Pupil premium strategy statement 2026 to 2029

Crowland Primary School

This three-year strategy sets out how Crowland will improve outcomes for disadvantaged pupils through excellent teaching, timely academic support and practical help with attendance, wellbeing and participation. The statement must be reviewed and republished each academic year. Figures and the 2025–26 evaluation marked for confirmation should be completed before publication.

School overview

Detail	2026 to 2027 entry
Number of pupils in school	380
Number and proportion eligible for pupil premium	102
Years covered by strategy	2026–27 to 2028–29
Publication date	Sept 2026
Review date	September 2027, then annually
Statement authorised by	Co-headteachers and governing body
Pupil premium lead	Deputy headteacher
Governor ead	Helen Connor

Funding overview

Detail	Amount
2026–27 pupil premium allocation	159,970
Pupil premium carried forward	0
Total available	159,970
Teaching allocation	£30,000
Targeted academic support allocation	£80,000
Wider strategies allocation	£49,970
Total planned spend	£159,970

Part A - Strategy plan

Statement of intent

At Crowland, we want disadvantaged pupils to achieve well in reading, writing and mathematics and to take a full part in school life. We will identify individual barriers through assessment, attendance information, pupil and family conversations, and staff knowledge. Eligibility is a prompt for careful attention, not an assumption about a child's needs.

Our first priority is consistently strong classroom teaching, including systematic phonics, explicit vocabulary teaching, assessment that reveals misconceptions, and adaptive teaching for pupils with SEND. Where assessment shows a specific gap, pupils will receive a structured, time-limited intervention linked to classroom learning. Learning mentors and the attendance team will work with families when wellbeing, housing or practical pressures affect learning. We will remove financial barriers to trips, clubs and the Year 6 residential.

Leaders will examine outcomes for disadvantaged pupils, including those with SEND and those who joined the school partway through a phase. Termly reviews will compare starting points and progress as well as attainment, and will change or stop provision that is not helping. Small cohorts will be reported with care and without identifying pupils.

Challenges identified at Crowland

No.	Challenge and evidence to review
1	Reading, language and vocabulary: varied starting points, gaps in phonics and fluency, and limited breadth of vocabulary or knowledge for some pupils. Check screening, fluency, comprehension and classroom assessment by cohort.
2	Writing and mathematics: gaps in prior knowledge, retention and application can limit progress. Use moderated writing, diagnostic mathematics assessment and pupil work to locate specific misconceptions.
3	Attendance and punctuality: family circumstances, housing, health and other pressures can reduce access to teaching. Analyse disadvantaged attendance and persistent absence against whole-school figures, with reasons and individual patterns.
4	Social, emotional and mental health needs: some pupils need support with regulation, relationships and readiness to learn. Use referrals, behaviour and pupil voice information without assuming all eligible pupils share this barrier.
5	Access to enrichment: cost or practical barriers can prevent some pupils from joining trips, clubs, music and residential experiences. Audit take-up and ask families and pupils about barriers.

Intended outcomes by summer 2029

Outcome	Success measures and review evidence
Strong early reading and reading for understanding	The disadvantaged cohort's phonics and reading outcomes improve from the confirmed 2026 baseline. Pupils below expectation make demonstrable gains in decoding, fluency or comprehension each term; leaders review screening, reading records and statutory outcomes.
Improved attainment in writing and mathematics	The gap to non-disadvantaged peers narrows from the 2026 baseline while individual pupils make strong progress from their starting points. Termly moderated writing and mathematics assessments identify and resolve misconceptions; KS2 outcomes are reviewed with cohort context.
Better attendance	Disadvantaged attendance improves from the 2025–26 baseline and the gap to all pupils narrows. Persistent absence reduces. The attendance lead reviews individual plans at least half termly and records whether support addressed the reason for absence.
Wellbeing and participation	Pupils receiving pastoral support have a recorded goal and review, with improved engagement or regulation evidenced by pupil, family and staff feedback. Disadvantaged pupils can access trips, clubs and residential opportunities; participation is checked annually against peers.

Teaching

Activity	Evidence and implementation	Challenges
Coaching and professional development in adaptive teaching, checking for understanding, vocabulary, writing and mathematics	Use Crowland's teaching principles, coaching and lesson review to practice and sustain specific techniques. Leaders sample disadvantaged pupils' work and participation, then adjust coaching. EEF guidance supports effective professional development and high-quality teaching.	1, 2
Early reading and phonics fidelity	Train and support staff in the school's chosen systematic synthetic phonics programme; assess regularly, match books and address gaps promptly. EEF phonics evidence supports systematic teaching.	1
Diagnostic assessment and release time	Use assessment and pupil progress meetings to pinpoint needs, including PP pupils with SEND; agree a short response and review date rather than assigning support solely by eligibility.	1, 2

Budgeted cost: £30,000

Targeted academic support

Activity	Evidence and implementation	Challenges
Structured phonics catch-up, including Fresh Start where appropriate (30mins per day per class)	Assess entry point, deliver the selected programme with trained staff, monitor decoding and fluency at planned intervals and reintegrate learning with class reading.	1
Small-group reading, writing and mathematics tuition (30mins per day per class)	Set precise entry and exit criteria, align sessions with classroom teaching, and review after a defined block. Use pre-teaching, feedback and retrieval where these meet a diagnosed need. EEF evidence supports well-implemented small-group tuition.	1, 2
Reading fluency and carefully supervised digital practice (30 mins per day per class)	Continue or refine Fluency Factory and any Atom Learning provision only where usage and assessment show an additional benefit. Record access, completion and learning gains; digital licences alone are not an intervention.	1, 2

Budgeted cost: £80,000

Wider strategies

Activity	Evidence and implementation	Challenges
Attendance casework and practical family support	Monitor daily patterns, contact families early, identify barriers, agree proportionate support and work with Haringey services when needed. Review the impact of each plan; follow current DfE attendance guidance. Is there anything specific and different for PP that you will be doing here that is not done for all pupils?	3, 4
Learning mentor and pastoral provision	Provide assessed, goal-based support for pupils who need it, with a planned review and links to class practice and family support. Charge only the documented PP share of staffing to this grant.	3, 4
Breakfast, trips, clubs and residential access	Offer discreet financial support according to need and monitor take-up, including the Year 6 residential. Enrichment aims to secure equitable participation and wider experience; academic impact will not be assumed.	3, 5

Budgeted cost: £49,970

Total budgeted cost: (must equal total available)

Implementation and evaluation

Autumn 2026: confirm eligibility, allocation, baselines and pupil needs; agree individual provision and cost apportionment. Each term: review attainment, intervention entry and exit data, attendance, pastoral goals and enrichment participation. Summer 2027: evaluate impact, value for money and pupil and family feedback; report to governors and update the statement for 2027–28. Continue, adapt or discontinue activities according to evidence. Repeat the cycle in 2027–28 and 2028–29.

Part B Review of the previous academic year

Measure	2025–26 result and interpretation
EYFS, phonics, KS2 reading, writing and mathematics	Reception - GLD 62% - Literacy 64% - Maths 66% Phonics – 78% KS2 SATs Mathematics – 83% and GD 28% Spelling, Punctuation and Grammar – 77% and GD 24.5% Reading - 83% and GD 24.5% Writing - 84.9% and GD 34% Combined - 75% and GD 13%
Internal progress and intervention impact	In 2026, 65% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined, compared with 48% nationally, 59% across Haringey and 60% across London. Non-disadvantaged pupils achieved 74%, compared with 70% nationally. All children attending interventions who were disadvantaged reached EXS in Maths and 75% of the children who attended Reading achieved expected standard also. This clearly shows that the daily routine of interventions had significant impact on the outcomes.

Wellbeing, behaviour and enrichment	Pastoral support and consistent behaviour routines were used to support disadvantaged pupils' wellbeing, engagement and readiness to learn. Access to clubs, trips and enrichment activities helped reduce financial barriers to participation. Continued priorities include targeted emotional support and increasing participation among pupils who access fewer enrichment opportunities. Do you know how many disadvantaged pupils accessed enrichment?
What changes in 2026–27	In 2026–27, a key priority will be strengthening phonics and reading outcomes for disadvantaged pupils. Regular assessment will identify gaps in phonics knowledge, reading fluency and comprehension, enabling timely, targeted support. Progress will be reviewed regularly and provision adjusted where needed, with the aim of increasing the proportion reaching expected standards and reducing attainment gaps.

Externally provided programmes

Confirm programmes funded in 2025–26 and providers before publication. The current website statement names Atom Learning, Read Write Inc, Fresh Start and Testbase; do not imply that each was paid entirely from pupil premium without finance verification

Sources consulted

Crowland Primary School, Pupil premium strategy statement published December 2025; Pupil premium strategy statement published December 2025; Department for Education, Pupil premium guidance and strategy statement template (updated 2026); Education Endowment Foundation, Guide to the Pupil Premium and relevant guidance on teaching, phonics, tuition and professional development. School-specific targets and financial entries require local verification.