

Pupil premium strategy statement – Starcross Primary School

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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	206
Proportion (%) of pupil premium eligible pupils	18%
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)	2025-2026/27
Date this statement was published	31.12.25
Date on which it will be reviewed	November 2026
Statement authorised by	Tara Trail
Pupil premium lead	Tara Trail
Governor / Trustee lead	Martin Veasey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,936
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55,936

Part A: Pupil premium strategy plan

Statement of intent

At Starcross Primary School we aim to break down barriers for all our pupils by prioritising children with Pupil Premium. We consider their needs by communicating with teachers, families and children themselves, and plan to do our very best for every child. We strongly believe that personal development is at the heart of what we do as a school, and we want all children to develop social, emotional, cultural and communicative skills alongside their academic knowledge. Our Pupil Premium Strategy is shared with all staff and at our LGB on a termly basis.

We prioritise learning in PSHE, communication and language and early reading as core foundations for further learning for children. We aim to use our pupil premium funding to ensure that all children in receipt of Pupil Premium funding reach their full potential in personal development and academically including catching up and keeping up in key subjects where required. We aim for our curriculum offer to be equitable for all and adjust to ensure all children can access events, trips and experiences in the same way as their peers.

We offer a broad and balanced curriculum with topics that are carefully planned to engage and excite pupils with their learning. Curriculum content is pitched high, and we ensure children study ambitious concepts and vocabulary. We raise aspirations through our curriculum and through our Careers Week. Our curriculum is brought to life by trips, residential, memorable experiences and visitors. Our Outdoor Learning offer ensures that children relate their learning to the world around them even further.

Reading is at the heart of our curriculum. Topics are based around key texts, and a love of reading is nurtured continuously. Pupils' reading habits and progress are continually monitored, and the teaching of reading is prioritised throughout the school. We utilise a rigorous system of phonics alongside a range of strategies to that the teaching and learning of Early Reading is of the highest calibre. We use the Shrec approach in Early Years to promote interactions and extend vocabulary.

We believe that high-quality inclusive teaching is key to ensuring that all children thrive. Through systems of incremental coaching and CPD, we aim to equip staff with the skills and knowledge to ensure that children receive the highest standards of education. Within this, we believe in providing high standards and models of Oracy so that all pupils can find their voice. Although these approaches will benefit all children, their impact will be significant on improving standards for disadvantaged pupils.

The majority of funding will go towards supporting pupils to be able to access the full curriculum and reaching their academic potential. This will be through lesson support or extra intervention supported by a member of staff in core subjects or in Speech and Language or SEMH work to build foundations for learning. The wider curriculum is funded also through paying for a percentage of trips and visitors to make these enrichment activities more affordable.

We recognise that families also need support in pastoral areas to support them learning and attending school, and so we offer spaces for PP pupils at our breakfast club, and after school club, we provide pre-loved uniform, and are beginning family support for finance, health and additional needs through parent sessions. We also support PP children who wish to learn to play a musical instrument by part funding their peripatetic lessons. We will part or fully fund the cost of residential visits to enable our PP children to take part.

As a school, we value relationships and have a strong relational approach. CPD and training for staff will benefit this, as does our investment in interventions to develop pupils socially and emotionally.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenge

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from preschool through to KS2 and in general are more prevalent in our disadvantaged pupils than in their peers
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulty with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged

	pupils continues to be affected by the school closures during the pandemic to a greater extent than for other pupils- this is supported by national studies.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities.
6	Our attendance data over the last 2 years shows that our % for some disadvantaged pupils has been lower than that of non-disadvantaged pupils.

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
Children will be able to communicate effectively and less children will require speech and language intervention by KS2.	Speech and language assessments completed when required and interventions carried out as required. Provisions and My Plans show individual progress. - Specialist Speech and Language support including parental and staff training. - Children able to access learning in line with peers - Fewer behavioural incidents recorded on CPOMS related to frustration with communication and understanding
Children will be ready to learn, having strategies to support their mental health and wellbeing, raised self-esteem and the ability to foster positive relationships	SEMH work with specialist TA, where possible, 1:1 and small group support children to build self-esteem, awareness and self-regulation strategies - All staff trained with a focus on positive behaviour and relationships. - Fewer behaviour incidents resulting in children missing learning in lessons.
SEND needs will be identified early to enable children to receive SEND support in addition to PP support.	Teachers trained to identify and support SEND needs at early stages. - Support staff trained to offer intervention in a range of strategies and subjects, where possible - Pastoral support and signposting for families with children with SEND needs.
Children will have opportunities which are equitable to their peers including access to trips, outdoor activities and extra-curricular learning.	Children accessing lessons, clubs and trips where funding can support. Subsidised trips where families are able to contribute. Children can talk about personal goals which are supported during their time at school. Children supported with daily reading.
Children will be motivated to learn and be engaged in lessons driven by strong relationships with their teachers, leading to	Student leadership opportunities. School Council, Mental Health Ambassadors, Eco Warriors. Personal development opportunities such as visits to other schools

higher aspirations and belief that they can achieve	and businesses, and visits to school from inspirational people. High quality curriculum delivery planned to meet the engagement needs of PP children.
Children will make progress in reading and writing through high quality teaching and targeted intervention.	Internal school data shows progress in reading and writing. Quality first teaching is planned to engage, support and scaffold children to develop writing skills. - Phonics interventions are rigorous -cracking the phonics code is essential for all children - Priority reading available for 1:1 readers. Whole school focus on reading for pleasure
Raise the standard of Oracy throughout the school so disadvantaged pupils communicate effectively	Disadvantaged pupils can communicate effectively, as reflected in pupil voice, learning walks and online evidence

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: £ 28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to tackle disadvantage and SEND needs. Use of research high-quality teaching techniques	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap' and 'Using your Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p> <p>Educational psychologist led training delivered across the year focusing on Ordinarily Available and Targeted provision.</p> <p>We use widgets to support our SEND and DS children. Evidence is taken from the National Council for SEND on the impact of widgets to support learning.</p>	2,5,6

<p>Ensure reading is the heart of the curriculum:</p> <p>Purchase of Read Write Inc (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Accompanying CPD is provided to ensure all stakeholders can support this delivery.</p>	<p>EEF Tackling Disadvantage Regular 6 weekly RWI assessments and regrouping of children as required. Pupils are taught in small homogenous groups taught by their stage, not age. Trust-wide RWI package to provide us with a trainer for the year. 2 x INSET days for all staff delivering RWI. Training on coaching and assessment for leaders and 1:1 tutoring for tutors. Ongoing reading data in the phonics check, KS1 and 2 assessments. Phonics assessments every six weeks and children are regrouped as required. Lesson observations</p> <p>Early Reading Lead has had time to embed the new phonics scheme and non-negotiable reading every day to children. CPD on teaching reading and fluency, use of Accelerated Reader to motivate and monitor reading, investment in quality texts, text-led topics, engaging parents through meetings.</p> <p>EEF Tackling Disadvantage- supports the use of Accelerated Reader</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,2,3,6
<p>Investment in QFT, curriculum development and staff training designed to raise standard of curriculum White Rose Maths across the school</p> <p>Purchase and use of high-quality schemes and resources to improve the teaching and learning of mathematics, such as White Rose Hub and Times Tables Rock Stars.</p>	<p>Internal monitoring shows impact of schemes for consistency. Lesson framework,</p> <p>Use of Steplab instructional coaching to provide high-quality CPD for staff to promote HQIT for all pupils.</p> <p>A wealth of evidence shows that continually developing high quality teaching is one of the most impactful methods in supporting disadvantaged pupils. The Education Endowment Fund states that “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.” (the EEF Guide to the Pupil Premium, 2023) https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Regular Instructional coaching is shown to directly support teacher performance over time.</p> <p>There is strong evidence showing that mathematics teaching focusing on developing problem solving strategies, a use of visuals and manipulatives, and a range of tasks to challenge/support pupils’ mathematics, has an impact on pupils’ overall mathematics.</p>	1,2,3,5,6

	<p>Data has shown a trend of rising Times Tables results at the MTC following the use of Times Tables Rock Stars at the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
Participation in the Arts access to musical performances to take part in, watch, learn an instrument, clubs, Trust wide music project	<p>EEF teaching and learning toolkit</p> <p>Young Voices Concert</p> <p>Powderham Castle Concerts</p> <p>Peripatetic Music lessons- 17% DS children</p> <p>Choir</p> <p>Ivy Trust Music Project</p>	4,5,2
<p>Oracy</p> <p>CPD focused on raising standards of Oracy, and modelling in the classroom (from systems such as Step Lab)</p>	<p>Raising standards of oracy will have a significant impact on pupil's social interactions, literacy and understanding.</p> <p>Evidence from the new Assessment and curriculum review focuses on the important of oracy.</p>	2,5,6

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers used for reading and Maths	In-house data showed increased impact through use of tutors in previous year.	1,3,5,6

intervention for KS2. Teacher time to offer 1:1 and small group and 1:1 intervention.	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>Attainment of current Year 6 cohort</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
Deployment of TAs to support pupils, including Speech and Language Intervention.	<p>Internal data shows impact on attainment and progress EEF teaching and learning toolkit</p> <p>Private speech therapist visiting school monthly – producing high quality reports and guidance for staff. We are seeing positive progress for our pupils with SLCN.</p>	1,3,6
Use of Provision Map to track the impact of the above	<p>EEF teaching and learning toolkit</p> <p>Treetops reports and reviews</p>	1,2,3
1:1 phonics intervention when children are identified or are absent	<p>EEF teaching and learning toolkit</p> <p>Significant impact demonstrated in previous official data sets for Y1 and Y2 outcomes. Children keep up with the program through daily interventions and regular assessments.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,6

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

Budgeted cost: £13,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trips, extra-curricular activities, inspirational visits/ experiences and sporting and learning such as swimming sessions.	EEF Pupil Premium Menu Pupil Voice Survey? Y6 Swimming attainment Tracking enrichment so that there is equity amongst pupils	2,4,5
Nurture support during the school day and at break and lunchtimes. Development of nurture spaces. Increased opportunities for engaging play	EEF Pupil Premium Menu Behaviour CPOMs Provision map outcomes	2,3,4,5
Breakfast and after school club sessions, uniform were provided for families. Additional snack times before home time/ breakfast provided. Run club before the end of the day and supporting with cost of music lessons. Preloved uniform and new items when needed	EEF Pupil Premium Menu Increased popularity of BC and ASC. Holiday Clubs were also run in the Easter and Summer holidays.	2
Outdoor Learning Providing weekly Outdoor Learning sessions to enrich the curriculum and provide pupils with opportunities for explorative learning	Classes on rota to have a block of outdoor learning. A major systematic review of nature-specific outdoor learning found that outdoor environments are associated with socio-emotional, academic, and wellbeing benefits for school-aged children. The evidence showed improved engagement, ownership of learning, social collaboration, and some academic improvement across natural outdoor settings	4,5,6

Total budgeted cost: £55,936

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 81% pupils achieving the Year 1 Phonics Check pass rate.
- 50% DS pupils achieved the Year 1 Phonics Check pass rate
- 93% of year 2 children passed the resit phonics
- 62% of year 4 children passed the Multiplication Check
- 67% of DS year 4 children passed the Multiplication Check
- 74% of year 6 children met the expected standard in reading, writing and maths
- 50% of DS year 6 children met the expected standard in reading, writing and maths
- 83% of year 6 children achieved the expected standard in reading, maths and SPaG
- All year 6 children attended the residential trip
- All children attended the year 3 and year 4 residential
- All children able to attend school day trips
- 12 children learning musical instruments, 17% are DS children, across the academic year and invited to perform in summer concert.
- Speech, language and communication support was completed for all children

Internal monitoring of progress and attainment for pupils was recorded using Sonar. In addition, monitoring is achieved through:

Lesson observations and drop ins

Pupil progress meetings

Moderation and Assessment meetings

Staff meetings

Book looks

Pupil interviews and surveys

Parent surveys and Parent Forums

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.

Programme	Provider
Sing Up	Sing Up
Steplab coaching	Steplab coaching
Language Angels	Language Angels
Lyfta	Lyfta
Dyslexia Screener	
Provision Map	
White Rose	
Arena	
Jigsaw	
Ed Shed	
Seesaw	Seesaw
Times tables Rockstars	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Financial support for trips and residentials Offered places at Breakfast Club Small group intervention when required
The impact of that spending on service pupil premium eligible pupils
Children felt included and part of our school. Children made good academic progress

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.