



## Pupil premium strategy statement 2023-2026- 2025/26 update

This statement details our school's use of pupil premium funding (and recovery premium) 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

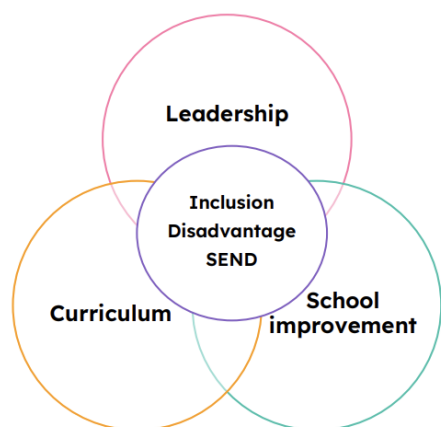
Detail	Data
School name	Crowle Primary Academy
Number of pupils in school	Reception – Y6 = 207 Including nursery = 222
Proportion (%) of pupil premium eligible pupils	21% (based on October 2024 census) -50 pupils
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governors
Pupil premium lead	Rhonda Blakemore
Governor / Trustee lead	Jennie Fullwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,838
Recovery premium funding allocation this academic year	No longer received
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£66,838</b>

### Statement of intent

At Crowle Primary Academy we ensure that the needs of all children are met, helping each individual to meet their learning potential through provision of high quality first teaching, pastoral support and opportunities for wider personal development. We believe in placing inclusion at the heart of decision making and thinking.



*Taken from: Addressing Disadvantage in Schools and Colleges: The Essex Way, Marc Rowland*

The pupil premium funding supports the work of the academy and helps us to support all vulnerable children within the academy.

As an academy we recognise that the term vulnerable extends wider than those children who are eligible for pupil premium funding. The [NGA tackling disadvantaged in education – governor toolkit \(poverty\)](#) explains, 'Many children who are living in poverty are not eligible for free school meals (FSM) and do not qualify for pupil premium funding. Child Poverty Action Group (CPAG) analysis estimated this figure to be 900,000 school-age children. Under-registration for free school meals (FSM) also results in many pupils missing out on the additional support they require'. At Crowle Primary, we use our knowledge of our children and families (see barriers document) to identify vulnerabilities and ensure that strategies are in place to support our children thrive socially, emotionally and academically. Using the [NGA research and the work of Marc Rowland](#) we have widened our definition of disadvantage/ vulnerability to include the following children;

- Children on a child protection, child in need or early help plan
- Looked after children (LAC)
- Previously looked after children (PLAC)
- Children who have a family member in prison
- Children assisted by the Youth Offending Service (YOS)
- Young carers

- Any other child who does not fall into any of the above categories but that the school deems to be vulnerable. This could be, for example, pupils who are experiencing family breakdown or bereavement

Timely and accurate assessment of needs supports us to prioritise provision according to need.

The ultimate aims for our vulnerable pupils are that they achieve in line or above with their peers, meeting at least age-related expectations alongside fostering a culture of care and support, ensuring our children are happy and healthy which will enable them to become effective learners.

Our strategy is integral and aligned to our other wider school plans, such as the Academy's Developing Excellence Plan and the School Self Evaluation.

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils, particularly those eligible for Pupil Premium, begin school with gaps in early language and literacy development. As a result, they may not make expected progress through the phonics programme at the same rate as their peers. These gaps can hinder their ability to decode and read fluently, which in turn affects access to the wider curriculum.
2	<p>Assessment data and classroom observations have identified vocabulary and oracy as significant areas of need for many of our disadvantaged pupils. Limited exposure to rich language experiences outside of school can impact pupils' ability to express themselves clearly, understand new concepts, and engage confidently in classroom discussions.</p> <p>These challenges can affect progress across the curriculum, particularly in reading comprehension, writing, and subjects that rely on spoken reasoning and explanation.</p>
3	Many of our disadvantaged pupils benefit from additional support in developing independence in their learning. Observations and assessments indicate that without explicit guidance, some pupils struggle to plan, monitor, and evaluate their own learning effectively. This can limit their ability to make sustained progress, particularly when faced with new or challenging tasks.

4 <i>This has been slightly adapted for the 2025/26 update</i>	Many families of pupils eligible for Pupil Premium face a range of barriers that can limit their ability to support learning outside of school. Some of the challenges our families face includes limited access to resources, parental confidence when supporting learning, time constraints due to work commitments, emotional or financial challenges.
5	<p>There is a much higher percentage of children and families requiring SEMH support.</p> <p>There is a significantly higher proportion of pupils and families within our school community who require support with social, emotional, and mental health (SEMH) needs. These challenges can present as difficulties with emotional regulation, anxiety, low self-esteem, or behaviour that impacts learning and relationships.</p> <p>For many disadvantaged pupils, these needs can act as a barrier to academic progress and full engagement with school life.</p>
6	<p>Attendance is a key priority nationally; persistent absence of disadvantaged children is not yet in line with all their peers and needs to be reduced.</p> <p>Improving attendance remains a key national and school priority. While overall attendance is closely monitored, data shows that the persistent absence rate among disadvantaged pupils remains higher than that of their peers. This gap in attendance can significantly impact academic progress, wellbeing, and long-term outcomes.</p>
7	<p>Wider opportunities need to be provided to our pupils to provide cultural capital.</p> <p>Many of our disadvantaged pupils have limited access to enriching experiences beyond the classroom, which can impact their cultural capital and broader understanding of the world. This can affect their confidence, aspirations, and ability to make connections across the curriculum.</p>
8 Maths <i>New addition for 2025-26 update</i>	During recent years maths attainment has not improved as rapidly as other curriculum areas and the gap between disadvantaged pupils and their peers remains.

## 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
More children are achieving combined ARE in all areas of the academy	Achievement above national average for combined measures in all year groups. Disadvantaged gaps closing/ closed in all year groups
All children (with a particular focus on disadvantaged) are working at expected level within the phonics system. Those who are not catch up quickly.	Assessments show that children are working at age-appropriate stages through the phonics scheme. Pupils develop strong foundational reading skills, enabling them to fully engage with their learning.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged and vulnerable pupils.	Children able to access learning successfully. In school tracking/ surveys shows improvements in children's mental health and wellbeing (feelings of happiness and safety). Observations show that children are thriving emotionally and academically.
Close the language gap and support all pupils to become confident communicators.	Children able to successfully interact with peers and adults. Children confidently communicate ideas and feelings. Children make progress emotionally and academically as a result.
Metacognition enhances independent thought processes linked to aiding learning and moving it on.	Metacognitive strategies are evident when tackling problems in lessons across the wider curriculum. Children demonstrate greater independence, resilience, and ownership of learning—key skills for long-term academic success.
Improved attendance of disadvantaged pupils.	Disadvantaged attendance is consistently above national average and persistent absence rates are reduced in line with new guidance. Children have consistent access to high-quality teaching and learning through regular school attendance.
Wider opportunities are made available to children to enhance their cultural capital.	Children benefit from the knowledge, experiences, and skills that support lifelong learning and success.

**Teaching** (for example, CPD, recruitment and retention)

Budgeted cost: £32,150.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children have access to quality first teaching meeting the needs of all.</p> <p>Continued CPD focuses on cognitive science, strategies to improve teaching and learning (including adaptive teaching) and subject knowledge to ensure high quality teaching and learning.</p> <p>Use of the Great Teacher Toolkit (GTT) supports the development of teaching by providing a clear, evidence-informed framework that helps teachers focus on the most impactful areas of practice.</p> <p><i>DEP link 1a/ 1c/ 2c</i></p>	<p>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'<a href="#">Metacognition and self-regulation   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Research evidence suggests that adaptive teaching has positive effects on both academic achievement and non-academic outcomes (Parsons et al., 2018). Studies have found benefits across multiple subject areas, including literacy, mathematics, science and social studies. One study found that teachers' adaptive teaching competency influenced student achievement through improved quality of instruction (Brühwiler and Blatchford, 2011). Taken from <a href="#">National college - Impact</a></p> <p>The GTT draws from implementation science, including the EEF's <i>School's Guide to Implementation</i>, to ensure that professional development is sustainable, measurable, and impactful. <a href="#">EEF</a> It avoids cherry-picking research and instead uses systematic reviews and meta-analyses to inform its model. <a href="#">Education hub</a> The platform supports goal setting, feedback, and deliberate practice, aligning with research on effective teacher learning and behaviour change.</p>	1, 2, 3,6, 8
<p>RWI approach to teaching of phonics embedded and sufficiently resourced.</p> <p>Robust monitoring of teaching ensuring fidelity to scheme.</p> <p>Coaching and ongoing training is embedded</p>	<p>'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.'<a href="#">RWI research and evidence</a></p> <p><a href="#">Improving literacy in KS1 - guidance report</a></p>	1,2, 3,6

<p>ensuring high quality reading teaching.</p> <p>Regular assessment to identify specific gaps in phonics knowledge.</p> <p>Small group sessions led by trained staff (to include fresh start sessions).</p> <p>Use of structured, evidence-based intervention programmes.</p> <p>Close monitoring of progress to ensure timely support and adjustment of strategies.</p> <p><i>DEP link 1a</i></p>	<p>The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Embed Let's Think in English lessons to further enhance metacognitive strategies and develop oracy skills across the academy.</p> <p>Further develop the academy's Oracy curriculum so that oracy approaches are used throughout the curriculum including high-quality, structured opportunities for talk across the curriculum and use of oracy frameworks and strategies to develop speaking and listening skills.</p> <p>Continue to use Lyfta to develop oracy skills, ensuring that Lyfta is</p>	<p>Let's Think in English draws on research by Piaget and Vygotsky that young people learn best when exploring ideas together. The lessons are based on structured challenge and include the development of understanding through discussion (social construction), problem-solving (cognitive challenge) and structured reflection (metacognition) which makes pupils more aware of their thinking processes and how they think most effectively. <a href="#">Let's think in English</a></p> <p>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.' <a href="#">Metacognition and self-regulation   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>LTE also impacts on reading comprehension, low cost, high impact <a href="#">Teaching and Learning</a></p>	<p>1,2, 3, 6</p>



<p>used appropriately and effectively across the curriculum</p> <p>Continue to explicitly teach tiered vocabulary in all curriculum areas.</p> <p>Targeted interventions for pupils with identified speech, language, and communication needs.</p> <p>Use of effective strategies and programmes to support vocabulary development, oracy skills and phonics in EYFS and KS1</p> <p><i>DEP link 1a/ 2a/ 2b/ 2c</i></p>	<p><a href="#">Toolkit   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="#">Effective professional Development - EEF</a></p> <p><a href="#">Voice 21</a> research tells us that through an oracy-centred approach to vocabulary development, students made accelerated progress in reading</p> <p>Combining Lyfta with Oracy approaches can support to transform classroom talk from surface-level sharing to deeper, more analytical dialogue, enable pupils to probe for understanding, challenge ideas, and build on others' contributions and Support the use of sentence stems and structured talk tactics to scaffold vocabulary and reasoning. <a href="#">Lyfta</a></p> <p><a href="#">Improving Literacy in KS1 - guidance report</a></p> <p>Recommendations include; 'Language provides the foundation of thinking and learning and should be prioritised. High quality adult- child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.'</p>	
<p>Collaborate with the Maths Hub to ensure the academy remains evidence-informed and benefits from the most up-to-date research, resources, and best practices in mathematics education.</p>	<p><a href="#">EEF Improving maths in KS2 and 3</a></p> <p><a href="#">EEF Improving maths in Early Years and KS1</a></p>	<p>2, 3, 6, 8</p>

<p>Ensure strong foundations in maths to close attainment gaps.</p> <p>Deliver high quality CPD on teaching and learning in maths.</p> <p>Invest in resources to support the teaching of maths.</p> <p>Continue the use of maths mastery into Key Stage 2</p> <p>Continue robust quality assurance of maths teaching and learning.</p> <p><i>DEP link 1a/ 2b</i></p>		
<p>Provide training for support staff to deliver evidence-based interventions.</p> <p><i>DEP link 4a/ 4b</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> shows oral language interventions are low cost, high impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2, 3, 6
<p>Fully embed the Bosanquet framework as the strategy for providing support in class and during interventions.</p> <p>Use this strategy to further develop pupil's independence and metacognitive skills.</p> <p><i>DEP link 4d</i></p>	<p>'As we move our pupils towards greater independence, we must find ways to reduce the input from the teacher. This gradual release of responsibility requires approaches that provide some support where necessary, while also allowing the pupil do most of the thinking – or at least more than the teacher.' Mark Miller -Director of Bradford Research School</p> <p>'The research by Bosanquet supports the scaffolding approach to teaching assistant-student interactions, emphasising the importance of reducing teacher input and promoting pupil's independence' Research schools' network</p>	3, 6

	<a href="#">EEF metacognition and self regulated learning</a>	
<p>Continue to embed metacognitive strategies across the curriculum to help pupils become more reflective, self-regulated learners. This includes:</p> <p>Teaching pupils how to plan, monitor, and review their learning. Modelling thinking processes through 'think aloud' strategies.</p> <p>Encouraging goal setting and self-assessment.</p> <p>Providing structured opportunities for pupils to reflect on their learning and identify next steps.</p> <p><i>DEP link 2c</i></p>	<a href="#">EEF metacognition and self regulated learning</a>	3,6
<p>Focus on positive adult interactions and development of the EYFS curriculum, particularly on oracy development.</p> <p><i>DEP link 1b/ 2a/ 2b</i></p>	<p>The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p><a href="#">EEF Early years toolkit</a></p>	1,2,3, 5
<p>High quality CPD for support staff on effective support for pupils (<i>focus on adaptation, high quality interactions and positive regard 2025</i>)</p>	<p><a href="#">Effective professional Development - EEF</a></p> <p>'Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently.'</p>	1,2,3,5,6,8

<p>Specific/ individual coaching and support for Teaching assistants linked to school priorities and appraisal targets (to support progress and attainment).</p> <p>Support staff to be included in relevant teaching CPD sessions.</p> <p><i>DEP link 4a/ 4b/ 4c</i></p>	<p><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
	<p>Other reading research used</p> <p>Great Teaching Evidence Review – June 2020</p> <p>Rosenshine’s Principles in Action 2019</p> <p>Teaching Walkthru’s- Five steps to instructional coaching (up to September 2024)</p> <p>DFE Reading Framework, Teaching the Foundations of Literacy July 2021</p>	

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

Budgeted cost: £22,626.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition/ intervention programmes ensure children 'Catch up' any learning that they have missed at a faster pace and are ready to access a broad and balanced curriculum.</p> <p>Use of TA time to target specific children/ year groups</p>	<p>The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 3, 6, 8</p>

<p>for additional intervention.</p> <p><i>DEP link 4b/ 4d</i></p>	<p>'For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.'<a href="#">Moving forward, making a difference</a></p>	
<p>Use of diagnostics to analyse gaps and plan next steps inc. STAR, Testbase YARC, BVPS, NELi and Dyslexia screening tests.</p> <p><i>DEP link 4a</i></p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. <a href="#">Moving forward, making a difference</a></p> <p>If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly. (Ausubel, 1968, p. vi) <a href="#">EEF blog - assessing learning</a></p>	1, 2, 8
<p>Investing in programmes such as Timetable Rockstars, white rose infinity, SATS companion supplement and enhance provision of QFT in school as well as developing connections between school and home.</p> <p><i>DEP link 2e</i></p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. <a href="#">EEF – using digital technology to improve learning</a></p>	1,3, 6, 8
<p>Phonics 1:1 intervention delivered by trained support staff</p>	<p><a href="#">Improving literacy in KS1 - guidance report</a></p>	1,2

for children who are below the expected standard in reading.  <i>DEP link 1a</i>	The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Development of provision mapping to target children, ensure the right interventions are used at the right times and impact is regularly evaluated.  <i>DEP link 4b</i>	Gaps identified in formative assessment allow for precisely targeted teaching to address these.  <a href="#">Making Best Use of Teaching Assistants   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>  'For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.' <a href="#">Moving forward, making a difference</a>	1,2

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

Budgeted cost: £17,683.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and wellbeing remain high on the academy agenda and meets the needs of all children. Inclusion Mentor targeted intervention for mental health and wellbeing  <i>DEP link 4c</i>	Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.  Good mental health and wellbeing helps pupils: <ul style="list-style-type: none"><li>• attend school</li><li>• develop key life skills, particularly social and emotional skills</li><li>• engage in learning</li><li>• achieve academically</li><li>• have better longer-term outcomes, such as future employment</li></ul>	4, 5, 6

Engage with WMIM to support emotional resilience through a range of activities/ interventions/ workshops	Embedding an evidence-based, holistic, whole school or college approach to mental health and wellbeing helps to achieve this. <a href="#">Gov.uk - promoting and supporting mental health and wellbeing in schools</a>	5, 6
Further develop the role of wellbeing ambassadors within the academy.  <i>DEP link 3e/ 3f/ 4c</i>	'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' <a href="#">EEF social and emotional learning</a>	5, 6
Continue individual support provided for social and emotional needs as identified Boxall and emotional wellbeing screening  <i>DEP link 4a</i>	<a href="#">EEF - Metacognition and Self-regulated Learning</a>	5, 6
Continue to ensure PSHE/RSE lessons a are priority.  Continue to embed the use of the Zone of regulation approach across the academy to regulate and develop emotional literacy. <i>DEP link 3c</i>	Research evidence shows that education and health are closely linked. So, promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes <i>and</i> their health and wellbeing outcomes.  <a href="#">The link between pupil health and wellbeing and attainment - PHE/NAHT</a>	5, 6
Provide additional support for child/whole family when needs arise. <i>DEP link 3c/ 4c</i>	KCSIE 2025 – safeguarding mental health	4
Continue to support for families to reduce barriers to engagement with school and therefore learning including; Providing devices that can be used at home to support children to access online learning	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4, 5, 6

<p>Providing printed home learning packs when required</p> <p>Ensure platforms used for homework and communication are mobile friendly</p> <p>Continue to build offer of parental workshops and curriculum afternoons</p> <p>Continue to provide a welcoming environment where parents feel comfortable asking for help</p> <p>Continue to develop and refine communication methods with parents to reduce barriers to access</p> <p>Develop methods for celebrating learning success to include a wider range of children</p> <p>Continue to signpost or refer families to external support services (e.g., food banks, housing support).</p> <p>Develop the use of the Owl's nest to run family support programmes</p> <p>Continue to collect and actively act upon parental voice, keeping parents updated on developments.</p> <p>Continue to ensure early help/ assessment processes are timely and robust. Continue to engage in work with external agencies to support children/ families in need.</p>	<p><a href="#"><u>Early Intervention Foundation (EIF), 2018 - Providing timely support is vital.</u></a> Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life</p> <p><a href="#"><u>NSPCC 'Statutory guidance in each nation of the UK</u></a> highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).'</p>	
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<i>DEP link 3c/ 4c</i>		
<p>Continue to embed and refine attendance procedures, robustly monitor, work with networks and external agencies to improve attendance and close gaps.</p> <p>Ensure a child and family centred approach to improving attendance including the use of the ATTEND framework to identify and support barriers to attendance</p> <p>Continue to providing early intervention and personalised support for pupils at risk of poor attendance.</p> <p><i>DEP link 3d</i></p>	<p><a href="#">EEF supporting school attendance</a> outlines effective strategies to support school attendance including</p> <ul style="list-style-type: none"> <li>• Know pupils and families well to diagnose attendance barriers.</li> <li>• Foster a safe, inclusive school environment.</li> <li>• Ensure messages to families are clear, supportive, and accessible.</li> <li>• Use data to identify pupils needing specific interventions.</li> <li>• Equip staff with tools and training to support attendance.</li> <li>• Track attendance data and assess intervention impact.</li> </ul>	4, 5, 6
<p>Continue to refine homework procedures, supporting children and families to access resources to support home learning.</p> <p><i>DEP link 4c</i></p>	<p>EFF guidance, <a href="#">Working with Parents to Support Children's Learning</a> states; There is an established link between the home learning environment at all ages and children's performance at school. Working effectively</p>	1, 3, 4, 8
<p>Wider opportunities- trips and visits, after school clubs, residential visits subsidised to ensure opportunities are accessible for all.</p> <p>School wider opportunities offer is</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">EEF arts-participation</a></p> <p><a href="#">EEF physical-activity</a></p> <p><a href="#">Nuffield foundation - The value of after school clubs for disadvantaged children</a></p>	5, 7

<p>broadened and take up monitored.</p> <p>Opportunities to engage with the arts, music, and sports are continued including Trust and school choirs, ensembles, school musical events and performances.</p> <p>Continue to broaden and develop the ambassador roles within the academy to further develop leadership, teamwork, and life skills.</p> <p><i>DEP link 2d/ 2g/ 3c</i></p>	<p>The EEF's guidance on <a href="#">school implementation</a> emphasizes the importance of student agency and collaborative leadership in embedding new practices.</p>	
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**Total budgeted cost: £ 72,459.98**

School recognises that many of its socially disadvantaged pupils may not be eligible for FSM and therefore subsidises the overspend from the whole school budget in order to meet the needs of our pupils.

## 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 2020 to 2023 academic year.

#### 2024- 25 impact update statement (evaluated against intended outcomes)

##### **More children are achieving combined ARE in all areas of the academy**

Achievement above national average for combined measures in all year groups. Disadvantaged gaps closing/ closed in all year groups

##### **EYFS**

Early years remains an area of priority for the academy, there were 5 disadvantaged children in the cohort, one achieved GLD (20%). This figure is below the national disadvantaged percentage of children achieving GLD however is a slight increase from 2024. 3/5 children have significant SEND needs. Due to the small numbers in the group trends are very much dependent on the cohort. This remains a focus area for 2025-26

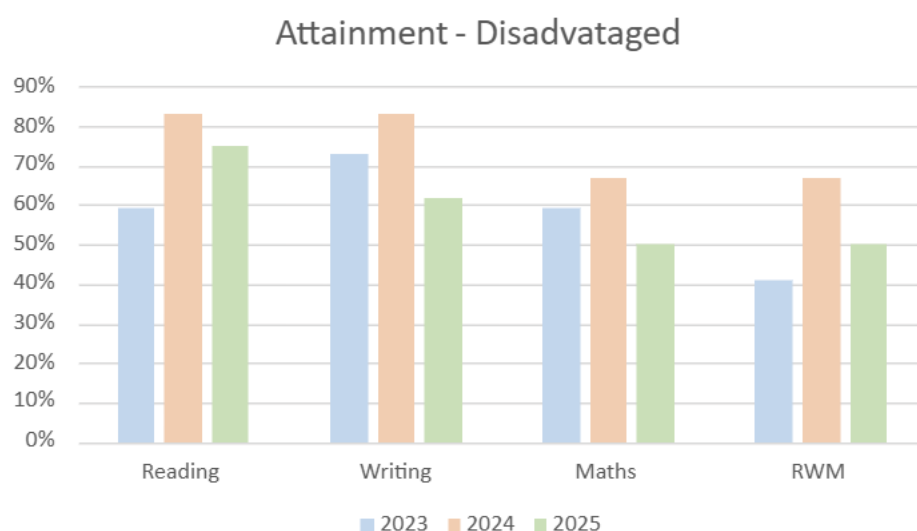
##### **Phonics**

There were 5 disadvantaged children in the year 1 cohort (15%). 20% achieved the expected standard in the phonics assessment. These remain a key focus group.

##### **KS2 data disadvantaged attainment and gaps**

There were 8 disadvantaged children in the year 6 cohort (27%). 50% of these had SEND needs.

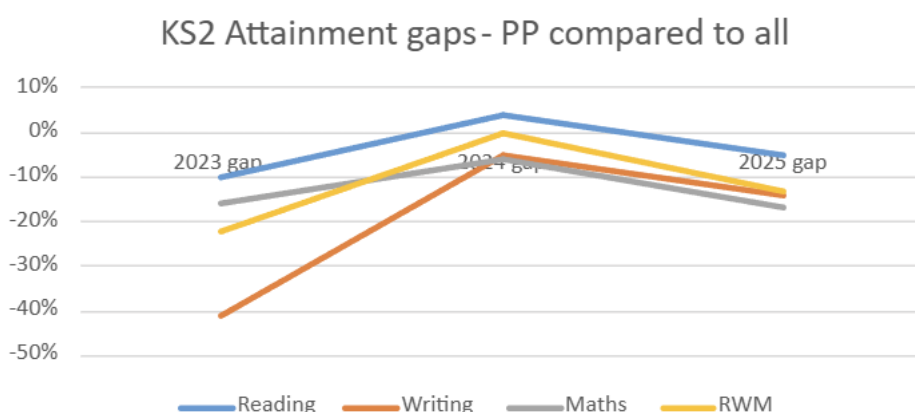
The chart below shows the end of KS2 data for disadvantaged children over time.



This shows a dip in some areas which will be a key focus for the academy moving forward.

Disadvantaged children have attained higher than disadvantaged pupils nationally at age related in combined reading writing and maths (+2.6%), reading (+11.9%) and writing (+3.1%). Attainment in maths for pupil premium children remains a particular focus area (in line with attainment for all/ non pupil premium children). Greater depth attainment is also a focus area.

The graph below shows the gaps when attainment is compared with the attainment of all children



Trends show that over a three-year period gaps are closing in reading, writing and combined at age related.

**To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged and vulnerable pupils**

Children able to access learning successfully. In school tracking/ screening shows improvements in children's mental health and wellbeing

Our Inclusion Mentor continues to work closely with individual pupils and small groups, providing vital support to address their academic, social, and emotional requirements. Support is regularly evaluated for impact, with several children no longer needing the same level of support and being able to access classroom learning more successfully.

The systems we have put in place for early help meetings, alongside our work with 'Me in Mind', have significantly strengthened the mental health and wellbeing support we offer to both pupils and their families. This holistic approach has been instrumental in ensuring our Pupil Premium pupils and their families receive the necessary support to thrive.

The refinement of the behaviour tracking system has allowed our staff to better support children and identify early when extra intervention is needed for those struggling with regulation. This is crucial, as we know that challenges with self-regulation can have a significant impact on a child's ability to learn and progress. By intervening early, we can provide the necessary support to help our Pupil Premium pupils overcome these barriers. Pupils and staff are reporting the significant benefits of introducing the Zones of regulation approach on children's ability to recognise their needs and start to regulate their behaviour.

Overall, the measures we have put in place have been effective in identifying the needs of our Pupil Premium pupils, providing targeted support, and strengthening the mental health and wellbeing

provision within our school. We will continue to monitor the impact of these initiatives and make any necessary adjustments to ensure the best possible outcomes for our disadvantaged learners.

**All children (with a particular focus on disadvantaged) are working at expected level within the phonics system. Those who are not catch up quickly.**

*Assessments show that children are working at age-appropriate stages through the phonics scheme*

We have made significant strides in strengthening our phonics provision to support all pupils, including those from disadvantaged backgrounds.

The school has worked closely with The English Hub and an accredited coach from Ruth Miskin to enhance our phonics teaching and learning over the last two years. This partnership has provided valuable guidance and expertise to review and improve our phonics systems.

Under the leadership of our Reading Lead, the school has implemented a robust plan of training and monitoring to ensure the effective delivery of phonics instruction. This has included:

- Providing comprehensive professional development for all teaching staff
- Establishing regular session drop in and coaching sessions
- Implementing rigorous assessment procedures to track pupil progress

As a result, monitoring has shown that phonics teaching is good or better (including external monitoring).

**Metacognition enhances independent thought processes linked to aiding learning and moving it on.**

*Metacognitive strategies are evident when tackling problems in lessons across the wider curriculum.*

Metacognition continues to be a focus area to support learning and attainment at Crowle Primary Academy. The school has invested in ongoing professional development (CPD) to ensure that children know how they learn and can use learning strategies independently.

The key aspects of the school's approach include:

- **Metacognition and Self-Regulation:** The school has placed a strong emphasis on developing pupils' metacognitive skills and self-regulation strategies. Teachers have received targeted CPD to help pupils understand their own learning processes, set goals, and select appropriate strategies to achieve those goals.
- **Personalised Learning Strategies:** Based on the school's understanding of individual pupils' needs, teachers are implementing personalised learning strategies to support Pupil Premium students. This includes providing additional scaffolding, targeted interventions, and opportunities for deliberate practise.

**Improved attendance of disadvantaged pupils.**

Disadvantaged attendance is consistently above national average and persistent absence rates are reduced in line with new guidance.

Crowle Primary Academy has made significant progress in improving attendance for disadvantaged pupils through a focused and evidence-based approach:

- During the last two years, the school has engaged with a national attendance hub and worked closely with the trust, the PCA and local authority attendance networks to develop more robust attendance procedures and monitoring processes.
- Specific CPD has been provided to staff to deepen their understanding of their responsibilities in promoting and monitoring attendance.

As a result of these efforts the attendance of disadvantaged pupils at Crowle Primary Academy for 2024/25 was 93.1%, this is slightly above national average at 92.6%.

This demonstrates that the school's targeted attendance strategies, supported by the Pupil Premium funding, are having a positive impact in reducing absence rates for disadvantaged pupils.

**Wider opportunities are made available to children to enhance their cultural capital.**

PP children are taking part/accessing wider activities, such as sporting events, Hill House events, guitar lessons etc

The ever-expanding range of after-school clubs, trips and visits and curriculum enhancements has resulted in increased opportunities for pupil premium pupils. By promoting access to these clubs, the school is promoting inclusivity and fostering a sense of belonging among its disadvantaged pupils.

The academy continues to develop its trips and visits curriculum, which plays a crucial role in broadening the experiences and horizons of pupil premium pupils. This approach aligns with the school's commitment to providing a well-rounded and enriching educational experience for all its pupils.

The engagement with Doncaster Arts on a two-year creativity in the classroom project is having a positive impact on staff expertise and confidence. This initiative has, in turn, influenced the confidence and creativity of the pupils, particularly those from disadvantaged backgrounds.

Links with Hill House School alongside engagement in the wider trust opportunities such as school music events and the trust choir and ensemble gives our disadvantaged children opportunities which would not ordinarily be available.

Tracking of engagement of pupil premium attendance at extra curricular activities shows that at least 31% of pupils who attended after school provision in 2024-25 were those eligible for pupil premium. The academy also targets pupil premium pupils to take part in certain events widening their experiences further.

## 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
RWI	Ruth Miskin

## Service pupil premium funding (optional)

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

Measure	Details
How our service pupil premium allocation was spent last academic year	
All service pupil premium allocation is used in the same areas as the pupil premium funding	
The impact of that spending on service pupil premium eligible pupils	
See impact statement above	

## Further information (optional)

