Pupil Premium Strategy Statement
Crown Street Primary School

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 last academic year.

School overview

Detail	Data
Number of pupils in school	76 (December 2025) *55 (Reception & Y1)*
Proportion (%) of pupil premium eligible pupils	*22% (Rec & Y1)* *12 pupils (Rec & Y1)*
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Heleyna Thompson, Head of School
Pupil premium lead	Heleyna Thompson, Head of School
Governor / Trustee lead	Freya Booth, Chair of Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,295 *(based on Autumn 25 data)* *Autumn 24 = £5,660 (3 pupils)* *Summer 25 = £8,690 (5 pupils)*
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	
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*	£19,295 *(based on Autumn 25 data)*

Part A: Pupil premium strategy plan

Statement of intent

At Crown Street Primary School, our intention is for everyone, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them. Our school vision is that we will provide 'education on another level, where possibilities are endless' which is embedded across the curriculum we provide and in the work we do for all our pupils.

At the heart of the Laurus Trust's vision is the ethos of 'levelling the playing field' so that children and young people are provided with the opportunity, regardless of background of circumstance to thrive and succeed. At Crown Street Primary School, we recognise that some children face additional challenges due to socio – economic disadvantage, and we are determined to address these inequalities through our Pupil Premium Strategy in order to 'level the playing field'. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our central focus revolves around delivering high-quality teaching tailored to address the specific needs of disadvantaged pupils. Extensive research has shown that this approach is most effective in narrowing the attainment gap associated with socioeconomic disadvantage. Simultaneously, it has a positive impact on the academic progress of non-disadvantaged pupils within school. Our intended outcomes, as outlined below, reflect a commitment to sustaining and enhancing the achievement of non-disadvantaged pupils while ensuring progress for their disadvantaged peers.

We are fully aware that our pupil premium strategy must meet the needs of our pupils within our school context, we work alongside our pupils to understand their specific needs and critically evaluate and analyse school attainment, progress, pastoral and attendance data. We are mindful of the fact that all pupils' circumstances are unique. Rather than making assumptions about the effects of disadvantage, our approach is grounded in robust diagnostic assessment and responsiveness to both individual needs and common challenges. By adopting a combination of strategies, we strive to create the best learning environment that empowers all pupils to excel.

To ensure they are effective we will:
- Support disadvantaged pupils with their SEMH needs so that they can be ready to learn
- Ensure disadvantaged pupils are challenged in the work that they are 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 work together to raise expectations of what our pupils can achieve
- To improve the attendance and punctuality of disadvantaged children
- To level the playing field of and close the gap in attainment between socio-disadvantaged and non-disadvantaged children
- Regularly review and reflect on the provision provided to ensure it is effective

We aim to do this through:
- Providing Adaptive Teaching and high-quality teaching and learning for all children
- Providing targeted support for disadvantaged pupils
- Closely monitoring the progress of disadvantaged pupils
- Creating pupil profiles with specific targets and next steps for progress in attainment and SEMH

Challenges

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

Challenge number	Detail of challenge
1 School Readiness	School readiness and engagement – children are starting our school with a range of previous experience including a range of different private settings and/or no previous setting due to moving into the country. On entry to Early Year Foundation Stage, baseline data shows Communication and Language, Self-Regulation and Literacy are areas to be prioritised. Children in Year 1 were born throughout Covid-19 pandemic and therefore some of their early experiences may have been impacted by this.
2 Phonics/Early Reading	Acquisition of Phonics and Early Reading foundational knowledge – Phonics is central to learning to read and is an important component in development of early reading across Early Years and Key Stage 1. Our children are entering school with different levels of Phonics/Early Reading skills (factors for this include language spoken at home, speech and language difficulties and awareness of Phonics/Early Reading within school/curriculum by parents/carers – as many are first-time parents/carers and/or new to school system). We have found that when children have transferred mid-year there are gaps in this knowledge – especially in relation to identifying GPCs and blending. Challenge also presents itself as many of our children speak more than one language, with English not necessarily being their home/first language and this is often the same for parents/carers/families meaning that the home support of Phonics/Reading at home can be difficult. It is also important for us to develop and instil a love of reading for all our children, ensuring that they all have access to a range of diverse and high-quality texts to love and use to support their academic and personal/social/emotional development.
3 Oral Language and Vocabulary	Underdeveloped oral language skills and vocabulary gaps – underdeveloped oral language skills and gaps within vocabulary has been identified amongst many of our children, potentially compounded by many also having English as an additional language. We are using assessments (Wellcomm) to identify need and balancing this with 'expected development' within Early Years and in Key Stage 1, alongside assessing children who are identified as EAL with Bell Foundation EAL Assessment Framework. Older role models in relation to oral language and vocabulary is difficult as our oldest children are currently Year 1. Staff awareness of supporting oral language and vocabulary is essential. To repeated earlier points, Communication and Language within EYFS has been identified as a priority area along with prioritising children's early communication (to support the teaching of early literacy) and with the teaching and acquisition of Phonics across EYFS and Key Stage 1.
4 Personal, Social and Emotional Needs	Personal, social and emotional needs – linked to Challenge 1, on joining our school Self Regulation has been identified as a priority area for many of our children, especially for our disadvantaged pupils. Particularly in regards to our children being able to understand their own feelings and those of others, being able to give focused attention to the teacher and know right from wrong and try to regulate behaviour accordingly – this can and does look different for different individuals. For our children to be ready to learn and succeed in their learning, we need to develop their emotional well-being, social and behavioural needs.

5 Attendance and Punctuality	Communication and engagement with parents with a specific focus on importance of attendance and how parents can support their child's learning – with being a new school, we are internally monitoring attendance and punctuality and reacting on an individual need basis. With many of our parents/carers/families being new to school (no older children, first child to go through school system) we are having to communicate the importance of attendance/punctuality in regard to their child's academic and personal/social development along with key information regarding attendance (authorised, non-authorised, penalty notices etc).

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
Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points. • Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS and Phonics Screening Check • Disadvantaged pupils, including those with SEND, will make progress linked to their bespoke targets. *(links to 1,2,3,4)*	Disadvantaged pupils within EYFS will achieve a Good Level of Development (GLD) by the end of EYFS Disadvantaged pupils, who are eligible, will pass Phonics Screening Check (PSC) This desired outcome will be measured: • In-year assessment data – including White Rose Maths, NFER assessments, FFT RAP assessments, Phonics Screening Check resources, Wellcomm • Use of Pivats to assess those working on Engagement Model • Pupil Progress Review meetings – with in-depth focus on disadvantaged pupils – the support they receive and outcomes of interventions and/or assessments • Identification of Areas of Learning to focus on within EYFS for disadvantaged pupils • Review and reflect use of in-year interventions to support pupils in achieving intended outcomes
Improved oral language skills and vocabulary among disadvantaged pupils (links to 1, 2, 3)	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. Wellcomm will be used in EYFS and Yr1 to support this. Progress for our pupils who are identified as EAL will be measured using Bell Foundation EAL Assessment Framework.
Improved self-regulation for all pupils, particularly our disadvantaged pupils (links to 1, 4)	Assessments, observations and pupil voice indicate significantly improved self-regulation among disadvantaged pupils ensuring they feel happy and safe in school. Our pupils will be able to identify their own feelings and apply their understanding of rules/right from wrong and regulate their own behaviour. All pupils, particularly our disadvantaged pupils, will be observed to be able to focus/attend to their teacher and follow instructions within the classroom – with transitions/routines becoming habitual. Behaviour data reports linked to the above has decreased, and is not disproportionate for our disadvantaged pupils compared to non-disadvantaged.

To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils (links to 1, 2, 3, 4, 5)	With having a small cohort, to analyse and understand individual circumstances (e.g. impact of illness – chicken pox) on disadvantaged pupils' attendance and punctuality and have worked with parents/carers to ensure attendance is in line (at least) with non-disadvantaged pupils/national averages and that parents/carers understand the importance of attendance/punctuality. Look for sustained high attendance for the academic year for disadvantaged pupils' (95% +) along with the attendance gap between disadvantaged and non-disadvantaged pupils to be below 1%. Decrease in % of pupils who are persistently absent.
Communication and collaboration with disadvantaged pupils' parents and carers will support provision offered in school (links to 1, 2, 3, 4, 5)	Parents/carers of pupils will actively engage in their child's education and will attend Parents' Evenings, along with Curriculum Information sessions, and any additional meetings in relation to behaviour, progress and/or well-being. The Weekly Newsletter will be used as a tool to communicate with parents/carers along with bespoke communication/letters in relation to attendance/punctuality and/or behaviour.

Activity in this academic year

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

High Quality Teaching

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Learning Curriculum outlined for academic year – balancing subject specific content, pedagogy and space to be reflective/reactive to needs arising throughout the year. The Professional Learning Curriculum to take account of 'pinch points' throughout the year and additional CPD in relation to assessment points and/or new structures implementing across the academic year (due to growing new school context) Professional Learning Curriculum for all (Teachers	Leaders to consider the Effective Professional Development	EEF when planning the Professional Learning Curriculum for the academic year – ensuring it balances the identified priorities along with being reflective and reactive to needs of pupils (including individuals and/or groups) throughout the year. Professional Learning Curriculum to effectively build knowledge, motivate staff, develop teaching techniques and embeds practice, whilst taking into consideration the context and needs of the school – focusing on identified priorities and school development areas specifically in relation to EYFS and Key Stage 1. Therefore using Guide to Effective Professional Development in the Early Years	EEF to support Professional Learning. Ensure Professional Development Curriculum is appropriate and tailored for all – Teachers and Learning Support Assistants Deployment of Teaching Assistants	EEF states 'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner	2, 3, 4

	outcomes due to the large difference in efficacy between different deployments of teaching assistants.'	
and Learning Support Assistants)	The content is carefully considered and is drawn from trusted sources:	
	• Phonics Professional Learning - FFT Success for All	
	• Five a day: supporting high-quality teaching for pupils with…	EEF	
	• Metacognition and Self-Regulated Learning	EEF	
	• Improving Behaviour in Schools	EEF	
	• Teacher Feedback to Improve Pupil Learning	EEF	
	• The ShREC approach	EEF	
	• The EEF Guide to the Pupil Premium	
Enhancement of our English curriculum, through whole staff CPD, subject leader monitoring and tracking of outcomes (Drawing Club, Handwriting, Readiness to Write, 8YO)	English Subject Lead to work alongside Trust Director of Primary Curriculum to develop English Curriculum considering the Writing Framework (July 2025) along with identified school development priorities. Focus on: • development of being able to write and handwriting from EYFS through to Key stage 1 and beyond • high quality interactions between adults and children to develop communication and language skills • use of singing, storytelling, nursery rhymes to develop early reading • use of structured programmes/interventions E.g. Drawing Club For this – English Subject Leaders will be making use of the findings from the EEF on Improving Outcomes in Maths and Literacy: • Preparing for Literacy	EEF • Improving Literacy in Key Stage 1	EEF • 'The Importance of Reception' – Writing Framework, July 2025	1, 2, 3, 4
Teaching & Learning of Phonics using DfE Validated Synthetic Phonics Programme FFT Success for All	Teaching Phonics is a statutory requirement in Primary Schools in England - Phonics	EEF Phonics has a positive impact on average with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	1, 2
Engage children in high-quality interactions	There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills. Along with Oracy programmes to support schools to develop pupils' use of	1, 2, 3, 4

	speech to express their thoughts and communicate effectively. There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities. • The ShREC approach | EEF • Communication and language approaches | EEF • Our Work | Elklan Training Ltd • EEF Oral language interventions Use of 'Teaching Children to Listen. A Practical Approach to Developing Children's Listening Skills' by Liz Spooner & Jacqui Woodcock.	
Development of EYFS Lead Phase Leader for Early Years to have dedicated leadership time. Leader to deliver transition to school project throughout the summer term, working with children and families to support them to be school ready. Engage with Dingley's Promise Training (this based on capacity – just EYFS Lead initially)	Creating strong family engagement even before children have started school is key. Offering more transition visits supports children's confidence in the setting and helps staff to identify swiftly any additional support which might be needed. Children are more able to engage in learning when they start school. Once in school, use of Wellcomm screening and Reception Baseline will support identifying needs and/or areas of development within the first 6 weeks of starting school. Use of • EEF Early Years Toolkit • Dingley's Promise Training (for EYFS Lead) • EYFS Lead to attend EYFS Lead Networks	1, 2, 3, 4
Trust model of Trust Directors of Primary Curriculum to support Head of School to have oversight of curriculum intent, implementation and impact in all areas Quality Assurance that our high standards for high quality teaching, in line with our Teaching and Learning Policy are embedded. Leaders have been appointed for each phase and have dedicated weekly leadership time. Subject leaders have CPD to support their role development and dedicated release time	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. • EEF Effective Professional Development Report • The EEF Guide to the Pupil Premium • Using your pupil premium funding effectively – Education Endowment Foundation	1, 2, 3, 4

Targeted academic support
Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff including Teachers and Learning Support Assistants to support key children, groups of children and year groups Targeted support to be given in the identified subjects/areas • *Phonics / Early Reading* • *Communication and Language* • *Emotional Skills* • *Social Skills* *(Class Teachers, alongside SENDCo and Head of School, to identify pupils)*	Research on Teaching Assistants delivering targeted support interventions in one-to-one or small group settings shows a consistent impact on attainment [Deployment of Teaching Assistants	EEF] Where individual pupils and/or groups of pupils are identified as needing additional support, used the [Small group tuition	EEF] which shows that small group tuition is effective (once group size increases above six or seven there is a noticeable reduction in effectiveness) Range of evidence and research informs all decisions about which intervention approaches are used	1, 2, 3, 4
Small-group and/or 1:1 teaching of Phonics (FFT Success for All) and use of RAP	Teaching Phonics is a statutory requirement in Primary Schools in England - [Phonics	EEF] Intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. Findings suggest that providing targeted additional phonics support to specific children can have an especially positive impact. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.	1, 2, 3
Small-group and/or 1:1 Wellcomm intervention	Use of Wellcomm as part of baseline assessment in across EYFS and Year 1 [EEF	Wellcomm: The complete speech language tool kit] There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills. There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.	1, 3,
Appointment of SEND Class Teacher to support Teaching & Learning, small-group and 1:1 interventions,	To support creating a positive and supportive environment for all pupils without exception as an inclusive school removes barriers to learning and participation, whilst providing an education that is	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
along with a personalised learning environment and curriculum for identified pupils (primarily those with significant SEND and EHCPs in place and/or pending)	appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils.

The SEND Teacher would complement high quality teaching with carefully selected small-group and one-to-one interventions. Although, high quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. Interventions should be carefully targeted through identification and assessment of need.

Use of:
- [SEND in mainstream schools | EEF](#)
- [Five a day: supporting high-quality teaching for pupils with… | EEF](#)
- [The EEF Guide to the Pupil Premium](#) | |
| Commission external specialists to support with assessment, reports and sharing recommendations to support individual and/or groups of children. Along with providing training for all staff linked to identified areas of need
- Speech and Language Therapists
- Educational Psychologist | To support creating a positive and supportive environment for all pupils without exception as an inclusive school removes barriers to learning and participation, whilst providing an education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils. Although, high quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. Interventions should be carefully targeted through identification and assessment of need.

On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress, and supports a child's school readiness…such as speech and language therapy. A wide evidence base was considered, indicates moderate to high impact from direct SaLT delivered speech and language therapy.

[DfE – 'What Works': Interventions for children and young people with speech, language and communication needs.](#) | 1, 3 |
| Identification of individual needs | Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice | 1, 2, 3, 4, 5 |

Wider strategies
Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Zones of Regulation programme	There is evidence that teaching awareness of emotions and feelings can improve children's understanding of emotions. Helping children to notice the connection between their physical	1, 4

	reactions, feelings, and core emotions, and to express their emotions and feelings. This approach may particularly benefit children who are experiencing more stress or less support at home. Teaching and Modelling Managing Emotions and Feeling. Working with children to teach and model different ways of managing strong emotions, considering impact on others and the environments children are in. Proactively and explicitly teaching children strategies for managing their emotions can be effective. Practitioners have an important role to play in modelling how to manage emotions. Use of: • EEF	Personal Social and Emotional Development • Self-Regulation Curriculum	The Zones of Regulation	
Identified Teacher/Learning Support Assistants to deliver programme of SEMH interventions (afternoons).	EEF Social and emotional skills support effective learning and are linked to positive outcomes later in life. EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. EEF research finds the impact of targeted interventions is typically a little higher than the typical social and emotional learning (SEL) approach. Use of: • The EEF –social and emotional learning • Deployment of Teaching Assistants	EEF • Guide to Effective Professional Development in the Early Years	EEF	4
Development of Parental Engagement Strategy Including in-person opportunities for sessions held in school ahead/at the start of the school year (induction/Curriculum sessions) as well as bespoke sessions linked to specific areas / learning e.g.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps and how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. There is some evidence that supporting parents	1, 5

Phonics 'watch me teach' session.	with their first child will have benefits for siblings. EEF Teaching and Learning toolkit suggests, 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' The EEF Guidance Report for Working with parents to support children's learning states; 'Provide practical strategies to support learning at home', • [Working with Parents to Support Children's Learning | EEF](#) • [Parental Engagement | EEF](#)	
School Operations Coordinator to develop role as Attendance Officer, working closely with Head of School to monitor, analyse and report on attendance, along with delivering the actions needed to meet our statutory duties and those laid out in our Attendance policy	Attendance at school is everybody's concern and a corner stone of improving outcomes and progress. Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. • [Working together to improve school attendance](#) • [EEF – supporting attendance](#)	4, 5
Begin to develop Enrichment Curriculum to include a range of extra-curriculuar clubs (Year 1 pupils and above)	Extracurricular activities are an important part of education and can support bridging the disadvantaged gap by providing a chance to boost cultural capital, confidence along with attainment. Different extra-currcicular clubs can help build skills and engagement that can improve life chances (EEF) Use of: • [Physical activity | EEF](#) • [Arts participation | EEF](#)	4

Total budgeted cost: £19,295

Part B: Review of the previous academic year

This is the school first Pupil Premium Statement.
Allocation from Summer Census 2025, based on 26 on roll in Reception was 19% (5 pupils)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year (continue to use in current academic year)

Programme	Provider
Office 365	Microsoft
Wellcomm	GL Assessment
FFT Success for all Phonics	FFT
White Rose Maths / Science	Maths Hub / NCETM
Bell Foundation	Bell Foundation
Healthy Schools	Manchester Local Care Organisation
Zones of Regulation	Leah M Kupers
Tapestry	Tapestry
Educational Pyschologist (SLA)	One Education
Speech and Language Therapy/Advice	Salford SALT