

Pupil premium strategy statement – Croxton Kerrial CE Primary School

This statement details our school's use of pupil premium (and recovery 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	36
Proportion (%) of pupil premium eligible pupils	33% (12 children)
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)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Amanda Scott
Pupil premium lead	Amanda Scott
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£19,695

Part A: Pupil premium strategy plan

Statement of intent

At Croxton Kerrial CE Primary School, we are committed to providing learning that is purposeful, meaningful and ambitious for every individual pupil. Through a broad and balanced curriculum, we set high expectations and encourage aspirations in all pupils. This includes pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that the appropriate provision enables all pupils to succeed irrespective of their background. We are determined to ensure that our pupils are given every opportunity to realise their potential, make good progress and achieve high attainment in all areas.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after', have a social worker and who are service children. This statement shows how Pupil Premium, which is additional to main school funding, will be used to address any current inequalities between children eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that funding supports their needs.

Our aim is that the attainment of Pupil Premium children is level with non-Pupil Premium attainment.

The funding is used in three areas:

1. Improving the quality of teaching eg professional development.
2. Targeted academic support eg individual/paired/small group tuition.
3. Wider strategies eg extra- curricular activities.

Key Principles

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring, personal development opportunities.

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led teaching

approaches there will be an improved quality of teaching. Instructional coaching will further contribute to teacher development. We will also concentrate our spending on developing teacher pedagogical knowledge. Combined these will have a high impact on pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non- disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children’s attainment and progress, as well as their emotional and social well-being in order to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out on such important aspects of education, that learning is enriched, and their self-confidence grows.

Challenges

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

Challenge number	Detail of challenge
1	Ensure evidence-based pedagogy is strong across the whole school.
2	Close the attainment gap for children who did not meet end of phase expectations and have not secured the foundational skills or knowledge for the next phase of their education
3	25% of disadvantaged children have recognised SEND needs.
4	Persistent absence and low school attendance of some children.

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge. Instructional coaching happens regularly, and teachers say that it has a positive impact on their practice. Teachers make well-informed pedagogical choices and use adaptive teaching strategies to secure good progress for all pupils. Pupils are shown to know and remember more over time.

	Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point. Outcomes are in line with notional national expectations and children are ready for the next stage of their learning. Outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.
SEND needs in disadvantaged pupils are identified early. Targeted interventions and high-quality, evidence-based teaching practices ensure equitable access to learning and sustained academic progress for disadvantaged/SEND pupils.	Staff demonstrate secure and comprehensive pedagogical expertise in supporting pupils with SEND. Disadvantaged and SEND learners consistently retain and apply knowledge over time, evidencing sustained progress.
Pupils attend school consistently.	Attendance figures improve for all disadvantaged pupils. Disadvantaged pupils' attainment improves as there are fewer gaps in learning.

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: £ 7,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies and also	1,2,3

<p>on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	<p>1,2,3</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	<p>1,2,3,4</p>

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

Budgeted cost: £9,926.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<p>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:</p> <p>New EEF reports, including +2 months' attainment boost from... EEF</p>	1,2,3,4
Small group interventions	<p>Evidence shows that the use of targeted interventions, and in class support, can help disadvantaged pupils stay on track and where necessary catch up with their learning.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant Interventions EEF Collaborative learning approaches EEF</p>	1,2,3,4

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

Budgeted cost £2,481.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	Rigorous tracking of attendance and a consistent approach shows that attendance improves. Supporting attendance EEF	4
Support staff – small group intervention	Teaching Assistant Interventions EEF Making Best Use of Teaching Assistants EEF	1,2,3
Development of a range of extra-curricular activities	Physical activity and access to 'the arts' has important benefits in terms of health, wellbeing and physical development Physical activity EEF Arts participation EEF Aspiration interventions EEF	1,2,3,4
Intervention programmes (Nessy, TT Rockstars, Spelling shed)	We have identified a need to set a small amount of funding aside to support children's learning through intervention programmes.	1,2,3

Total budgeted cost: £19,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school utilises HeadStart assessments for Reading and White Rose assessments for Mathematics to accurately identify areas of need and inform targeted support. For disadvantaged pupils, this is further enhanced through Cognitive Ability Tests (CAT4), which test cognitive abilities across four key areas: verbal reasoning, non-verbal reasoning, quantitative reasoning and spatial ability. These assessments provide valuable insights for teachers, pupils, and parents, enabling personalised strategies to maximise learning potential.

Evidence-based teaching strategies—including pre-teaching, overlearning, re-teaching using alternative approaches, quizzing, and other retrieval practices—are embedded across the curriculum to secure long-term knowledge retention. These approaches are integral to ongoing support staff training, recognising their key role in delivering pre-teaching and overlearning interventions.

Support staff continue to deliver high-impact provision within classrooms under the direction of class teachers, as well as targeted interventions for individuals and small groups at other times of the day. This ensures maximum impact on pupil progress and attainment.

Attendance data for 2024/25 demonstrates improved engagement, with disadvantaged pupils achieving an attendance rate of 92.4%.

School visits and activities may request voluntary financial contributions from parents. This includes trips, such as residential stays, and activities like swimming. Pupil Premium funding was used to support eligible children.

Children's learning was enriched and their self-confidence continued to grow. No child missed out of such important aspects of education.

Help is given with the cost of having milk at school. Nutrition was supported and the health of children generally very good.

Attendance at the after-school club is good. Children participated in musical performances and as team members in sports events and tournaments. Confidence levels were high.

Externally provided programmes

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

Programme	Provider
Spelling Shed	Ed shed
Letterjoin	Letterjoin Handwriting
Phonics Play	Phonics Play