



Cringle Brook Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	10/7/26
Statement authorised by	Lisa Vyas
Pupil premium lead	Helen Chase
Governor / Trustee lead	Freddie Gualda-Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,720
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£94,720

Part A: Pupil premium strategy plan

Statement of intent

The intent for our Pupil Premium strategy is that our children from a disadvantaged background will close the gap on their peers and reach their potential. We have identified areas of challenge and will target these to support our children to close the gap with their peers both emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Academic performance On entry to Reception our disadvantaged pupils arrive below or well below age related expectations compared to other pupils. This gap results in children being significantly behind their peers academically. This means reaching potential is significantly more challenging. This has been seen nationally.
2	Reading On entry assessments into school show that children begin with their access to books and early reading ability significantly behind their peers. This results in a significant gap between disadvantaged children and their peers on reading attainment. This has also been shown nationally.
3	Missed enrichment opportunity Children from disadvantaged backgrounds have often had less enrichment opportunities than their peers outside of school. This has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind. With the cost-of-living crisis, we are seeing a further gap between disadvantaged children and their peers of their opportunities to access enrichment opportunities outside of school.
4	Parent engagement Parent engagement to support children achieve effectively can be a challenge. We have identified that parent engagement with some of our disadvantaged children to be lower than their peers. This results in the support from home for their academic achievement to be lower than that of their peers. Cost of living is having a large impact on our families. Families are struggling to find the correct support to ensure that they have a home environment for the children to have their needs met.
5	Range of need within the classroom Supporting staff to ensure that classroom practice is inclusive through training to understand and have strategies to support children who have ASD, ADD and ACES, to ensure they reach their potential.

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
Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2. Phonics in Year 1, Times tables in Y4 and Rec baseline.	KS2 outcomes to show that the outcomes for disadvantaged pupils are in line with their peers for the expected standard in maths, reading and writing. Phonics attainment continues to be in line with local and national statistics. EYFS- the gap is narrowed. Yr 4 times tables show the trend is going up.
Increased parental engagement	Increased participation in children's learning at home. Families supported effectively with cost-of-living support. Families clear on where they can find support both in school and out of school. Focus on reducing screen time and being outdoors. Talking more to and with children. Reading for pleasure. The importance of a balanced diet.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5,6 to support English and maths delivery including in class support, challenge and targeting	This approach has been taken in the previous year as a result we have seen that the teacher and the TA have been able to target pupil premium children, allowing them to build confidence, develop fluency and apply knowledge. The internal data has shown impressive progress from starting points and a closing of the gap between the disadvantaged children and their peers. Lesson observations have shown that teaching assistants allow teachers to adapt teaching effectively to the needs of the children in class. Teaching assistant interventions EEF (educationendowmentfund.org.uk)	1, 2
ASD, ADD and ACES training	Developing staff knowledge of ASD, ADD and ACES to support teacher knowledge to effectively support both mental and academic progress. EEF- Effective Professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	6

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

Budgeted cost: £37,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS / KS1 /KS2 - reading Teaching Assistants Reading teaching assistant to ensure every child in Reception and KS1 is heard read twice a week, with pupil premium children having an additional reading slot. KS2 pupil premium children are also listened to read twice a week.	The Reading Teaching Assistants model means that disadvantaged children are heard read several times a week. This has shown to make a significant difference to reading progress and attainment for these children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE. Reading Comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2
Speech and Language TA	Teaching assistant to target speech and language provision across the school through assessment, intervention and supporting staff to develop provision within the classroom. We have seen over a number of years that children come into school with a number of speech and language needs. This approach has allowed these children to bridge the gap to their peers.	1

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

Budgeted cost: £13,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support for target disadvantaged families, PSA 1 day a week	The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to support the provision and improve outcomes for these children and families. Her remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who she supports gain huge benefit from her involvement and the measures of impact: stability, welfare, attendance etc are all demonstrably improved. Parental engagement EEF_ (educationendowmentfund.org.uk)	5

<p>Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.</p> <p>Opportunities to build confidence, independence, improve risk taking and develop vocabulary are given through subsidised residential visits in year 4 and 6.</p>	<p>Our Children's Charter is a vision that aims to extend children's horizons and experiences so that by the time they leave our schools they will have experienced trips in each year group which include natural world experience: farm, forest, seaside, countryside etc alongside cultural and arts events: live orchestra, theatre and sporting events.</p> <p>This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives. These experiences have shown an increased ability for the children to be able to contextualise their learning and as a result develop a greater vocabulary which in turn impacts on their ability to develop both their reading and writing.</p> <p>Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range, from physical, emotional and academic.</p>	4
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Total budgeted cost: £ 94,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sustained high attendance

☒ **Attendance Headlines – Pupil Premium (2025)**

Improvement in Persistent Absence

Pupil Premium pupils have shown progress in reducing persistent absence, moving closer to the school average compared to previous years.

Consistent Engagement

Despite facing greater challenges, Pupil Premium pupils maintain overall attendance rates that are broadly in line with school averages (around 5%).

Commitment to Support

The school's targeted strategies—such as reading interventions, family engagement programs, and pastoral support—are helping Pupil Premium pupils stay connected to learning.

Positive Trend

Persistent absence for disadvantaged pupils is on a downward trajectory, reflecting the impact of recent attendance initiatives.

Attainment outcomes

Phonics – Y1 (2/5 pp children didn't pass out of the cohort- 1 NTE, 1 EHCP pending)

abc Phonics (Year 1)

5 pp at time of assessments in y1

Pupil Premium (School): 60%

LA Average: ~67.7%

National Average: ~79.9%

KS2 Outcomes

Key Stage 2 – Expected Standard

Subject	School PP	LA Avg	National Avg
Reading	84.6%	63.0%	81.0%
Writing	76.9%	59.0%	78.0%
Maths	61.5%	47.0%	69.0%
RWM	61.5%	47.0%	62.0%

Key Stage 2 – Greater Depth

Subject	School PP	LA Avg	National Avg
Reading	46.2%	21.0%	39.0%
Writing	0%	7.0%	16.0%
Maths	18.2%	15.0%	11.0%

Parental Engagement

Parent voice activities have shown the barriers we offer support in a variety of ways to meet needs identified. This includes support with parenting as well as support with learning. Screens, reading and oracy continue to be the biggest issues that we try to target parents with.

Targeted work by the PSA in terms of emotional support and financial facilitation continues to have a positive impact on the parents' ability to support their children. Targeted parents can identify where they can find support both in school and out of school.