

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	382
Proportion (%) of pupil premium eligible pupils	39.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hester Glock
Pupil premium lead	Leah Fenton
Governor / Trustee lead	Tracey Scholes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,461
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£229,461
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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: focused learning intervention groups, speech and language therapy, support with social, emotional, and mental health and intensive English 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 (20%)
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: £97,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy additional teachers and teaching assistants at targeted level.</p> <p>Deployment of a TA to deliver SALT.</p> <p>Deployment of a middle leader to track and analyse data, identifying the gaps for international new arrival 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. https://educationendowmentfoundation.org.uk/early-years/toolkit/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.</p> <p>Research shows co-operative learning structures, called Kagan structures, can dramatically increase language acquisition and communication skills.</p>	Challenge 1, 2 and 3.
<p>Continue to adapt Quality First Teaching in response to the needs and developments of pupils learning gaps.</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 that schools have, to improve pupil attainment.</p> <p>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-for-schools/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>	Challenge 1, 2 and 3
<p>Leaders and class teachers work in collaboration across United Learning Trust and external agencies to share and learn from best practice.</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</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>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: https://epi.org.uk/publicationsand-research/effects-high-qualityprofessionaldevelopment/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline for all Reception pupils for Speech & Language using WellComm.</p> <p>SALT and Motor Skills support staff 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</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.</p> <p>https://speechandlanguage.link/slcn-inschool/intervention/</p>	Challenge 1, 2, & 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/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</p>	Challenge 1, 2, & 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>year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk</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.</p> <p>https://nasen.org.uk/resources/assistivetechnology-essential-some-useful-allarticle-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. 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. https://researchschool.org.uk/unity/%20news/leveling-the-playing-field</p> <p>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/forteachers/</p>	<p>Challenge 3</p>
<p>Fully engage with P80+ Disadvantaged project and upcoming actions, resources and 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>	<p>Challenge 1</p>

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

Budgeted cost: £89,535

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: -Early morning absence calls. -Year group celebrations. -Conscious discipline to promote belonging. -Use of social media to celebrate full class attendance.</p> <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. Embed key routines into the school day, so staff and pupils have shared high expectations of learning. 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.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_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
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £ 229,461

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 2024 to 2025 academic year.

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.

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. 78% of pupil premium achieved GLD at the end of Reception with 75% of pupil premium working at expected levels for Communication and Language.

Challenge 2: The complexities of the school's demographic have potential for a proportion of pupils requiring intervention to achieve ARE.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those of disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

- 78% Pupil premium children achieved GLD by the end of Reception in 24/25. National Pupil Premium data indicates 68% pupils achieved GLD. Demonstrating our strategy is having a positive impact as Cravenwood GLD result are higher.
- Year 1 PSC 63% passed the screening. National Pupil Premium results were 67% - showing we were broadly in line. Although further strategies have been put in place to sharpen the monitoring of focus first pupils and the progress in phonics.
- Year 6 KS2 RWM 79% achieved combined. National Pupil Premium results were 44% - proving we have a considerable impact on the outcomes of pupil premium children through the implementation of our strategy.

Challenge 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 (20%)

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.

Whole school attendance at the end of 2025 for all pupils was 93%. Pupil premium attendance was 93.8% versus Non-Pupil Premium 92.3%. The gap between PP and NPP have reduced. Reception attendance remains a focus for the school but show encouraging signs of improvement. Leaders have implemented a Attendance 95 Text Message approach.

Challenge 4: Pupils have limited experiences and opportunities to broaden their cultural capital.

To ensure all pupils had equal opportunities, we have implemented a range of measures that remove barriers and promote inclusion. Trips were subsidised so that financial constraints did not prevent participation, and pupils who may otherwise miss out are given priority access to after-school clubs. Clubs were tracked and monitored via a trip monitoring system ensuring all pupil premium eligible families gain access to opportunities offered.

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
Play Therapy	Tree House Play Therapy
WellComm	GL Assessment
CPOMS	Raptor Technologies
Learning by Questions	Y Combinator
Virtual Classroom RWI	Ruth Miskin
RWI 1:1 Tutoring	Ruth Miskin
Pathfinder Project	United Learning
Educational Psychology	One Education

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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

Further information (optional)

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