Pupil Premium Strategy Statement

St Peter's Cross Keys Primary Academy

'Rooted in Love we Flourish and Grow'

This statement details our school's use of Pupil 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 in the last academic year.

School Overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	October 2026 (Reviewed October 2026)
Date on which it will be reviewed	November 2027
Statement authorised by	Matthew Tomlinson
Pupil premium lead	Matthew Tomlinson
Governor / Trustee lead	Jenna Freear

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,894.44
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£948,241.96

Part A: Pupil Premium Strategy Plan

Statement of intent

Our vision:

'Rooted in Love we flourish and grow'

Our school aims to provide an engaging educational environment that prepares children for life, with the hope and ambition to achieve their best. Working with the whole school community to build respect and understanding for one another. Encouraging all our talents, to flourish and grow with confidence and be successful members of society.

As our children grow into young adults, too many of those from low-income backgrounds face a future of unemployment, low wages and poor life chances. We acknowledge that each child has a variety of strength's and areas of development, as a result we hold regular meetings and structured conversations to ensure that the provision for our children is of the highest quality, whilst also using the must up to date research and information provided by the EEF.

As a school, we are determined to build a better future for all our children. This is a moral imperative and one to which all staff and governors are committed. Our strategy outlines the actions we will be taking to ensure all our children, but especially those entitled to Pupil Premium, have full access to all the opportunities school offers and the support they need to flourish academically, as well as spiritually, emotionally, morally, socially and physically.

The key principles in our strategy are as follows:

- Provide a curriculum that is rooted in the children's lives and the community in which they live so that they value their heritage and have the tools to begin thinking about their role in the community.
- Embed the use of 'Significant Individuals' into our curriculum so that children are learning from the good and the great of our society both gloablly and nationally.
- Prioritise literacy and numeracy skills so that children have the necessary vocabulary, listening and communication skills, to be able to play a full and active role in society.
- Enhance opportunities throughout the curriculum to promote and develop physical and emotional health and well- being, to improve the self esteem of our children and their passion and aspiration to achieve and become their 'best me'

- Ensure that assessment information is used purposefully to review and enhance the provision for our all children including children in receipt of Pupil Premium.

Specifically, we intend to:

- Use nurture groups such as Emotional Learning Support Assistant (ELSA)/Mediating Learning Support Assistant (MELSA) to ensure that children are happy and regulated within themselves in order to achieve their best academic success.
- Put measures in place rapidly to address underperformance, special educational need or social and emotional concerns.
- Ensure quality first teaching for all children, with a focus on speaking, listening, reading, writing and mathematics.
- Further embed our school in the wider community enhancing and enriching partnerships with parents/carers.
- Ensure good attendance at school through daily monitoring and bespoke work with families.
- Ensure all pupils have full access to all wider opportunities including visits to local providers as well as high quality sporting and arts/cultural experiences.

Challenges

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

Challenge number	Detail of Challenge
1	Communication and language skills (the ability to form sentences, express needs, follow instructions, use and understand age-appropriate vocabulary).
2	Number and Calculation skills (the ability to use early number skill including matching numerals to quantities and counting objects)
3	Children's wellbeing needs, resulting in multiple vulnerabilities (lower self-esteemand confidence, weaker resilience and ability to 'find their tiger', sometimes communicated through challenging behaviour).
4	Inconsistent attendance at school (for a minority of pupils) leading to gaps in learning.
5	Hardships for parents/carers including the cost of living and their own mental health needs, often requiring support from school.

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
Improve oral language skills for all pupils entitled to Pupil Premium, with a particular focus on those in the EYFS.	**66.6**% pupils entitled to Pupil Premium achieve expected+ in Communication and Language at the end of the EYFS. Pupils' interactions demonstrate understanding and the ability to use a wide range of appropriate vocabulary. Adults to use communication and language target boards to promote high quality interactions across EYFS Pupils demonstrate greater confidence when interacting with peers and adults.
Ensure all pupils entitled to Pupil Premium have opportunity to engage in high quality reading teaching as well as become enriched by diverse and exciting story telling developing a life long love for reading.	66.6% pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS. 75% pupils entitled to PP achieve the standard in the Phonics Screening Check by the end of Year 2. 60% pupils entitled to PP achieve EXS (expected) in Reading at the end of KS1. Pupils demonstrate a love for books and reading through their independent choices and play. Most families of pupils entitled to PP work in partnership with school to help their children learn to read.
Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.	Pupil voice will demonstrate an increase in not only resilience, but also working together across 'Family Groups' to help other children in the school community. Pupil Parliament will have a focus on embedding learning behaviour awards in school. Children can talk about their feelings and can identify trusted adults in school. Incidents of challenging behaviour in the classroom are reduced and children have strategies for managing their feelings when they are anxious.
Ensure all pupils entitled to PP consistently attend school well.	Pupils entitled to PP attend as well as, or better than, those not entitled. Attendance is at least in line with national expectations. Persistent absence is substantially reduced (for affected pupils). Families of pupils who are persistently absent are working in partnership with school on achieving bespoke attendance targets.

Activity in this academic year 2026-2027

This details how we intend to spend our pupil premium funding **this academic year 2026-2027** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £39,496.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Working alongside the math's networks within the trust and NCETM to provide rigour and purpose to our EYFS and arithmetic teaching.	**https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/** **https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1** The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Knowledge of multiplication and division and its applications, forms the single most important aspect of the KS2 curriculum, and is the gateway to success at Secondary School The Academy Development strategy is focusing on adaption and strategies within Number and Numerical patterns to embed knowledge for all children in receipt of PP. With Staff CPD sessions held on a half term basis to ensure that this remains top priority within school and quality assurance.	2
CPD Work with the English Leader, Headteacher and English hub coaching and mentoring to further develop the quality first teaching of reading, including phonics.	**https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches** Early literacy approaches have been consistently foundto have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress,with the most effective approaches improving learningby as much as six months. **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics** Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggeststhat phonics is particularly beneficial for younger learners (4−7 year old) as they begin to read. Teaching phonics is more effective on average than	1 and 6

	other approaches to early reading (such as whole language or alphabetic approaches), though it shouldbe emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. The Academy Development strategy is focusing on adaption and strategies within Composition and transcription to embed knowledge for all children in receipt of PP. With Staff CPD sessions held on a half term basis to ensure that this remains top priority within school and quality assurance.	
CPD Work alongside Sport coach, Forest school lead and Music/Art lead to ensure that high quality experiences develop self regulation and self esteem.	https://forestschoolassociation.org/what-is-forest-school/ promoting outdoor learning, including Forest Schools provide rich outdoor environments where children can learn and thrive. Many studies prove that outdoor learning has numerous beneficial outcomes for children such as improving physical health, increasing creativity, reducing stress levels, and enhancing cognitive learning. By embedding this in our extended curriculum opportunities children will be able to consistently develop these skills at an age appropriate level throughout their journey in school.	3,4 and 5
Staff Lead For staff to audit across school that all pupils especially those who are PP are accessing experiences that extend their cultural capital and social and emotional understanding.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Improving Social and Emotional Learning in Primary Schools is vital in order for all children to succeed. Enhancing the curriculum so that children can learn from the 'good and the great' is not only vital for children to develop their aspirations for themselves but also empower them to fulfil their full potential within their wider community.	3 and 5

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

£18,087.10 teaching assistant support for 1-1 tuition and small group interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed

Implement and evaluate the impact of Mastering of number programme in EYFS, KS1 and LKS2.	**https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1** Not only will pupils develop and demonstrate good number sense, they will develop a secure understanding of how to build firm mathematical foundations. This will allow teachers to embed strategies focused on developing fluency in calculation and number sense for all children, whilst also enhancing the use of appropriate manipulatives to support their teaching of mathematical structures.	2
Implement and evaluate the impact of RWI, freshstart, 1:1 coaching and bespoke reading interventions for pupils entitled to PP.	**Read, Write Inc Bespoke Assessment schedule** **Online Assessment - Ruth Miskin Literacy** This is used to e to address gaps in pupils attainment so that those disadvantaged achieve in line with their peers. Ensuring that all PP children have the greatest opportunity to achieve the phonics screening and EXS. **FFT up to date training** **https://sfa.fft.org.uk/portal/portal-page/phonics-training-events/#1653057890849-ff576fd2-5f7e** Through ensuring that staff are up to date on the scheme being used can ensure children are getting the most high quality provision in not only phonics teaching but also intervention in: • 1:1 bespoke coaching • Same day intervention • Groups regularly adjusted ensure children are able to thrive. use of the most recent outcomes from the assessment programme, adaptive teaching will be fully applied	1
We will expand book and reading opportunities. We ensure high quality text are available for pupils to read across this is in the classroom and library. The school environment has a text rich culture. Pupils are actively encouraged to take books home to share with family.	**The Reading Framework** through providing up to date audits school will be able to consistently review and enhance provision to ensure the very best outcomes are achieved for our children and especially those in receipt of PP. **https://www.gov.uk/government/publications/thereading-framework-teaching-the-foundations-of-literacy.**	1,3,5

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

Budgeted cost: £12,310.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will engage with the Nottinghamshire Attendance Networks making referrals as required for pupils displaying concerning attendance. The school will facilitate bespoke work and act on advice given. We will provide staffing to implement the advice given as part of the networks.	https://www.nottinghamshire.gov.uk/education/school-discipline-and-exclusions/attendance-absence-truancy This network support key members of staff to effectively monitor attendance and develop improvement strategies by not only keeping schools up to date with the latest local and national developments in attendance but practical advice on how to promote good attendance which will contribute to raising achievement and attainment.	4 and 5
We will provide a daily breakfast club between 7.30am – 8.45am offering a range of healthy options for breakfast. This will provide consistency, structure, clear boundaries and routines. The club will be subsidised for all children eligible for PP.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1698671976 https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	3 and 5
We will provide ELSA/MELSA support during four afternoons and nurture groups daily. Pupils managing their emotions with the use of breathing techniques. Emotional support during PE sessions. This will ensure those identified as needing emotional support including disadvantaged pupils are supported	**Improving Social and Emotional Learning in Primary Schools** https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel **ELSA Support** https://www.elsa-support.co.uk/about-elsa-support/ **MELSA Support** Mediating Learning Support Approach (MeLSA) ELSA sessions develop coping strategies and talk about difficulties resulting in children having the skills and tools to interact more successfully with others. From this they are able to develop	3 and 4

to manage their emotions.	greater self-awareness manage school better and develop their self esteem, resilience and promote positive mental health and wellbeing. This in turn allows children to successfully and consistently access core areas of their learning.	
We will provide a full programme of educational visits, core experiences and termly enrichment clubs during academic year 2025-26 (wider across the whole strategy 2024-2027). All of these experiences will be subsidised for pupils in receipt of PP.	**https://oeapng.info/downloads/making-the-case/** Well-organised outdoor learning, offsite visits and Learning Outside the Classroom can have a powerful impact on young people's learning and development, and achieve a wide range of outcomes – including improvements to academic achievement, personal development and behaviour. Some of these documents are several years old, but they are included for the useful perspective that they bring.	3 and 5

Total budgeted cost: £ 69,894.44

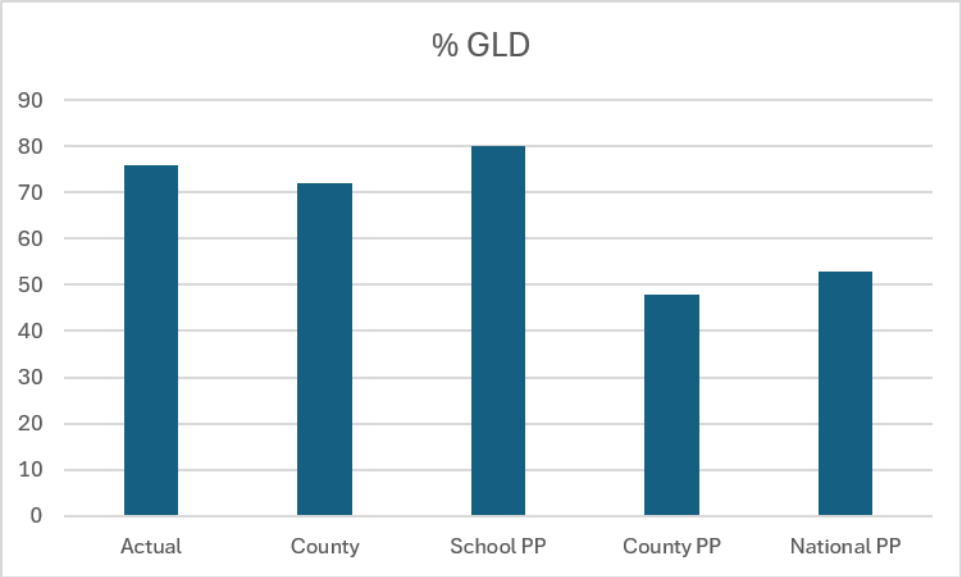
Part B: Review of the Previous Academic Year 2025-2026

Outcomes for disadvantaged pupils

This is the review of the PP objectives from the academic year 2025-2026.

The review will comment on the progress school has made towards the 4 intended outcomes

Improve oral language skills for all pupils entitled to Pupil Premium, with a particular focus on those in the EYFS.



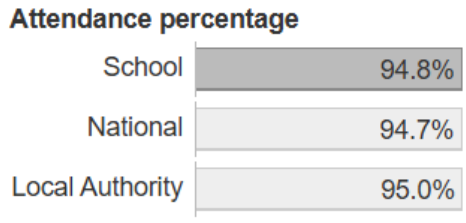
	% Achieving GLD
Actual	76
County	72
School PP	80
County PP	48
National PP	53

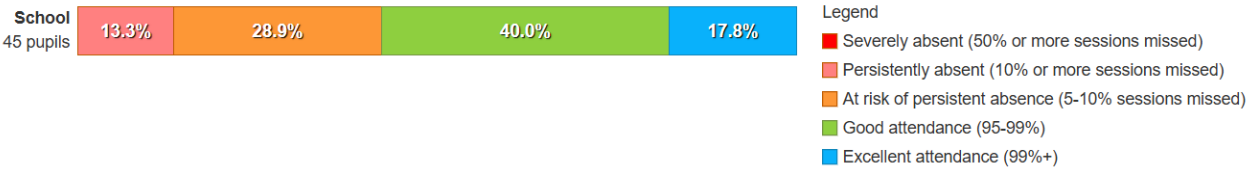
EYFS outcomes demonstrate a clear strength of the school. The proportion of children achieving a Good Level of Development was 76%, exceeding the county average of 72%. Particularly noteworthy is the achievement of disadvantaged pupils, 80% of whom achieved a GLD. This is significantly above both county (48%) and national (53%) disadvantaged outcomes and evidences the impact of highly effective early years provision, targeted intervention, and a culture of high expectations for all learners.

These outcomes demonstrate the school's commitment to ensuring that every child, regardless of background, flourishes and is fully prepared for the next stage of their education.

Outcomes for disadvantaged pupils in EYFS are exceptionally strong. Pupil Premium children significantly outperform both county and national disadvantaged averages and achieve in line with, or above, their peers, demonstrating highly effective provision and successful removal of barriers to learning.

Ensure all pupils entitled to PP consistently attend school well.

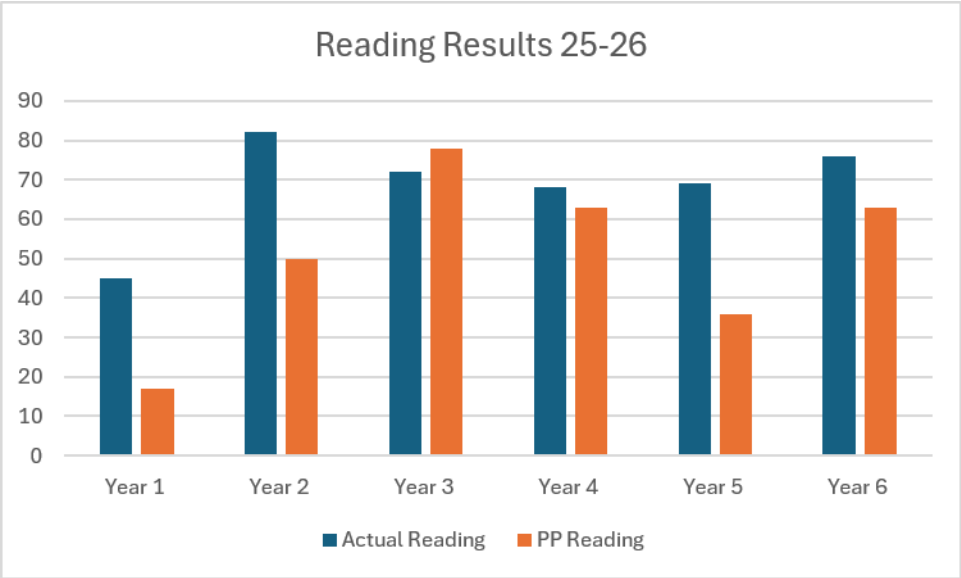




Attendance across the school remains a strength, with 58% of pupils achieving attendance of 95% or above, including 18% who have maintained 100% attendance. The school's strong culture of attendance is reflected in the high proportion of pupils regularly accessing learning. Leaders have robust systems in place to monitor attendance and provide timely support where concerns arise. Whilst 13% of pupils fall below the 90% threshold and are therefore identified as persistently absent, targeted interventions, close family engagement and rigorous monitoring are ensuring that attendance remains a key priority. Moving forward, leaders will continue to focus on reducing persistent absence and increasing the proportion of pupils attending above 95%.

This demonstrates that within PP children there is a strong attendance culture, high levels of regular attendance, significant number of pupils with excellent attendance.

Ensure all pupils entitled to Pupil Premium have opportunity to engage in high quality reading teaching as well as become enriched by diverse and exciting story telling developing a life long love for reading.



	Actual Reading	PP Reading
Year 1	45 (9/19)	17 (1/6)
Year 2	82 (13/16)	50 (1/2
Year 3	72 (13/18)	78 (7/9)
Year 4	68 (17/25)	63 (5/8)
Year 5	69 (22/32)	36 (4/11)
Year 6	7 (19/25)	63 (5/8)

Reading attainment is a strength across much of the school, with particularly strong outcomes evident in Year 2 and Year 6, where a high proportion of pupils are achieving the expected standard. There is also excellent performance from Pupil Premium pupils in Year 3, where disadvantaged pupils outperform the cohort average, demonstrating the positive impact of targeted support and effective teaching. Overall, reading attainment is secure across most year groups, reflecting a consistent approach to reading provision and assessment.

Moving forward, improvement work should focus on raising attainment in Year 1 and strengthening outcomes for disadvantaged pupils in Years 1 and 5, where attainment gaps remain most significant. There is also a need to reduce variability in Pupil Premium performance between cohorts to ensure greater consistency across the school. Leaders will continue to develop and refine intervention

programmes alongside promoting reading for pleasure, ensuring that lower-attaining pupils are supported to make accelerated progress and become confident, fluent readers.

Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.

Through Quality Assurance (QA) of our behaviour monitoring system and Quality Assurance about school behaviour perspectives from staff and pupils; There has been a clear reduction in incidences of low level behaviour among pupils entitled to PP. Furthermore, pupils entitled PP have had the opportunity to engage in a variety of extra curricular and personal develop experiences to improve the interactions children are having with school. This is not only developing children's executive functioning as a whole but also dealing with the setbacks and the positive outcomes of showing persistent resilience.

Pupil engagement in all aspects of school life is positive. Children who are entitled to PP are actively engaging in pupil leadership roles within school, demonstrating a clear improvement in children's interactions with others in school. Furthermore, nurture interventions within both ELSA and Forest School are having a positive impact for children throughout their learning journey. Both Parental and Pupil voice has showed that there has been a positive impact from these sessions both in school and in children's attitudes towards school at home.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Pupils accessed 'Reading Ranger' sessions. Engaging in high quality reading intervention and opportunities to talk and discuss their thoughts and opinions on texts that have been read.
The impact of that spending on service pupil premium eligible pupils
Through the use of Reading Rangers, children have been able to make accelerated progress not only in their assessment outcomes in reading but also in their perceptions towards reading.