

Pupil premium strategy statement – [CROSBY HIGH 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	178
Proportion (%) of pupil premium eligible pupils	95/178 = 53%
Academic year / years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Ian Griffiths (HT)
Pupil premium lead	Martyn Maguire (DHT)
Governor / Trustee lead	Karen McTaggart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 45,770.00
Total budget for this academic year	£ 144,700.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding strategically and effectively to raise achievement and improve outcomes for all pupils, while ensuring that disadvantaged pupils are supported to overcome barriers to learning and achieve their full potential. We recognise that socio-economic disadvantage is not always the primary challenge faced by our pupils; however, we identify differences in outcomes for disadvantaged pupils when compared with their peers, including those who join us with similar starting points.

Our approach is rooted in our school values of responsibility, respect, empathy, trust and kindness. We want every pupil to develop the knowledge, skills, confidence and personal qualities they need to thrive, both within school and in their lives beyond it. We will use Pupil Premium funding to remove barriers, widen opportunities and ensure that disadvantage does not limit a young person's aspirations or future success.

We will particularly focus on reducing differences and improving outcomes in the following areas:

- Behaviour, self-regulation and readiness to learn
- Academic achievement and progress
- Communication, independence and life skills
- Employability, careers and preparation for adulthood
- Social, cultural and enrichment opportunities
- Access to an appropriate, supportive and stimulating learning environment

At the heart of our approach is high-quality teaching, informed by assessment and focused on the areas where disadvantaged pupils require additional support. We will provide a broad, balanced and ambitious curriculum that enables pupils to develop academically, socially, emotionally and personally. We will maintain high expectations for every pupil and ensure that appropriate support and challenge are provided so that all pupils can make strong progress from their individual starting points.

Our commitment to raising achievement for all pupils means that, although this strategy is focused on addressing the needs of disadvantaged pupils, many of our approaches will benefit the whole school community. Where Pupil Premium funding supports whole-school approaches, such as high-quality teaching, effective assessment, behaviour and self-regulation, enrichment or improvements to the learning environment, we expect these approaches to contribute to improved outcomes for both disadvantaged and non-disadvantaged pupils.

We will explicitly promote our school values through our work with disadvantaged pupils. We will support pupils to develop responsibility for their learning, choices and future; demonstrate respect for themselves, others and their environment; develop empathy and an understanding of different perspectives; build trusting relationships with adults and peers; and show kindness within their school and wider communities. These values will underpin our work to develop positive relationships, resilience, independence, confidence and a sense of belonging.

We will provide disadvantaged pupils with opportunities to develop independent living, communication and social skills, alongside meaningful experiences that broaden their horizons and strengthen their aspirations. We will continue to ensure that appropriate, high-quality work experience, careers education, further education guidance and preparation for adulthood are available to all pupils for whom they are appropriate.

Our strategy will be driven by the individual needs, strengths, aspirations and starting points of each young person. We will use formal and informal assessment, pupil voice, staff knowledge and engagement with families and external partners to identify barriers and evaluate the impact of our provision. This will enable us to respond flexibly and ensure that resources are targeted where they can have the greatest impact.

Ultimately, our intention is that every pupil, regardless of background or circumstance, is supported to achieve their best, develop our shared values and leave school equipped with the knowledge, skills, confidence and experiences needed to lead fulfilling and successful lives.

Challenges

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

Challenge number	Detail of challenge
1	Perceive 'negative' behaviours often linked to specific SEN needs impact on pupils' ability to self-regulate. A high proportion of our pupils who struggle to regulate their emotions in school come from disadvantaged backgrounds. They may struggle to access the curriculum as a result and are in more danger of not making a successful transition to post-16 education (see challenge 3).
2	Although the progress of the cohort as a whole was similar to non-disadvantaged pupils, our data shows that a number of pupils from disadvantaged backgrounds require academic interventions to enable them to make expected progress.
3	Studies show that pupils from disadvantaged backgrounds are less likely to gain employment than others. Furthermore, people with SEN are also less likely to gain employment than non-SEN. The first step on this journey after CHS is post-16 education so enhancing our employability offer and post-16 support is essential to our pupils' futures.
4	Our assessments, observations and discussions with pupils and families demonstrate that pupils from disadvantaged backgrounds experience fewer opportunities for social development, in terms of personal development and cultural capital outside of school, which impacts negatively on their life at present and also their opportunities in the future.
5	Assessments, observations and discussions with pupils and families demonstrate that pupils from disadvantaged backgrounds are more likely to not have their basic needs met (clothing, food).

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
1. Improved academic progress and attainment	• Pupil Premium pupils make progress in line with, or better than, their individual targets. • The attainment gap between disadvantaged and non-disadvantaged pupils reduces year-on-year. • At least 80% of identified pupils meet or exceed their termly academic targets. • Progress is reviewed termly, with additional intervention provided where pupils are not on track.
2. Improved attendance and engagement	• Overall attendance for Pupil Premium pupils improves year-on-year. • Persistent absence among disadvantaged pupils reduces each academic year. • Individual attendance concerns trigger timely, documented support and review. • Pupils demonstrate increased engagement with learning, measured through attendance, lesson participation and pupil voice.
3. Improved wellbeing, behaviour and readiness to learn	• Reduction in suspensions and serious behaviour incidents among Pupil Premium pupils. • Pupils receiving pastoral or therapeutic support demonstrate improved emotional regulation and readiness to learn. • At least 80% of pupils receiving targeted intervention show measurable improvement against their individual targets. • Pupil voice indicates that disadvantaged pupils feel increasingly safe, supported and able to learn.
4. Increased access to enrichment, careers and preparation for adulthood	• All Pupil Premium pupils have equitable access to trips, enrichment, extracurricular activities and careers education, with financial barriers removed where necessary. • Pupils participate in meaningful work-related learning, careers encounters and vocational experiences appropriate to need. • By Year 11, pupils have an appropriate post-16 destination and a personalised transition plan where required. • Participation data shows that disadvantaged pupils are not disproportionately excluded from enrichment opportunities.

5. Improved independence, life skills and successful post-16 transition	• Pupils make measurable progress in independence, communication, self-advocacy and/or life skills identified in their individual plans. • Pupil Premium pupils demonstrate increased confidence in managing routines, relationships and practical tasks. • 100% of Year 11 Pupil Premium pupils have an identified next-step destination and appropriate transition support. • Destination data shows sustained progression into education, employment or training, with additional support provided to pupils at risk of becoming NEET.
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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

Budgeted cost: £ [44,275]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Curriculum Resources that support our cultural capital offer and/or personal development offer	Our curriculum can be enriched if we have quality resources that support our cultural capital and personal development offer.	2, 3, 4
Purchase food for using in food tech lessons	Food Technology provides children with the opportunity to develop functional skills for adulthood. Ensuring children have the ingredients to participate in these lessons allows them to develop these skills.	2, 3
Purchase resources for Forest School provision	Forest school provides a wealth of opportunities to develop a range of skills outside of the classroom. Forest school allows young people to use their initiative, problem solve and work with others. These skills help develop empathy and respect for others, the environment and the tools that are used. All of the above are valuable life skills which will have a positive impact on pupils at Crosby High.	1, 2, 3, 4
Staff CPD for example training in Thrive, phonics, AET)	Training staff in key areas that will support disadvantaged pupils will mean that there is a higher chance of interventions being successful and of the pupils' needs being met in lessons and in general school life.	1, 2
Bringing external experts to school to support in curriculum areas particularly in sports and the arts.	Pupils will receive even more specialised support, particularly in areas that help to increase their health and wellbeing, overall personal development and their cultural capital.	1, 2, 4

Resources, CPD and trips funded to enhance our careers and Skills For Further Learning curriculum.	This will strengthen our offer in terms of developing pupils' employability skills, offering them an enhanced curriculum with the opportunity to develop these skills in real life situations/environments.	3, 4
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Targeted academic support

Budgeted cost: £ [51,750]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue and further enhance non-academic interventions (social, sensory, behavioural, emotional) in support of positive pupil progress. (resources and CPD)	Interventions are more likely to be successful if we have effective resources to support them.	1, 2, 4
Embedding our Thrive Hive and further improving its resources.	Large percentages of pupils in receipt of PP have been or currently are on CP plans, are LAC or have been adopted. Many of these children will have suffered significant trauma in their childhood and ACES, which will have affected all areas of development. An effective Thrive Hive, including a Thrive approach, allows our school to identify and support interruptions in social and emotional development caused by trauma and ACES and work towards repairing them. This room will also be used effectively as a drop-in centre where pupils can go to regulate their emotions with support.	1, 2, 4.
Sensory activity related resources that can be used for pupils to regulate when appropriate	Pupils need different resources to regulate their emotions depending on their individual needs or the specific situation. Having a wider variety of resources including specific and resourced sensory areas will benefit our pupil, helping them to regulate their emotions and to learn self-regulation strategies that work for them.	1, 2, 3, 4
To provide 1 to1 counselling sessions using an expert external advisor for targeted individuals	Pupils' ability to engage in learning is significantly reduced if they are experiencing emotional dysregulation. Access to counselling will allow pupils to learn strategies that will enable them to regulate emotions and engage in learning opportunities.	1, 2, 4.

Continue and further enhance interventions in support of positive behaviour, mental health + well-being. For example, animal therapy, art therapy and other CPD and resources.	Some pupils will need additional support to access the curriculum and school in general. If this is the case, we will be able to respond in an effective and appropriate way.	1, 2, 4.
Continue and further enhance academic interventions in support of positive pupil progress. (resources and CPD)	Interventions are more likely to be successful if we have effective resources and CPD to support them.	1, 2
To provide resources linked to High Quality Teaching that will enable all pupils to fully access the curriculum.	Specific resources can support some pupils, related to their individual needs, to fully access the curriculum and their learning.	1, 2, 3
Staffing of pupil interventions, including academic interventions and non-academic interventions.	Additional staffing may be required to support interventions for disadvantaged pupils as required. Staff with an intervention role in school may need additional support this year in terms of CPD and working hours to embed new initiatives like the Thrive Hive and new intervention programmes/systems we are utilising. Our intervention officer role has recently been increased to a full time post.	1, 2, 3
Adapted timetables for pupils in danger of not-attending Crosby High School and/or not making successful transition to Post-16 Education. This may include attending alternative education provision.	At times, some of our disadvantaged pupils are in danger of not making a successful transition to Post-16 education and/or in danger of not engaging with their placement with us. Offering an alternative timetable can support the pupil in these cases. This may involve the use of external tutors/support workers or the pupil attending alternative provision.	4

Wider strategies (Attendance, behaviour, wellbeing)

Budgeted cost: £ [48,055]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meeting basic needs: for example uniform, breakfast, transport	Not having the appropriate food / uniform can make pupils anxious or dysregulated. These children are therefore less likely to fully participate in school activities. Ensuring these items are available when needed will help to promote engagement in the curriculum and general school life.	1, 2, 5
Purchasing specific resources, CPD and initiatives related to PEP pupils.	This will ensure that these pupils are supported effectively in school.	1, 2.
School trips and events	School trips and events improve our cultural capital offer and enhance our offer in terms of supporting pupils' social and life skills development.	1, 2, 3, 4.
Residential trips	Residential's improve our cultural capital offer and enhance our offer in terms of supporting pupils' social and life skills development.	1, 2, 3, 4.
Intergenerational and community related events and activities	This will improve our cultural capital offer and enhance our personal development offer in terms of supporting pupils' social and life skills development.	1, 2, 3, 4.
Provide a range of school clubs	School clubs improve our cultural capital offer and enhance our offer in terms of supporting pupils' social and life skills development.	1, 2, 3, 4.
Providing opportunities for pupils to take part in external events, particularly related to sports and the arts.	This will improve our cultural capital offer and enhance our offer in terms of supporting pupils' social and life skills development.	1, 2, 3, 4.
Rewards programme to incentivise good behaviour	A structured rewards programme available to all students will motivate and incentivise all pupils to progress in all areas.	1, 2.

Total budgeted cost: £ [144,080]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Strategy	Review	Achieved / On target / continuing to work well / Not achieved.
Purchasing Curriculum Resources that support our cultural capital offer and / or personal development offer	The purchase of curriculum resources directly enhanced pupils' cultural capital and personal development by broadening exposure to diverse experiences and materials. Pupils demonstrated increased engagement and a better understanding of wider world concepts.	Achieved
Purchase food for using in food tech lessons	Funding for food technology ingredients ensured full participation for all pupils, regardless of financial barriers. This enabled practical skill development	Continuing to work well
Purchase resources for Forest School provision	Investment in Forest School resources enhanced outdoor learning, improving pupils' resilience, teamwork, and self-regulation.	Continuing to work well
Staff CPD for example training in Thrive, phonics, AET)	CPD opportunities strengthened staff expertise, leading to more interventions and enhanced classroom practice. Training in Thrive, and working towards ASD framework resulted in more targeted support and improved outcomes for pupils	Continuing to work well
Bringing external experts to school to support in curriculum areas particularly in sports and the arts.	The involvement of external professionals enriched curriculum delivery, particularly within sports. Pupils benefited from specialist knowledge, resulting in improved skills, increased motivation, and greater participation in extracurricular opportunities.	Continuing to work well
Resources, CPD and trips funded to enhance our careers and Skills For Further Learning curriculum.	Resources and experiences funded for careers education provided pupils with clearer pathways and improved understanding of future options. Pupils reported increased confidence in preparing for transitions	Continuing to work well
Continue and further enhance non-academic interventions (social, sensory, behavioural, emotional) in support of positive pupil progress. (resources and CPD)	Enhanced non-academic interventions led to measurable improvements in emotional regulation, social interaction, and engagement. Pupils accessing these interventions displayed reduced behavioural incidents.	Continuing to work well

Embedding our Thrive Hive and further improving its resources.	Further development of the Thrive Hive created a more effective therapeutic space for emotional support. Pupils accessing the provision showed improved emotional resilience and better behaviour regulation	Continuing to work well
Sensory activity related resources that can be used for pupils to regulate when appropriate	The introduction of sensory tools positively impacted pupils' ability to self-regulate.	Continuing to work well
To provide 1 to1 counselling sessions using an expert external advisor for targeted individuals	Specialist counselling supported targeted pupils in addressing emotional and mental health needs and many pupils showed improved self-esteem	Continuing to work well
Continue and further enhance interventions in support of positive behaviour, mental health + well-being. For example, animal therapy, art therapy and other CPD and resources.	Therapeutic interventions led to noticeable improvements in wellbeing, with pupils demonstrating increased confidence, reduced behavioural escalations, and improved relationships with peers and staff.	Continuing to work well
Continue and further enhance academic interventions in support of positive pupil progress. (resources and CPD)	Academic interventions strengthened progress in core subjects, particularly for disadvantaged pupils. Data indicates improved attainment and closing of gaps in phonics and reading.	Continuing to work well
To provide resources linked to High Quality Teaching that will enable all pupils to fully access the curriculum.	Resources purchased to support high-quality teaching enhanced lesson delivery and increased accessibility for all pupils.	Continuing to work well
Staffing of pupil interventions, including academic interventions and non-academic interventions.	Additional staffing enabled consistent, targeted support, resulting in more personalised intervention plans. Pupils benefited from sustained contact with identified adults, leading to improved outcomes	Continuing to work well
Adapted timetables for pupils in danger of not-attending Crosby High School and/or not making successful transition to Post-16 Education. This may include attending alternative education provision.	Adapted timetables prevented potential non-attendance and disengagement, supporting vulnerable pupils to remain on roll and transition successfully to post-16 destinations. Alternative provision placements helped pupils maintain educational continuity.	Achieved
Meeting basic needs: for example uniform, breakfast, transport	Ensuring pupils' basic needs were met removed significant barriers to learning. Pupils receiving support were more punctual and attended more regularly.	Continuing to work well
Purchasing specific resources, CPD and initiatives related to PEP pupils.	Targeted support for PEP pupils ensured that their specific needs were met, resulting in improved academic progress, emotional stability, and engagement in enrichment opportunities.	Achieved

School trips and events	Funding for trips and events ensured equitable access for all pupils, helping to enrich curriculum experiences and build cultural capital.	Continuing to work well
Residential trips	Residential experiences significantly enhanced confidence, independence, and teamwork. Pupil feedback indicated strong personal growth and improved relationships.	Continuing to work well
Intergenerational and community related events and activities	Community-focused experiences strengthened pupils' social responsibility and communication skills. Engagement with local groups enhanced pupils' sense of belonging and improved interpersonal confidence.	Continuing to work well
Provide a range of school clubs	The wide range of clubs increased participation in extracurricular learning, enabling pupils to explore interests and develop new skills.	Continuing to work well
Providing opportunities for pupils to take part in external events, particularly related to sports and the arts.	Providing access to external competitions and exhibitions raised aspirations and showcased pupils' talents. Pupils demonstrated pride in representing the school.	Continuing to work well
Rewards programme to incentivise good behaviour	The rewards programme successfully incentivised positive behaviour, contributing to a calmer school climate and increased engagement. Behaviour data indicates reductions in negative incidents among pupils regularly engaging with the system.	Continuing to work well