

Pupil premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Croftway
Number of pupils in school	416 (2025-26)
Proportion (%) of pupil premium eligible pupils	42% (2025-26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Sanderson
Pupil premium lead	Duncan Turner
Governor / Trustee lead	Louise Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£248,275

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, including those who are already achieving well, make good progress from their starting point. We make use of the additional pupil premium funding to ensure that disadvantaged children receive the highest quality education and equal access to opportunities, experiences and enrichment in order to ensure that they leave our school well-prepared for the next step in their education.

We will consider the challenges faced by vulnerable pupils, such as those who are known, or were previously known to social care; children who speak English as an additional language; children who are refugees or asylum seekers; those who have experienced family bereavement and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Central to our approach is quality-first teaching by staff who receive professional development in effective research-informed pedagogy to support all learners. This includes their ability to carry out effective early identification of barriers to children's learning and well-being. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

For some pupils, identified through rigorous analysis of quantitative and qualitative data, this is then supplemented by the rapid implementation of effective intervention to support them to keep up rather than catch up and the impact of this intervention is monitored and evaluated.

Through careful monitoring and robust systems, as well as identifying barriers to coming to school associated with disadvantage, we respond to low levels of attendance and persistent absences to ensure that all pupils have access to consistent and regular schooling.

Our approach and plans are also outlined in the School Development Plan. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set including through the use of uplifted targets in line with the RADY framework
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can

achieve through staff appraisal, pupil progress meetings and regular monitoring of data.

Challenges

This details the key challenges to achievement that we have identified among our Intended outcomes

Challenge number	Detail of challenge
1	There is an attainment gap between pupil premium and non-eligible peers, particularly where pupils are impacted by multiple vulnerabilities, in phonics screen outcomes at the end of Year 1. Typically this is closed by the retest at the end of Year 2; however, Key Stage 2 reading outcomes show a similar gap to that of the phonics screen.
2	There is an attainment gap between pupil premium and non-eligible peers, particularly where pupils are impacted by multiple vulnerabilities, in writing at the end of Key Stage 2. .
3	There is an attainment gap between pupil premium and non-eligible peers, particularly where pupils are impacted by multiple vulnerabilities, in maths at the end of Key Stage 2.
4	Assessments, observations and discussion with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children, particularly where pupils are impacted by multiple vulnerabilities. These are evident from Nursery - Year 6.
5	Attendance:- our attendance data shows that in 24-25 school was 2.9% above national figures for disadvantaged attendance. 25-26 needs to ensure the high levels of attainment at all levels. In 24-25 school data shows that pupil premium children had higher rates of persistent absence than their non-pupil premium peers.
6	A growing number of referrals to outside agencies indicates that an increasing number of pupils are suffering from mental health difficulties or are vulnerable due to their parents struggling with the same. Disadvantaged pupils are disproportionately impacted by this.

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
Improved attainment in the Year 1 phonics screen and reading outcomes at the end of Key Stage 2 for those pupils eligible for the pupil premium.	<p>Over the course of this plan, reading outcomes for pupil premium-eligible pupils will improve to be in line with the national figure for all pupils at the end of Key Stage 2.</p> <p>Over the course of this plan, phonics outcomes for pupil premium-eligible pupils will improve to be in line with the national figure for all pupils at the end of Year 1.</p>
Improved writing outcomes at the end of Key Stage 2 for those pupils eligible for the pupil premium.	Over the course of this plan, writing outcomes for pupil premium-eligible pupils will improve to be in line with the national figure for all pupils at the end of Key Stage 2.
Improved maths outcomes at the end of Key Stage 2 for those pupils eligible for the pupil premium.	Over the course of this plan, maths outcomes for pupil premium-eligible pupils will improve to be in line with the national figure for all pupils at the end of Key Stage 2.
Improved oral language skills and vocabulary among disadvantaged pupils.	25/26 assessments, pupils' work and observations in the learning environment indicate an improved oral language among disadvantaged pupils. This is evidenced through books, lesson visits, pupil voice and formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● The overall absence rate for all pupils being no more than 5%, and attendance for disadvantaged children will be in line with non-disadvantaged pupils. ● Persistent absence for disadvantaged pupils is no more than 3% lower than their peers
Pupil in receipt of mental health and nurture support to sustain improved wellbeing.	Sustained high levels of well-being demonstrated by: - qualitative data from student voice, quantitative data from Thrive data, student and parent questionnaires, teacher observation and exit from external support services

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development of staff to provide high quality teaching, assessment and a curriculum which responds to the needs to all pupils including the mentoring and coaching of staff in classes	Supporting high quality teaching is pivotal in improving children's outcomes. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Purchase of standardised diagnostic NTS assessments. Mentoring of staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-yearpart-1 1, 2, 3, 4	1,3,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,6
Improve the quality of social and emotional (SEL) learning and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	1, 2, 3,4, 5, 6

nurture support. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk	
Enhancement of our maths teaching and curriculum thorough quality CPD from the Maths Hub - TRG and NCETM	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Read, Write Inc subscription and support package including development days for staff to increase reading outcomes with a focus on use of data to target to identify 1:1 tutoring	Phonics/reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
Additional phonics and reading sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.	Phonics/reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
Additional reading sessions targeted at disadvantaged pupils	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and	1, 4

including the bottom 20%, who require further teaching to narrow the gap in attainment.	teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional writing sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4
Additional maths sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.risingstars-uk.com/series/on-track-math	3, 4

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to introduce and then embed the Thrive Approach, to support behaviour, attendance, mental health and academic success.	https://www.thriveapproach.com/impact-and-research	5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and working with the County attendance/support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance Engage with parents and Education Welfare Consultant promote positive attendance	5

officers to improve attendance.		
Commando Joe's - training for staff to provide support for children with mental health, physical activity, attendance and behaviour	This approach has been endorsed by The Youth Endowment Fund, which works to prevent children becoming engaged in violence. The EEF state that effective SEL support can improve academic gains by 4 months.	1, 2, 3, 4, 5, 6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding a side to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 250,000

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.

Challenge 1 Attainment in Reading and Phonics

Outcome

	<u>All Pupils</u>	<u>PP</u>
<u>ELG WR%</u>	71%	86%
<u>Year 1 Phonics</u>	81%	64%
<u>Year 2 Phonics</u>	91%	92%
<u>Year 6 Reading</u>	81%	69%

Year 1 phonics results have improved in academic year 2024/25 compared to 2023/24. There remains a gap in attainment between pupil premium-eligible pupils and their non-eligible peers.

Year 2 phonics results have improved in academic year 2024/25 compared to 2023/24. Outcomes are very similar with pupil premium pupils slightly outperforming their non-eligible peers.

Year 6 reading outcomes continue to be strong overall with a slight improvement in 2024/25 compared to 2023/24; however, there remains a gap in attainment between pupil premium children and those non-eligible peers.

Next Steps:

- *Moved ES into year 1 to drive Phonics for 23/24. ES to take over leadership of RWI in 24/25.*
- *Children in Year 2 - not passed to have boosters and dots and dashes intervention which had impact for Year 1 tippers 22/23*
- *Target intervention for EAL children with SET 1, 2 and 3 sounds across the Key Stage as it is identified that these children, generally say A for a.*

Challenge 2 development of oracy language skills

SALT interventions have been provided by trained staff and professionals. Speaking and listening progression document developed and shared with all staff. Launchpad is now embedded in EYFS. Oracy and Language skills are still below national level at the end of EYFS, which impacts on phonics results at the end of Year 1. NELI was introduced in academic year 2024/25; however, this did not have a positive impact on outcomes and will not continue in 2025/26. Talk Boost will be used to screen all children in reception and any children in Year 1 who did not achieve the 'Communication' strand at EYFS exit will complete the intervention in 2025/26.

Challenge 3: Attainment in Writing

	<u>All Pupils</u>	<u>PP</u>
ELG W	78%	86%
Year 6	72%	56%

Children in reception who are eligible for the pupil premium outperformed their non-eligible peers in the writing strand of GLD. These figures are an increase for both groups compared with EYFS attainment in 2023/24. This is a result of the new phonic-matched approach to writing which will continue in academic year 2025/26.

Writing outcomes at Key Stage 2 were similar in 24/25 to 23/24. The newly introduced writing process has led to an improvement in spelling and grammar assessment outcomes throughout Key Stage 2. Implementation of this structure will continue into 25/26.

Challenge 4 Number of Pupil Premium also SEND, LAC or EAL

PP	PP&EAL	PP&LAC	PP&SEND
190	28	10	74

Pupils have accessed interventions and boosters. EAL provision is being developed further but already recognised as an area of strength. The introduction of the RADY programme has enabled us to focus on PP children and increase attainment for these children. Support and further development needs to focus on PP and SEND group.

Challenge 5 Increased SEMH difficulties

Zones of Regulation in use. Mental Health Award achieved across the school. Young carers supported through work with family team member. Support in place for bereaved children and Holding Hearts and Winston's Wish support put in place, as well as nurture provision.

Zones of regulation and use of worry monsters is proving effective for children in KS1 due to the visual aspect and difficulties in being able to verbalise emotions, the use of these is less evident further up school. Older children prefer to use 'worry boxes' as a means of gaining support.

The school now has one trained Thrive Practitioner and has begun the implementation of this approach which will be developed through 2025/26. Two further staff members who work across the trust are completing Thrive Leadership apprenticeship courses.

Support for bereaved children is effective but can be limited by the attendance of the children.

Challenge 6 Attainment in Maths

	All Pupils	PP
ELG N	83%	93%
Year 6	78%	66%

Children in reception who are eligible for the pupil premium outperformed their non-eligible peers.

In Year 6, the gap between those pupils eligible for the pupil premium and the overall number of children achieving the expected standard in maths remained the same. The number of pupil premium children achieving the expected standard is above the national average figure.

Challenge 7 Attendance

	Whole School	PP
School	96%	95%
National Average (FFT)	95%	92%
Difference	+1%	+3%

Overall school attendance is above the national average 95% which we aim for. PP pupils attendance is better than the national average for this group and in line with the overall national average. This represented a sustained performance in 2024/25 from 2023/24.

Winopoly has been introduced as part of the school's weekly assembly rota. This will be developed in 2025/26 to raise its profile further with pupils. The school has continued to implement the local authority's attendance procedures and communicated expectations around this to parents, e.g. about leave of absence requests.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The school's Early Years outcomes are broadly in line with the national averages. There was an increase in performance in Year 1 and Year 2 phonics outcomes in 2024/25 which returned the school's performance to in line with national figures. The school's headline Key Stage 2 outcomes continue to be in line with or above the national averages, particularly in reading and SPAG. Outcomes at Key Stage 2 for pupil premium-eligible pupils are in line with or above their eligible peers nationally but behind the overall national figures.

Absence among disadvantaged pupils was 3% lower than their peers in 2024/25. The school had a persistent absence level of 7% compared to 15% for schools nationally. This represents a significant improvement over the last 3 years as a result of the school's drive on attendance. For all pupil groups, PA attendance at school-level is better than national but disadvantaged PA was 6% higher than non-disadvantaged.

Rigorous monitoring and tracking processes for behaviour show that this has improved last year with a reduction in exclusions and no fixed term suspensions.

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
Launchpad for Literacy	Kirsty Page
Accelerated Reader	Renaissance
Reading Plus	Dreambox
Read Write Inc	Ruth Miskin
Star Maths	Renaissance
Read Write Inc Spelling	Read Write Inc
Times Tables Rock Stars	Times Tables Rock Stars
Talk Boost	Talk Boost
Botheredness Training	Hywel Roberts
Tackling Disadvantage	NELT / Research School
Makaton Training	Northumberland County Council

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include: ·

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. ·
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Provide a range of trips to enhance learning for the children and improve aspirations and engagement with learning.
- Raising aspirations through our University College programme and exposure to a range of careers.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.