and guided reading, and the approach to the teaching of comprehension strategies.</p>	<p>EEF +7 months</p>	2,3
<p>Whole school mastery approach to the teaching of mathematics.</p>	<p>EEF +5 months</p>	2,3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus Reading Intervention and TT Rockstars (Years 3-6)	EEF states that individualised tailored programmes on reading comprehension strategies produce +6 months additional progress.	2
Learning 2 Learn (Rec and Y1)	EEF states that individualised tailored programmes can produce +4 months additional progress.	3,4
Wellcomm	Language interventions can produce +6 months progress.	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions with Learning Mentor: 1:1 counselling Play and drawing therapies Attachment support Trauma Informed Schools training and strategies. Morning greets / soft starts for identified children.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3,4
Learning Mentor - whole school attendance monitoring, and liaising with families to improve attendance and punctuality	The more a child is in school learning, the more progress will be made.	6
Subsidise individual music tuition for those wishing to pursue this.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months additional progress).	5
Subsidise trips and visits linked to curriculum. Subsidise residential in Y4-Y6.	Educational visits and experiences increase children's cultural capital and engagement in the topics they are learning, and in their education as a whole, changing attitude and aspiration, and in turn raising attainment.	5

**Total budgeted cost: £ 145,944**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome																														
<p>Increase the percentage of PP children who are working at the expected level in Reading, Writing and Maths at the end of Key Stage 1 and Key Stage 2.</p> <p>Improve the progress of PP children.</p>	<table border="1" data-bbox="667 510 1391 1205"> <thead> <tr> <th colspan="3" data-bbox="667 510 1391 577"><i>End of Key Stage 1 (national 2023 in brackets)</i></th> </tr> <tr> <td data-bbox="667 577 932 651"></td> <td data-bbox="932 577 1177 651"><i>Disadvantaged (13 children)</i></td> <td data-bbox="1177 577 1391 651"><i>All Y2 pupils</i></td> </tr> </thead> <tbody> <tr> <td data-bbox="667 651 932 719"><i>Reading</i></td> <td data-bbox="932 651 1177 719"><i>77% (54%)</i></td> <td data-bbox="1177 651 1391 719"><i>70% (68%)</i></td> </tr> <tr> <td data-bbox="667 719 932 786"><i>Writing</i></td> <td data-bbox="932 719 1177 786"><i>70% (42%)</i></td> <td data-bbox="1177 719 1391 786"><i>69% (60%)</i></td> </tr> <tr> <td data-bbox="667 786 932 853"><i>Maths</i></td> <td data-bbox="932 786 1177 853"><i>77% (56%)</i></td> <td data-bbox="1177 786 1391 853"><i>74% (71%)</i></td> </tr> <tr> <th colspan="3" data-bbox="667 853 1391 920"><i>End of Key Stage 2 (national in brackets)</i></th> </tr> <tr> <td data-bbox="667 920 932 994"></td> <td data-bbox="932 920 1177 994"><i>Disadvantaged (26 children)</i></td> <td data-bbox="1177 920 1391 994"><i>All Y6 pupils</i></td> </tr> <tr> <td data-bbox="667 994 932 1061"><i>Reading</i></td> <td data-bbox="932 994 1177 1061"><i>46% (63%)</i></td> <td data-bbox="1177 994 1391 1061"><i>62% (75%)</i></td> </tr> <tr> <td data-bbox="667 1061 932 1128"><i>Writing</i></td> <td data-bbox="932 1061 1177 1128"><i>73% (59%)</i></td> <td data-bbox="1177 1061 1391 1128"><i>84% (72%)</i></td> </tr> <tr> <td data-bbox="667 1128 932 1196"><i>Maths</i></td> <td data-bbox="932 1128 1177 1196"><i>46% (61%)</i></td> <td data-bbox="1177 1128 1391 1196"><i>67% (74%)</i></td> </tr> </tbody> </table>	<i>End of Key Stage 1 (national 2023 in brackets)</i>				<i>Disadvantaged (13 children)</i>	<i>All Y2 pupils</i>	<i>Reading</i>	<i>77% (54%)</i>	<i>70% (68%)</i>	<i>Writing</i>	<i>70% (42%)</i>	<i>69% (60%)</i>	<i>Maths</i>	<i>77% (56%)</i>	<i>74% (71%)</i>	<i>End of Key Stage 2 (national in brackets)</i>				<i>Disadvantaged (26 children)</i>	<i>All Y6 pupils</i>	<i>Reading</i>	<i>46% (63%)</i>	<i>62% (75%)</i>	<i>Writing</i>	<i>73% (59%)</i>	<i>84% (72%)</i>	<i>Maths</i>	<i>46% (61%)</i>	<i>67% (74%)</i>
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<p>All teachers judged to be good or better and delivering a curriculum suitable to accelerate the progress of all pupils.</p>	<p><i>Teaching across school is at least good. Teachers confidently use a range of teaching and assessment strategies, including Rosenshine's principles, to ensure all children make good progress. Staff deploy the teaching assistants well to provide daily interventions to address misconceptions and support learning and behaviour.</i></p> <p><i>Children across school made good progress from their starting points at the beginning of the year.</i></p>																														
<p>Improve speech and language acquisition in Foundation Stage and Year 1</p>	<p><i>All children on entry to Reception were assessed using Wellcom and appropriate intervention put in place. Overall children made good progress.</i></p>																														
<p>Increase in percentage of pupil premium reaching expected level of attainment in maths at the end of KS2, and/or good levels of progress.</p>	<p><i>Training in maths, and the introduction of NCETM planning documents ensures disadvantaged children are well supported in class. Learning is broken down into small steps with lots of guided practice to avoid gaps forming in children's understanding.</i></p>																														
<p>To develop a love of reading and improve children's fluency and comprehension in reading, and increase the percentage of pupil premium reaching expected level of</p>	<p><i>Reading Plus supported disadvantaged children in developing fluency and comprehension skills. As a result, disadvantaged children continued to make good progress in these year groups (internal data), particularly in Year 4 and Year 5.</i></p>																														

attainment in reading at the end of KS2, and/or good levels of progress.	Year 4	92% at ARE or above / GD 38%
	Year 5	82% at ARE or above / GD 32%
Improved mental health and well-being of PP children to allow better access to learning and build resilience and perseverance.	<i>Our Learning Mentor carefully timetables a variety of sessions with children to work on their resilience, and in particular over the last year, separation anxiety and other anxieties. Staff report improved attention and engagement in lessons.</i>	
Improved attendance of some PP children	<i>Mrs Mullen, our Learning Mentor, carefully monitored children's attendance and liaised with families. Attendance of our disadvantaged children during last year was 94.14% (compared to 94.9% of all children).</i>	
Widen pupil experiences	<i>Disadvantaged children were able to access individual instrumental tuition throughout the last academic year.</i>  <i>Children across Year 4,5 and 6 attended residentials to Castlehead in Grange over Sands, Low Bank Ground in Coniston and London. All disadvantaged children were heavily subsidised.</i>	

## Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Times Tables	TT Rockstars
NCETM (Maths)	NCETM
Essential Letter & Sounds (Phonics)	Oxford Reading
Speech & Language	Wellcom