

Pupil premium strategy statement – Crowland Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	102 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024–2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Co-Headteachers
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,309
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,309

Part A: Pupil premium strategy plan

Statement of intent

At Crowland Primary School, we are committed to ensuring that disadvantage does not limit pupils' academic achievement, personal development or future opportunities. Our pupil premium strategy prioritises high-quality teaching, targeted academic support and strong pastoral provision, informed by evidence-based research and ongoing assessment.

Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation and local crime contribute to significant social, emotional and mental health needs. have social and emotional needs that need constant attention.
2	Lower starting points, gaps in learning, and difficulties with retention and recall of prior knowledge. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Language repertoire and vocabulary breadth is often a barrier
3	Limited access to cultural, enrichment and extra-curricular experiences beyond school.
4	Financial hardship impacting nutrition, attendance and access to learning opportunities. Some attendance issues due to housing, parental challenges and mental health issues.

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
Disadvantaged children will maintain their rate of progress from their last statutory assessment point so the vast majority achieve the expected standard by the end	<p>The end of term data will show that the attainment of Pupil Premium Children is in line with non-pupil premium children.</p> <p>Where children are not making the Expected Standard, they are identified so early strategies can be put into place that will accelerate progress. Time frames are set to ensure these children reach the Expected Standard by the end of their primary education.</p> <p>Interventions will be reviewed and the impact measured to ensure they are achieving their objectives. of their primary education.</p>
Reading attainment for disadvantaged children will be in-line or above non-pupil premium children.	Children will be introduced to high quality texts that will broaden their vocabulary giving them insight into the wider school curriculum. The vast majority will complete their primary education able to read a wide variety of texts fluently and with understanding.
No child will miss a school based activity where poverty may prove a limiting factor. The school is committed to offering a variety of experiences that will broaden children's learning.	Communication with disadvantaged families will be constant and ongoing. When needs arise children will be funded for breakfast club and extra-curricular activities. Pupil Premium money will also ensure that disadvantaged children attend the Year 6 residential trip.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

- Staff release time, lesson study, data analysis and monitoring: £8,000
- SEND and inclusion-focused training: £8,000
- Whole-school adaptive teaching CPD and coaching: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Adaptive teaching CPD to support children at all levels.</i>		
<i>Booster session (Atom/Phonics training)</i>		

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

- Pupil Premium booster sessions (after-school tuition): £6,000
- Atom Learning licences and digital resources: £4,000
- Literacy and maths small-group interventions (staffing): £12,000
- Phonics catch-up and EAL intervention staffing/resources: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>'Fresh Start'-Phonics catch up programme for children who are new to the school and have EAL, children who need extra support in the school</i>	Targeted phonics intervention is supported by strong evidence showing that early, systematic phonics significantly improves decoding, fluency and reading accuracy, particularly for pupils who have gaps in early reading or who are new to English. The Education Endowment Foundation (EEF) identifies phonics interventions as having a high impact on attainment, especially when delivered in small groups or one-to-one and closely matched to pupils' assessed needs.	

	Early identification and rapid intervention are key to preventing longer-term reading difficulties.	
<i>Literacy</i>	EEF research indicates that targeted literacy interventions, delivered in addition to high-quality classroom teaching, can accelerate progress for disadvantaged pupils with identified gaps in reading and writing. Structured small-group or one-to-one support allows teaching to be precisely focused on individual misconceptions, enabling pupils to consolidate prior learning and develop confidence. Regular assessment ensures interventions are adapted and discontinued when impact is secured.	
<i>Atom Learning</i>	Evidence shows that well-implemented digital learning platforms can support personalised practice, retrieval of key knowledge and increased engagement. Atom Learning provides immediate feedback and targeted consolidation, enabling teachers to identify gaps quickly and tailor support. This approach also supports disadvantaged pupils' access to high-quality learning resources beyond the classroom.	
<i>PP booster sessions</i>	EEF guidance highlights the effectiveness of structured small-group tuition in improving attainment for disadvantaged pupils, particularly when sessions are regular, time-limited and aligned with classroom learning. Booster sessions enable pre-teaching, overlearning and targeted revision, helping pupils to	

	build fluency, confidence and accelerated progress.	
'Fluency Factory'	Aimed at raising fluency levels in reading for all PP pupils. Additional provision in reading taking place on a daily basis.	

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

- Rewards, incentives and attendance initiatives: £2,000
- Enrichment, trips and residential subsidies: £3,000
- Breakfast club subsidies and nutritional support: £5,000
- Learning mentor staffing (pastoral, behaviour, SEMH): £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school club activities		
At Crowland we provide additional specialist teachers in Music, Art and Spanish for the Children to learn Year 4 children have whole class instrumental lessons, each child has instrument. Children in Years 5 and 6 can choose to continue with lessons in their chosen instruments.	The University of Southern California completed a five-year study into how music instruction appears to accelerate brain development in young children. https://news.usc.edu/102_pupils681/childrens-brains-develop-faster-with-music-training/	Many of our PP pupils who may not have the opportunities can engage in musical instrument tuition, Art critique and learning to speak an additional foreign language increasing their cultural capital and enhanced life-long opportunities
We provide a reward shop that is linked into our whole school behaviour policy. Children receive 'Dojo's' in class that	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/behaviour-interventions	All pupils benefit from clear reward systems responsive to their efforts in maintain

are then transferred to 'merit's. Once a child achieves a certain threshold they are invited to the Headteacher's office to select a reward.		school values and whole school expectations
Crowland has learning mentors that work with children that have difficulty in managing their behaviour. Those that are vulnerable to exclusion or are easily disengaged with learning have weekly sessions that teach children	The social and emotional learning that our learning mentors are responsible for is grounded in evidenced based practices. The impact across the school is evidenced by the behaviour and attitudes to learning which has been commended on by the last Ofsted Inspection (Oct 2024)	All targeted pupils identified in need of pastoral support to address challenging behaviour, emotional regulation and mainstream participation
Subsidised school trips/free school trips	Cultural Capital value Beyond-the-classroom-enrichment-report-1.pdf Personal development judged to be 'Outstanding' (Ofsted, Oct. 2024)	Increase opportunities for all PP pupils who may not ordinarily be able to access external visits and activities such as those provided by the school

Total budgeted cost: £155,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, disadvantaged pupils made positive progress across the school. Assessment information demonstrated narrowing attainment gaps in reading and mathematics, improved attendance following targeted pastoral and breakfast provision, and reduced behaviour incidents. Where outcomes were weaker, approaches have been refined to strengthen early identification and intervention.

Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). Information from summative and formative assessments the school has undertaken. School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Atom Learning – Atom Education, 'Progress Quest' 'Read Write Inc.' Phonics interventions – Approved providers	Evidence shows that well-implemented digital learning platforms can support personalised practice, retrieval of key knowledge and increased engagement. Atom Learning provides immediate feedback and targeted consolidation, enabling teachers to identify gaps quickly and tailor support. This approach also supports disadvantaged pupils' access to high-quality learning resources beyond the classroom.
'Fresh Start' -RWI	This is a catch-up programme which supports our Early Readers many of whom are of PP background and may not have had earlier opportunities to develop their reading knowledge up to age-related expectations. Some of our PP pupils come into school as mid-phase

	admissions at early stages of reading who benefit from the programme
Test-base	Test base is an assessment tool which helps identify gaps in learning for many of our PP pupils. This supports teachers' planning in addressing any gaps in learning and thus raise attainment of our PP pupils in English and Maths.

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional Strategic Clarifications and Monitoring

High-quality teaching remains the primary lever for improving outcomes for disadvantaged pupils. All pupil premium spending is therefore underpinned by a commitment to strong classroom practice, supported through targeted professional development, coaching and ongoing monitoring.

Provision for disadvantaged pupils is responsive rather than static. Pupils' needs are identified through regular formative and summative assessment, pupil progress meetings and pastoral reviews. Interventions are adjusted, intensified or discontinued based on evidence of impact.

The impact of pupil premium spending is monitored at pupil, cohort and whole-school level. Senior leaders review progress termly and use this information to refine provision, ensuring that funding is directed towards strategies that demonstrably improve outcomes.

Some wider pastoral and enrichment provision described within this strategy is supported through a combination of pupil premium funding and the core school budget. This blended approach ensures continuity of support for vulnerable pupils while maintaining transparency and value for money.

This strategy is informed by the Education Endowment Foundation (EEF) Teaching and Learning Toolkit and relevant guidance reports, ensuring that decisions are grounded in robust educational research.

Evaluation of this strategy will take place annually, with refinements made in response to pupil outcomes, attendance and behaviour data, staff feedback and emerging evidence.