

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cross Farm Infant Academy
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	15 children 18.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ali Stone (Academy Head)
Pupil premium lead	Ali Stone
Governor	Ashley Nuttell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
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	£22,725

Part A: Pupil premium strategy plan

Statement of intent

At Cross Farm Infant Academy, our aim is for every pupil—regardless of their background or the challenges they face—to make excellent progress and achieve highly across the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils, including those who are already high achievers, are supported to achieve, excel and flourish.

We recognise that some pupils, such as young carers or those with a social worker, may experience additional barriers to learning. The actions within this strategy are therefore intended to meet the needs of all vulnerable learners, whether or not they fall within the statutory definition of disadvantage.

At the heart of our approach is a commitment to **high-quality teaching**, targeted support, and meaningful enrichment. Research consistently demonstrates that excellent teaching is the most effective way to narrow the attainment gap while benefiting all learners. Our aim is to ensure that the progress and attainment of every pupil—including non-disadvantaged pupils—continues to improve as disadvantaged pupils thrive.

Our approach is driven by robust diagnostic assessment and a deep understanding of both individual and common barriers to learning. We avoid assumptions and instead respond precisely to the needs identified. To achieve this, we will:

- Provide ambitious and appropriately challenging learning for disadvantaged pupils.
- Identify and address emerging needs swiftly through early intervention.
- Maintain a whole-school commitment to the success of disadvantaged pupils, with every member of staff upholding high expectations and shared responsibility.

This strategy is rooted in the values and vision of our Trust:

Our Vision

For every pupil to be happy and healthy; to contribute positively to their communities; and to achieve academic excellence.

Our Values

Positivity

- We look for the good in everyone and everything.
- We share positivity and approach challenges with optimism.

Integrity

- We act in ways that are responsible, honest, and trustworthy.
- We commit to doing what is right and building trust through our actions.

Respect

- We treat all members of our community with dignity and kindness.

- We value diversity and stand actively against discrimination.

Resilience

- We adapt to succeed and persevere through challenges.
- We support one another and grow through every experience.

Aspiration

- We strive to be the best we can be, both individually and collectively.
- We work together with ambition, purpose, and an unwavering pursuit of excellence.

These values shape our culture and drive our determination to ensure that every disadvantaged pupil at Cross Farm Infant Academy grows, learns and flourishes.

Challenges

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

Challenge number	Detail of challenge
1	Early language, communication and oracy delay Some pupils enter the Early Years with limited vocabulary, reduced speech clarity, or underdeveloped listening and attention skills, which impacts their ability to access learning, express themselves confidently, and engage fully with classroom dialogue
2	Gaps in fine motor control and handwriting fluency A number of disadvantaged pupils struggle with fine motor strength, pencil grip and control, leading to difficulties with letter formation, handwriting fluency and overall stamina for writing tasks.
3	Inconsistent phonics and early reading progress Several pupils require sustained catch-up support in phonics and early reading; gaps in decoding, blending, and reading fluency mean they are at risk of falling behind age-related expectations if not targeted early.
4	Reduced emotional resilience and self-confidence Some disadvantaged pupils experience challenges with emotional regulation, self-esteem and confidence, which can affect their ability to learn independently, take risks in their learning, and manage social interactions positively.
5	Limited enrichment opportunities and variable parental engagement Some pupils have fewer opportunities to participate in cultural, social or extracurricular experiences outside 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
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<p>Pupils develop confident spoken language and oracy skills</p>	<p>Vocabulary use increases and is applied confidently across subjects.</p> <p>Classroom observations show improved turn-taking, active listening and confidence in speaking with both peers and adults.</p> <p>Oracy assessments and teacher observations indicate clear progress has been made over the year from baseline starting points.</p> <p>Pupils speak in full, grammatically accurate sentences appropriate to their age.</p> <p>Speech and language interventions track progress. Fewer pupils require ongoing speech and language intervention by the end of the year.</p>
<p>Pupils improve handwriting fluency and fine motor control</p>	<p>Pupils form letters accurately and consistently using the school's agreed handwriting approach.</p> <p>Pupils show increased stamina and fluency in writing tasks.</p> <p>Fine motor assessments and handwriting books demonstrate measurable improvements.</p> <p>Fewer pupils require ongoing handwriting intervention by the end of the year.</p>
<p>High quality CPD for all staff</p>	<p>Our PD timetable is tailored to further support our pupils. It will include teacher and LSA training focussed on confidence in the delivery of phonics, reading, writing and Mathematics alongside use of targeted interventions.</p> <p>Teachers and LSAs fully trained in supporting pupils with SEND and those who are disadvantaged, alongside all pupils.</p>
<p>Improved phonics and early reading outcomes</p>	<p>100% of disadvantaged pupils make at least expected progress in phonics.</p> <p>The proportion of PPG pupils meeting the Year 1 Phonics Screening threshold matches or exceeds peers.</p> <p>Teacher assessments and pupil progress meetings show increased reading fluency and confidence.</p> <p>Daily reading and intervention tracking demonstrates regular and sustained progress.</p>
<p>Enhanced emotional wellbeing and resilience</p>	<p>Pupils demonstrate greater confidence, independence and engagement in lessons.</p> <p>Pupil voice reflects improved feelings of safety, belonging and confidence at school.</p>

	<p>Reduction in incidents relating to emotional dysregulation or low confidence.</p> <p>ELSA records and wellbeing assessments show increased emotional literacy and self-regulation.</p>
Disadvantage pupils fully accessing the enrichment offer	<p>Discounts and subsidies will be made available for pupil premium families and those who are disadvantaged, for all school trips and resources- to ensure all pupils can take part in all opportunities.</p> <p>All pupil premium children have the option of free breakfast club and subsidised wrap around care.</p> <p>SLT will make targeted and strategic decisions for all pupils, with a sharp focus on those who are disadvantaged, to ensure wraparound care is available regardless of costs.</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)

Budgeted cost: £7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Phonics for all staff: Provide continued and targeted training to ensure sustained progress for all pupils and maintain high standards in phonics instruction. CPD for Teachers and LSAs: Focus on developing expertise in language, transcription, and composition skills for writing. Additionally, enhance mathematical talk, scaffolding techniques, and subject knowledge	<p>In line with EEF guidance, support staff to receive training.</p> <p>EEF research shows that children who are exposed to fully decodable reading do better in reading and writing. The DfE's new 'Essential Core Criteria' 2021 states that all books should be fully decodable to enable the children to feel successful which is particularly important for those children whose early language experiences put them at risk of struggling with beginning reading. Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidenced-based research proved to improve fluency through reading for pleasure.</p> <p>Evidence in writing from OFSTED research 2022 emphasised the importance of explicit teaching of foundational skills as a prerequisite, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, to allow all pupils to write effectively. Children practise composition through oral activities before their transcription becomes fluent.</p> <p>Language comprehension and composition can be developed through a literature-rich environment, for example through interactions between adults and children and by listening to, talking about and learning by heart stories, poems, rhymes and songs.</p> <p>Research has shown that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	1 & 2 & 3

<p>PD on the effective use of feedback to accelerate progress focusing on error tracking and assessment at the point of learning to maximise learning gains.</p>	<p><u>Mastery learning</u></p> <p>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:</p> <p>High Impact tool identified by EEF i.e. 6 months +</p>	
<p>CPD ensures all staff have received continual training on:</p> <ol style="list-style-type: none"> 1. Ordinarily available provision 2. Evidence based intervention programmes 3. Personalising/ scaffolding adapting the curriculum for children with SEND and EAL (if required) 	<p>In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed 'disadvantaged'</p>	<p>1 & 3 & 4</p>

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

Budgeted cost: £9685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy development through Talk for Writing and structured speaking tasks (TPS/ Maths talk)</p> <p>Speech & Language support WellComm / SaLT input</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early oral language support builds foundation for literacy (+6 months).</p>	<p>1</p>
<p>Handwriting and fine motor intervention groups (Write Dance,</p>	<p>Fine motor and handwriting practice support literacy outcomes.</p>	<p>2</p>

Funky Fingers, targeted support		
ELSA	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Interventions (evidenced based)	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 & 2 & 3

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

Budgeted cost: £5840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support provided by Senior Attendance Champion and HT. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Behaviour monitoring and targeted support for those in need.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues. Proactively encouraging participation by speaking directly with families, identifying barriers (e.g., cost, confidence, logistics) and offering supportive solutions.	Research shows that enriching experiences and wider participation help develop social skills, confidence and cultural capital, contributing to improved academic and wellbeing outcomes Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	4 & 5

<p>Establishing lunchtime or after-school enrichment opportunities that remove barriers linked to transport, cost or availability</p>	<p>to respond quickly to needs that have not yet been identified.</p>	
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Total budgeted cost: £22,725

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2024-2025

Pupil Premium Grant (PPG) Report 2024–2025

Attendance

Attendance for all pupils 2024–2025 was at 95.2%, above the national average of 94.9%. The school continues to prioritise the importance of regular attendance and remains committed to providing families with the guidance and support needed to sustain and further improve these positive trends. With the Introduction of a Kite attendance champion this reflects our commitment to fostering a culture of regular attendance.

Behaviour

Behaviour continues to be a strength of the school. OFSTED (2023) judged behaviour to be *good*.

“Pupils are welcomed into this warm and inclusive school. They celebrate each other’s individuality. Staff have set high expectations for behaviour across the school that pupils readily rise to.”

Emotional Well-being and Social Development

A key priority for PPG and disadvantaged/vulnerable pupils is the improvement of emotional well-being and social outcomes. Out of the 19 children accessing ELSA (Emotional Literacy Support Assistant) in 2024–2025, 11 were PPG and disadvantaged/vulnerable children.

The sessions focused on:

- **Social Skills:** Building peer relationships through structured games and activities.
- **Parental Separation:** Offering a supportive environment for pupils to discuss changes at home and express concerns.
- **Emotional Regulation:** Developing strategies to manage heightened emotions.
- **Emotional Literacy:** Identifying, understanding, and articulating a range of emotions.
- **Anxiety Management:** Learning practical techniques to reduce and cope with anxiety.

These interventions helped pupils develop resilience, emotional awareness, and improved social confidence.

Extra-Curricular Participation

During this academic year, all pupils, including those eligible for the Pupil Premium Grant (PPG), were offered access to a broad range of enrichment activities. These included six externally led clubs: Rocksteady, Playball, Boogie Pumps, Aspects of Dance, and lunchtime Spanish, alongside teacher-led clubs such as ukulele, Lego, and book club.

97% of disadvantaged/vulnerable pupils attended at least two different club activities, ensuring wide engagement and exposure to diverse experiences.

All pupils, including those eligible for PPG, were encouraged to apply for roles across the school.

8 disadvantaged/vulnerable pupils served as library monitors.

3 disadvantaged/vulnerable pupils were elected to the school council, contributing to pupil voice and decision-making.

Of the 4 places offered for our Kite Champions Day, 3 were allocated to disadvantaged/vulnerable pupils, providing high-profile leadership and confidence-building experiences.

These outcomes demonstrate our commitment to equity of access, personal development, and raising aspirations for disadvantaged pupils. By embedding enrichment and leadership opportunities into the school culture, we have strengthened engagement, improved confidence, and supported holistic development for all learners.

Staff Professional Development

All staff continued to receive high-quality CPD to strengthen teaching and provision for all learners. Training included:

- Phonics CPD, peer support and coaching
- Writing
- Live feedback
- Phonics and early reading
- In-the-moment intervention strategies
- Ordinarily Available Provision
- Dual Coding
- SMART target setting
- Understanding dysregulation
- Spelling and handwriting development
- Language development
- Error tracking strategies

- Building belonging & unconscious bias
- Engagement and participation
- *Connect Before Correct* behaviour approaches

Targeted interventions delivered this year included Bond Builders, precision teaching, phonological awareness programmes, Colourful Semantics, Blank Level Questioning, speech production work, and minimal pairs.

Curriculum and Outcomes

Our Curriculum remains ambitious, inclusive, and grounded in the latest research on effective learning. It is carefully designed and implemented to remove barriers and ensure every pupil can experience success.

Outcomes 2024–2025

Attainment data shows that targeted support for PPG pupils continues to have the strongest impact in **reading**.

There were 29 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 4 pupils did not meet the **phonics expected standard**.

Year 1 Phonics: 86% **National 80%**

National 80%

There were 9 pupils who were eligible for the phonics screening check in Year 2 in 2025; 8 of them sat the check and 1 did not. Of those who sat the check, 2 pupils did not meet the **phonics expected standard**

Year 2 Phonic retakes: 92% National 89%

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
ELS	Essential Letters and sounds
Mastery number	Maths Hub
WellComm	
TTRS	Maths circle

Service pupil premium funding (optional)

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

Measure	Details