



# 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	Crawford Village Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025 - 2028
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	Debra Eaton
Pupil premium lead	Debra Eaton
Governor / Trustee lead	Chloe Cheetham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (due April 2025)	£9,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,040

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Crawford Village Primary School is that all children (disadvantaged and otherwise) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning, both within school and in partnership with home, children will make strong progress in reading, writing and mathematics as well as the wider curriculum.

We acknowledge there is a direct link between our Pupil Premium children and those children with SEND needs. 100% of our children who are pupil premium are also within our SEND Graduated Response and our teachers work very closely with our SENDCo to ensure a holistic approach to meeting their needs.

We want to enhance oral language skills, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to high quality adult support through targeted intervention programmes. We also seek to use a range of wider strategies to enhance the social, emotional and spiritual development of our most disadvantaged pupils, providing tailored support as appropriate to meet specific needs.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture provision to support pupils in their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	100% of our disadvantaged children fall into another vulnerable group, specifically having an additional special educational need / support.
2	Crawford is a rural village and relatively isolated with poor public transport. Access to wider opportunities to develop and enhance their cultural capital is therefore limited.
3	Ability to nurture their own social, emotional and mental health. Some pupil premium pupils require more extensive social, emotional and behavioural support, tailored to their specific needs.

## 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
To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<ul style="list-style-type: none"><li>• All pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</li></ul>
Careful monitoring of access to out of school clubs and trips and learning experiences will demonstrate pupils eligible for Pupil Premium funding will have access to a range of social, cultural and sporting experiences, visits and activities which will be subsidised where necessary. Measured by monitoring attendance at school clubs and by ensuring 100% attendance on school trips.	<ul style="list-style-type: none"><li>• Access to a range of social, cultural and sporting experiences, visits and activities where there is no discrepancy in uptake between those eligible for Pupil Premium funding and those who are not. 100% of pupils in receipt of pupil premium funding attend trips and residential trips where these are offered.</li><li>• Confidence and self-esteem are increased from experiencing and succeeding in a range of experiences</li></ul>
The school curriculum equips pupils with strategies to help them to nurture their own social, emotional and mental health.	<ul style="list-style-type: none"><li>• Pupils talk confidently about the strategies they use to foster their own social, emotional and mental health.</li></ul>

- Discussions in PSHE lessons demonstrate that pupils understand how to look after their own wellbeing.
- Pupils have access to extra-curricular opportunities that enable them to develop their wellbeing (e.g. Self-Love Club and Crawford Cloud).

## 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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the SHARES network to access high quality CPD for teachers and support staff.	Emphasis on deepening the children's understanding and developing their core knowledge is central to the SHARES training and covers a range of curriculum subjects. There is a specific focus on literacy progression, excellence in early reading and maths mastery. Approach to all teacher development to be informed by evidence: <a href="#">EEF Guidance Report: Effective Professional Development</a>	1
In English and mathematics, pupils will continue to revisit previous learning regularly to secure the retention of knowledge over time and develop fluency. Investment in retrieval tools (e.g. Spelling Shed, Times Tables Rockstars, Numbots, etc.) to support this.	Strong evidence base (within cognitive science) for the impact of 'retrieval practice' approaches to support the retention of knowledge: <a href="https://www.retrievalpractice.org/">https://www.retrievalpractice.org/</a>	1
The DfE and NCETM 'ready to progress' and 'mastery in maths' materials to be used effectively to support pupil understanding. To support the development of mathematical fluency, EYFS and KS1	Research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects. This <a href="#">research summary</a> on mathematical fluency provides further information.	1

teachers will participate in the NCETM <a href="#">Mastering Number Programme</a> .		
Use of 1decision PSHE curriculum resources to support all pupils to understand emotions and actions or responses linked to these.	Research shows that schools should devote dedicated time to teach social and emotional skills through a strong curriculum with a clear structure: <a href="#">EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools</a>	3

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

Budgeted cost: £7,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully selected individual and small group evidence-based interventions that are brief, regular and sustained (overseen by SENCO) to complement teaching.	Research emphasises the need to carefully select interventions that complement (rather than replace) teaching: <a href="#">EEF Guidance Report: Special Educational Needs in Mainstream Schools</a>	1
One-to-one and small group TA support to provide social, emotional, behavioural and academic support for pupil premium pupils with specific needs (in line with behaviour plans, Individual Support Plans, Education and Health Care Plans, etc.).	TAs and additional adults deployed in line with findings from research: <a href="#">EEF Guidance Report: Making Best Use of Teaching Assessments</a>	1,3
Training and development from specialist agencies for staff working at a one-to-one level with	Approach to all staff development to be informed by evidence: <a href="#">EEF Guidance Report: Effective Professional Development</a>	1,3

pupil premium children.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access the outdoor provision.	<p><a href="#"><u>Key findings of Forest Research</u></a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	2,3

<p>Expand extra-curricular offer to widen opportunities. Provide free access to all disadvantaged pupils and, for school-led clubs, to all pupils.</p>	<p>Research by the Social Mobility Commission demonstrates the significant impact and potential of extra-curricular activities:</p> <p><a href="#"><u>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</u></a></p>	2
<p>Provide financial support to ensure pupil premium pupils can attend all school visits (including residential visits), developing their cultural capital.</p>	<p>In previous academic years, the provision of financial support has increased attendance for disadvantaged pupils.</p>	2

**Total budgeted cost: £9,040**

## 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.

Desired Outcomes	Approach Used	Evaluation
The attainment and progress of ALL groups of pupils is at least in line with national figures.	Maintain high adult: pupil ratios in mixed age classes	<p>Of the PPG pupils in school, 100% were on SEND(graduated response)</p> <p>Reading: 100% of PPG pupils achieved EXS or above (Y6 SATs &amp; Y2 optional SATs)</p> <p>Writing: 33% of PPG pupils achieved EXS or above (Y6 SATs &amp; Y2 optional SATs)</p> <p>Maths: 33% of PPG pupils achieved EXS or above (Y6 SATs &amp; Y2 optional SATs)</p> <p>Y1 Phonics: 0 pupils on PPG sat the PSC in Y1</p> <p>Y2 Phonics: 0 pupils on PPG sat the PSC in Y2</p> <p>Y2 SATSs: 0 pupils on PPG sat the KS1 SATs in Y2</p>
Increase opportunities for PPG pupils to inspire and motivate them	To cover the cost of an enrichment trip to Borwick Hall for PPG pupils to ignite engagement with the wider curriculum	2 pupils were eligible for the trip and PPG funding was used to pay 50% of the cost for each pupil. This allowed them to

		experience wider curriculum opportunities.
The progress of more able pupils eligible for PPG in reading is comparable to national other.	<p>Provision maps created from termly data analysis &amp; pupil progress meetings to clearly identify target groups.</p> <p>Phonics &amp; reading intervention and booster sessions to be taken by TAs throughout the year.</p> <p>Reading and book-themed days to engage children; purchase of additional appealing reading material</p>	Of the PPG pupils in school, 100% were on SEND
Increase opportunities for outdoor and cross-curricular learning, creativity and play to engage children in learning outside the classroom	<p>Promote use of the 'Forest Schools' area in which pupils can be involved in learning in the natural environment.</p> <p>Cultural and enrichment theme days throughout the year.</p>	<p>All PPG pupils experienced Forest School sessions throughout the year. Cross curricular learning was evident as was engagement with the outdoor learning.</p> <p>60% of PPG had several opportunities to engage with enrichment themed-days and weeks throughout the year. This supported our inclusive approach.</p>

### Externally provided programmes

Programme	Provider
MyMaths	Oxford University Press
Dynamo Maths	Jelly James Publishing
1decision	1decision Ltd
TT Rockstars	Maths Circle Ltd
Spelling Shed	Education Shed Ltd
Rocket Phonics	Rising Stars
Bounce Back Phonics (with fidelity to Rocket Phonics)	Lancashire Professional Development Services

