

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	Cravenwood Primary Academy
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Leah Fenton
Pupil premium lead	Hester Glock
Governor / Trustee lead	Tracey Scholes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,120
Recovery premium funding allocation this academic year	
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	£213,120

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

Pupil Premium is additional funding allocated to schools to boost attainment of those who are disadvantaged. The Government believes that Pupil Premium is the best way to level up unequal opportunities children from lower income families compared to more wealthy families. The funding is allocated to children who are from lower income families; are registered for free school meals (FSM), have been in care and are children of parents in the armed forces.

How do we use the funding at Cravenwood Primary Academy?

At Cravenwood Primary Academy, all staff have high expectations of all children, including those with pupil premium, and strive to bring out 'the best in everyone'. We ensure that children with pupil premium make strong progress, irrespective of their background or challenges they may face.

Our approach to improving the chances for pupil premium children is underpinned by our six core values and is driven by Quality First Teaching; research shows that this has the greatest impact on closing the gap for those who have a disadvantage. All class teachers and teaching assistants receive high-quality training around effective delivery of the curriculum.

We fund additional leader time out of class to support the further improvement of Quality First Teaching through team teaching and real time coaching, which enables a strong focus on the support of pupil premium. We have additional teaching assistants to support those with pupil premium through targeted interventions such as: pre-teaching and gap filling groups, speech and language, support with social, emotional, and mental health and support for International New Arrivals.

We have a thorough assessment procedure and hold regular progress meetings to monitor the progress of our pupil premium children.

At Cravenwood Primary Academy, we endeavour to provide an education with character and provide a wide range of opportunities, including educational visits and trips, to broaden the pupils' experiences and to encourage them to be ambitious about their prospects.

Challenges

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

Challenge number	Detail of challenge
1	Typically, pupils entering school in EYFS do so with lower-than-average language abilities (both receptive and expressive), with the potential to impact on academic achievement.
2	The complexities of the school's demographic have potential for a proportion of pupils requiring intervention to achieve ARE.
3	School has a high proportion of pupils arriving at the school (in varying year groups) who are new arrivals to the country. This significantly impacts on school's mobility figure (16%)
4	Pupils have limited experiences and opportunities to broaden their cultural capital.

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
All pupils' learning and speech/ language needs are met through an inclusive pedagogy	95% of pupils with SLCN are making progress within SALT screening
Pupils in EYFS (or other highlighted pupils) progress in their language abilities (with additional support when required)	There is a continued upward trend of pupils in Reception achieving GLD from the previous year.
Pupils who are new to the country and new to school are well supported upon transition to our school	85% of INA pupils (2 years in) are at ARE for English
Despite their context, all pupils have the opportunity for further support in English and Mathematics (beyond QFT) if and when required -	All pupils in English or Mathematics interventions achieve ARE
All pupils have access to an enriching curriculum whilst in school and further opportunities to enhance their cultural capital.	All pupils have access to an extra-curricular club.

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: £ 76,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy additional teachers and teaching assistants at targeted level for intervention.</p> <p>Deployment of a TA to deliver SALT to targeted pupils.</p> <p>Deployment of a middle leader to track and analyse data, identifying the gaps for international new arrivals and providing CPD to support staff in filling these gaps through targeted intervention and Quality First Teaching.</p> <p>Kagan CPD to support high quality peer interactions.</p> <p>Kagan continues to be embedded in all areas of the curriculum.</p>	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/communication-and-language-approaches</p> <p>Internal data shows a link between oracy, vocabulary acquisition and story-telling in SALT assessments and Reading and Writing gaps.</p> <p>Adaptations to support EAL learners with classwork are the best place to start and are often sufficient. EAL learners should be fully immersed in the classroom learning environment (The Bell Foundation).</p> <p>Research shows co-operative learning structures, called Kagan structures, can dramatically increase language acquisition and communication skills. They promote:</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 5px;">  <p>P = Positive Interdependence. Students are on the same side knowing the success of one helps the others and students cannot complete the task without the help of everyone in the group.</p> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;">  <p>I = Individual Accountability. Each student must perform and his or her performance is seen by at least one other.</p> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;">  <p>E = Equal Participation. Students participate about equally—they have an equal number of turns or an equal amount of time.</p> </div> <div style="display: flex; align-items: center;">  <p>S = Simultaneous Interaction. Many students are participating at the same time.</p> </div> </div>	Challenge 1, 2 and 3.

	https://www.kaganonline.com/free_articles/dr_spencer_kagan/414/Kagan-Cooperative-Structures-Promote-Language-Acquisition	
<p>Continue to adapt Quality First Teaching in response to the needs and developments of pupils learning gaps through Instructional Coaching.</p> <p>Funding of senior leaders to provide modelling/coaching and collaborative planning time with teachers.</p> <p>Funding of curriculum lead to implement an enriching wider curriculum, promoting wider writing opportunities.</p> <p>Funding of Inclusion Lead to ensure the needs of our vulnerable children are met which may include 1:1 or small group tuition.</p> <p>Monthly Best from Everyone meetings with the Class teachers & Team Leaders to track pupils in need of additional support.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching</p> <p>Regular Best from Everyone meetings have enabled staff to be constantly aware of the needs of children and their targets. They have also continued to help maintain high aspirations for all pupils through target setting and pedagogy changing accordingly due to progress.</p>	Challenges 1, 2 3 and 4
<p>Leaders and class teachers work in collaboration across United Learning Trust and external agencies to share and learn from best practice.</p> <p>Engagement with RWI development days (x3) with a focus on PP.</p> <p>RWI lead to provide weekly phonics coaching to all EYFS and KS1 staff with a focus to monitor on PP.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professionaldevelopment/</p>	Challenge 2

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

Budgeted cost: £61,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline assessment for all Reception pupils for Speech & Language and intervention identified in line with gaps.</p> <p>SALT TA to complete 1:1 assessment for those pupils identified with a specific need.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation</p> <p>Targeted speech and language support involves a combination of 1:1 and group work. This is adjusted around the specific needs of the pupil. https://speechandlanguage.link/slc-in-school/intervention/</p>	Challenges 1, 2 and 3
<p>Daily phonics sessions targeted at KS2 INAs which are monitored half termly by INA lead.</p> <p>Targeted 1:1 fast track phonics and additional phonics sessions for bottom 20% of readers and phonics in EYFS and KS1 which is monitored half termly by phonics.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation</p>	Challenges 1, 2 and 3

<p>Engage and monitor the pathfinder project to explore how assistive technology and resources remove barriers to learning: (Immersive Reader, Explain Me and Widget) to support the development of language rich environments, support QFT and promote opportunities for fluency practice.</p>	<p>When used correctly, assistive technology can help remove barriers to learning and support learners to work more independently and demonstrate their knowledge, skills and understanding. https://nasen.org.uk/resources/assistive-technology-essential-some-useful-all-article-taken-nasen-connect-julyaugust</p>	
<p>Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide pre-teaching for these in advance where required through trips, visitors or interventions.</p> <p>Learning by Questions programme to provide bespoke learning to close gaps for Year 5 and 6.</p>	<p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better-informed pupils will dominate the discourse in the lesson.</p> <p>https://researchschool.org.uk/unity/news/levelling-the-playing-field Pre-teaching can boost confidence and minimise experiences of failure in lessons. (Secure success, Motivated Teaching, Peps Mccrea.)</p> <p>Bespoke Engagement Education strongly believe that education should be based around an individual's strengths with continual positive rewards.</p> <p>Learning by Questions supports accelerated pupil progress on multiple fronts; it's continuous formative assessment. The teacher can make highly informed interventions and most importantly, pupils receive scaffolded feedback after every answer https://www.lbq.org/primary/benefits-for-teachers/</p>	<p>Challenge 3</p>
<p>Fully engage with P80+ Disadvantaged project and upcoming actions, resources and CPD</p> <p>CPD for all staff, with a focus on providing opportunities for oracy throughout the curriculum.</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £74,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to continue to appoint a Parent Support Advisor (attendance officer) and Attendance Lead to lead on Attendance and support families with low resources.</p> <p>Embed strategies to promote attendance including:</p> <ul style="list-style-type: none"> -Early morning absence calls. -Year group celebrations. -Conscious discipline to promote belonging. -Use of social media to celebrate full class attendance. <p>Participation in United Learning's attendance cluster.</p> <p>Attendance team to monitor and analyse PP attendance alongside Inclusion Lead.</p> <p>Attendance Officer to hold regular attendance and punctuality meetings with persistent absentees and/or those at risk</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?search_term=atten</p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p> <p>Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they can thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p>	All

<p>Develop a children's charter designed for enrichment opportunities (e.g. clubs, trips, visits) which all disadvantaged pupils must experience by the time they leave Year 6.</p> <p>Embed key routines into the school day, so staff and pupils have shared high expectations of learning.</p> <p>Play Therapist is in place to support children with specific needs</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Un-equal_Playing_Field_report.pdf</p> <p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. (Peps Mccrea, Motivated Teaching)</p> <p>There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.</p>	Challenge 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 213,120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

What is your assessment of how successfully the intended outcomes of that plan were met?

Our analysis of internal data during 2023/24 has showed our disadvantaged pupils outperform or are performing broadly in line with our non-disadvantaged pupils (Combined: +2%). This demonstrates the impact our strategy is having in closing the achievement gap for those at a disadvantaged.

The KS1 phonics data (83% passed) demonstrates that pupils are performing higher than national average (80%). End of KS2 data shows that PP outperformed non-PP in Reading, Writing and Maths.

All pupils' learning and speech/language needs are met through an inclusive pedagogy.

21 pupils were identified to receive targeted SALT intervention on a weekly basis through one-to-one or small group work. Engagement with the Infant Language Link supported us in raising speech and language outcomes for those in Year 1, where language was a key barrier to learning.

All teachers took part in instructional coaching to support quality first teaching that meets the needs of all pupils.

SALT TA has had opportunities for professional development through working with external professionals including attending SALT sessions, attending sign language classes, working with visual impairment teachers and speech and language therapists. This has impacted on the delivery of intervention and has ensured a total communication approach.

Pupils in EYFS (or other highlighted pupils) progress in their language abilities (with additional support when required)

One-to-one and small group speech and language interventions were part of the universal provision offered in Reception, alongside daily phonics and daily opportunities for speaking and listening within the curriculum and continuous provision. 52% of pupil premium achieved GLD at the end of Reception with 75% of pupil premium working at expected levels for Communication and Language.

Pupils who are new to the country and new to school are well supported upon transition to our school

High levels of mobility persist with the Summer 23/24 mobility figure being 16%. Focussed CPD on support for International New Arrivals included creating a sense of belonging and strategies to enhance QFT, so these pupils are fully immersed into the classroom environment. The majority of International New Arrivals who are entitled to PP have made progress towards achieving combined by the end of their second year in the country. Investigations into those who had not made progress were made by the SENCO to determine if there were any additional needs.

Despite their context, all pupils have the opportunity for further support in English and Mathematics (beyond QFT) if, and when required.

Phonics teaching is a strength. Additional phonics intervention and one to one fast track phonics has had a positive impact on Year 1 phonics attainment with all disadvantaged children passing the phonics screening check.

Pre-teaching and gap filling has been a priority for the delivery of intervention. Maths remains the strongest subject for our disadvantaged learners throughout the school though Reading attainment is ever increasing and moving in line with Maths.

All pupils have access to an enriching curriculum whilst in school and further opportunities to enhance their cultural capital.

Trips and experiences are carefully planned throughout the year to ensure all classes have regular opportunities for external enrichment and cultural exposure. Each trip is designed to complement curriculum learning, enhancing students' understanding and helping to build their cultural capital.

A continued focus has been to identify families eligible for PP as early as possible due the number of children eligible for PP funding in EYFS and KS1 being significantly lower than that in KS2. This is now a part of our admissions process to ensure all pupils at a disadvantage are receiving the highest quality of education available to them.

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
Language Link	Language Link
Play Therapy	Tree House Play Therapy

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	