

Pupil premium strategy statement – Crakehall Primary School (2025).

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	119
Proportion (%) of pupil premium eligible pupils	9/119 7.6%
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 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mike White
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,055
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>	£17,914

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent readers.
- To ensure that all children are competent writers.
- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements with no or minimal need for additional financial commitment from parents.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement SEND 'Little Wandle' systematic and synthetic phonics intervention scheme to ensure rapid catch up. *NB: Support from the English hub is ongoing.*
- Introduction to Spelling Shed to support the development of spelling (Y1-6).
- Provide continued CPD for all staff across the school to improve subject knowledge for the teaching of reading
- Provide continued CPD for all staff across the school to improve subject knowledge for the teaching of spelling and SPaG.
- Provide moderation and training opportunities across the Federation to support staff when assessing writing.
- Provide a heavily subsidised laptop lease scheme for low-income families.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach before school with teaching staff and during free wrap around care in 'Tea-Timers' to focus on reading/ support with homework.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners have the opportunity to experience residentials and other school activities, along with a laptop scheme, irrespective of financial barriers.

Challenges

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

Challenge number	Detail of challenge
1	Only 17% of disadvantaged learners are working at ARE in writing (Summer 25). [in comparison to 73% of non-disadvantaged pupils]
2	Data shows that some pupils are not making expected progress in reading.
3	Financial constraints prevent children from accessing wrap around care.
4	Children struggle to access a wider curriculum due to financial constraints (residential/ trips).

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
Children will become competent writers and there will be an improvement in writing outcomes across the school.	55.6% (5/9) of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
To ensure that all pupils eligible for Pupil Premium make at least expected progress in reading.	100% of pupils make at least expected progress in reading from their starting point.
All disadvantaged pupils are offered school's wraparound care to support academic progress and enrichment opportunities.	Pupils attend wrap around care on a regular basis. Pupils benefit from school's further enhancements during this time.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	Disadvantaged pupils are offered financial support to experience residential visits, trips and curriculum enhancements (including the use of a laptop or iPad) without the need for additional financial commitment for parents/carers.

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)

Budgeted cost: £1,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers to implement the Write Stuff pedagogy effectively.	Across our Federation, we believe that providing staff CPD to support the implementations of writing will enable a consistent and accurate outcome for those eligible for the Pupil Premium grant. <i>We will invest PP in sustained, mechanism-rich CPD so teachers can explicitly model and teach the writing process (including sentence-combining and transcription fluency), strengthen oral language and vocabulary, and build pupils' self-regulated writing strategies. This aligns with EEF guidance on effective PD and literacy (KS1/KS2), and the EEF Pupil Premium tiered model prioritising high-quality teaching. Impact will be monitored through fidelity checks, work sampling of the writing process, and progress measures for disadvantaged pupils.</i>	1
CPD for teachers to support the delivery of reading (Hooked on Books).	Teachers to become highly skilled in the delivery of Jane Considine's Hooked on Books programme of study. <i>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality.</i>	2

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

Budgeted cost: £4,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions on a 1:1 or a small group basis to address gaps in learning, as needed in reading and writing.	Pupils will receive structured interventions in the form of 1:1 or small group support. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session. <i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Targeted resources purchased will</i>	1,2

	help to ensure areas of learning are regularly assessed in line with NTS assessments. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop Loan Scheme	A heavily subsidised laptop scheme supports learners to use many different online learning environments. This scheme also encourages the quality and quantity of learning that takes place in the home learning environment. <i>EEF - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i> <i>Technology can be engaging and motivating for pupils.</i> <i>(Impact +4 months)</i>	3
Teaching assistants to support 'Tea Timers' wrap around care to support with the provision of homework. <i>9 hours per week - 3 mornings/ 3x2hours afternoons</i>	Our before and after school club, 'Teatimes', is where children are encouraged to complete homework in a small group setting with both TA/ HLTA support. <i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Children also receive a meal at this club to prepare them for study.</i> <i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). (Impact +5months)</i>	4
Residential and trip subsidy including additional swimming lessons.	All pupils are given the opportunity to access trips and residentials throughout the year and will not be hindered by financial constraints.	4

Total budgeted cost: £11,344 (plus additional £6,570 for service pupils spending)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: Children will become competent writers and there will be an improvement in writing outcomes across the school.

Success Criteria: 83% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.

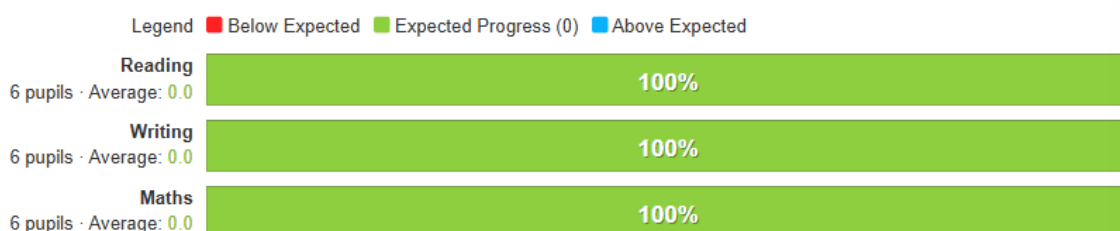
Impact for 2024/ 2025 academic year:

NTS	Writing
Pupil Premium Meeting %At/Above Expected	17%
Non Pupil % At/Above Expected	73%
Difference between %	56%

Reflection: There has been a decrease in outcomes for disadvantaged learners in writing from 29% (Summer 2024) to 17% (Summer 2025). A -12% decrease means that the gap between disadvantaged learners and those who are not in receipt of PP has widened. Nevertheless, teachers are receiving significant CPD in the programme, The Write Stuff. Dedicated staff meeting and training days have been scheduled to support the planning, implementation and moderation of writing across each year group. Staff absence has been a factor contributing to the low percentage of children meeting age related expectations. Improvements in writing are a priority in both the School Action Plan and Federation Action Plan.

Progress indicators show that pupils eligible for the Pupil Premium grant are making expected progress from their starting point.

Progress Overview for Pupils (from 2023-2024) who are pupil premium – 2023-2024 Summer to 2024-2025 Summer Main Assessment



Intended Outcome 2: Children will become competent readers and there will be an improvement in reading outcomes across the school.

Success Criteria: 100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.

Impact for 2024/ 2025 academic year:

	Reading
Pupil Premium Meeting %At/Above Expected	80%
Non Pupil % At/Above Expected	86%
Difference between %	6%

Reflection: Although we did not achieve the success criteria of 100% of disadvantaged pupils achieving age related expectations, there has been an increase in outcomes for those eligible for PP (from 71% in Summer 24, to 80% in Summer 25). The percentage gap between those eligible for the grant and those not in receipt of PP, has improved from 19% to 6%.

Intended Outcome 3: All disadvantaged pupils are offered school's wraparound care to support academic progress and enrichment opportunities.

Success Criteria: Disadvantaged pupils benefit from school's further enhancements (including wraparound care).

Impact for 2024/ 2025 academic year: 100% of pupils have access to wrap around care where they received support with their homework and opportunities for peer interaction.

Reflection: This wrap around care facility ensured pupils are able to experience schools further enhancements

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.

Programme	Provider

Service pupil premium funding (optional)

<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
The funding was allocated to support a trip to Armed Forces Day and Ripon Cathedral. Support was given to service pupils by a nominated HLTA (Service Pupil Champion), who spent time with pupils, playing playground games and activities to increase pupil interaction and help service pupils to increase their social circle. Every service child has a wooden memory box which they can add memories and keep sakes to, and they can take to their next school to support transition.
The impact of that spending on service pupil premium eligible pupils
Pupils' wellbeing and social circle was enhanced. Pupils had an allocated member of staff to talk to daily if needed. Games to support interaction and increase confidence. A direct link was made with parents and the Service Pupil Champion.

Further information (optional)

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