

# Pupil premium strategy statement – Crosby Ravensworth CE 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   | 30 + 11 nursery                |
| Proportion (%) of pupil premium eligible pupils (R-Y6)   | 10%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2026 - 2029                    |
| Date this statement was published  | 30 <sup>th</sup> December 2025 |
| Date on which it will be reviewed  | 30 <sup>th</sup> December 2028 |
| Statement authorised by  | Duncan Priestley               |
| Pupil premium lead   | Duncan Priestley               |
| Governor / Trustee lead  | Pupil Progress Committee       |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £1815  |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br><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> | £1515  |

# Part A: Pupil premium strategy plan

## Statement of intent

- **Pupil Premium Statement of Intent**
- *At Crosby Ravensworth CE Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve well and are fully included in all aspects of school life. We recognise that high-quality teaching is the most important factor in securing strong outcomes for disadvantaged pupils and therefore place Quality First Teaching at the heart of our Pupil Premium strategy.*
- *Our approach is informed by the needs of our small school community and the challenges faced by some families, including the ongoing impact of the Covid-19 pandemic and the cost of living crisis. We aim to remove barriers to learning, promote inclusion, and support the whole child academically, socially and emotionally.*
- **Our ultimate objectives are:**
- *• For all pupils, including those who are disadvantaged, to make good progress and achieve high attainment across all areas of the curriculum.*
- *• To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils over time.*
- *• To raise expectations, aspirations and confidence for all pupils.*
- *• To ensure all disadvantaged pupils develop strong reading, writing and mathematical skills that prepare them well for the next stage of education.*
- *• To support pupils' wellbeing and mental health so that they are able to engage positively with learning.*
- *• To ensure that financial circumstances do not limit pupils' access to enriching experiences and opportunities.*
- **How our Pupil Premium strategy supports these objectives:**
- *• Embedding high-quality, inclusive classroom teaching that meets the needs of all learners through effective differentiation and adaptive teaching.*
- *• Targeted 1:1 and small group interventions to address gaps in learning, particularly in reading, writing and maths.*
- *• Additional pastoral and emotional support to promote wellbeing and readiness to learn.*
- *• Subsidising educational visits, residential experiences and enrichment opportunities to ensure full participation.*
- *• Supporting access to after-school clubs and wider curriculum activities.*
- *• Providing resources to enhance engagement in learning, including access to technology where appropriate.*
- *• Supporting opportunities such as music tuition to broaden pupils' experiences.*
- **Key principles of our strategy:**

- *Quality First Teaching is the foundation of our approach to improving outcomes for disadvantaged pupils.*
- *Inclusion is central to all we do, ensuring every child feels valued, supported and able to succeed.*
- *Early identification of need and timely intervention to prevent gaps in learning widening.*
- *A strong focus on wellbeing, recognising the link between emotional health and academic success.*
- *Close monitoring of progress to ensure support is effective and responsive.*
- *Through this approach, we aim to ensure that all disadvantaged pupils at Crosby Ravensworth CE Primary School thrive academically, socially and emotionally, and are equipped with the skills, confidence and aspirations to succeed.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>Lower progress in reading linked to limited parental engagement and reduced practice at home, requiring targeted interventions.</i>               |
| 2                | Delayed oracy and communication skills, with some pupils needing increased structured opportunities to develop confidence in speaking and listening. |
| 3                | Limited cultural capital and access to wider life experiences that support vocabulary development, aspiration and engagement in learning.            |
| 4                | Wellbeing and emotional resilience concerns impacting pupils' readiness to learn and ability to sustain focus in class.                              |
| 5                | Increased anxiety and social difficulties following the Covid-19 years, affecting attendance, confidence and academic progress.                      |

## 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  |
|---|---|
| <i>Improved progress in reading, writing and maths for disadvantaged pupils</i> | Measured through assessment data; increased use of <b>Doodle Maths and English</b> for personalised learning; adult volunteer support for targeted reading interventions. |

|  |  |
|--|--|
| Enhanced oracy and communication skills          | <i>Success criteria:</i> Progress monitored through <b>pupil review meetings</b> , staff planning, and full engagement with <b>WellComm</b> ; targeted interventions implemented where needed.                           |
| Increased wellbeing and reduced anxiety          | <i>Success criteria:</i> Positive impact observed through <b>ELSA support</b> , improved attendance, and pupils engaging confidently in lessons and school life. Positive impact on attendance, which remains above 95%. |
| Stronger reading engagement and cultural capital | <i>Success criteria:</i> Pupils spend more time reading library books with active encouragement from teachers; staff CPD and PDMs focused on developing reading, aligned with <b>2026 National Year of Reading</b> .     |

## 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: £ 1000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Staff CPD on Quality First Teaching, differentiation, and developing reading and oracy skills, including <b>WellComm</b> training.</i>  | High-quality teaching and targeted speech and language interventions have significant impact on disadvantaged pupils' attainment (EEF Teaching and Learning Toolkit, +5 months). WellComm is evidence-based for improving early communication. | 1,2,5                         |
| <i>PDMs focused on developing reading engagement and library use, aligned with <b>2026 National Year of Reading</b>, with strategies to encourage pupils to read widely in school and at home.</i> | Structured reading interventions, teacher encouragement, and exposure to wider texts improve literacy outcomes and engagement (EEF Reading Comprehension +5 months; EEF Oral Language +6 months).  | 1,3                           |
| <i>To deliver ELSA training to a second TA in order to further support</i>   | ELSA training will enable both our Teaching Assistants to deliver structured, evidence-informed emotional support to disadvantaged pupils. This will help  | 5                             |

|  |  |  |
|--|--|--|
| <i>children's social and emotional development</i> | address barriers linked to anxiety, low self-esteem and emotional regulation, which disproportionately affect Pupil Premium pupils and can hinder academic progress. Pupil voice interviews and regular dialogue amongst staff in relation to target children's social and emotional development reflects positive progress. |  |
|--|--|--|

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

Budgeted cost: £ 515

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>1:1 and small group <b>Maths Recovery</b> intervention to address gaps in maths knowledge and accelerate progress.</i>   | Targeted small group and 1:1 interventions have a strong positive impact on attainment, particularly in core subjects (EEF Teaching and Learning Toolkit, Small Group Tuition +4 months).   | 1                             |
| <i>Purchase and provision of reading materials, including dyslexia-friendly texts, for use in class, small groups, and at home.</i>   | Access to appropriately levelled and engaging reading materials improves reading attainment and motivation; dyslexia-friendly books support pupils with specific learning difficulties (EEF Reading Comprehension +5 months).                         | 1,3                           |
| <i>Pupil review meetings to monitor progress, plan interventions, and support speech and language development; staff training and engagement with the <b>WellComm</b> strategy.</i> | Regular review and tailored planning ensures interventions are targeted effectively. Early language intervention improves communication, literacy, and later attainment (EEF Oral Language +6 months).  | 2,5                           |
| <i>Continued investment in Doodle Learning Platform to provide personalised, adaptive learning for disadvantaged pupils.</i>  | Digital personalised learning platforms have been shown to improve engagement, independent learning, and attainment in core subjects when used alongside high-quality teaching (EEF Digital Technology +4 months; EEF One-to-One Tuition principles). | 1,2                           |

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

Budgeted cost: £ 300

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i><b>ELSA support</b> for disadvantaged pupils to develop emotional resilience, manage anxiety, and improve readiness to learn.</i>              | <b>Evidence that supports this approach:</b> Evidence shows structured emotional support improves social, emotional, and academic outcomes for pupils experiencing anxiety or social challenges (EEF Social and Emotional Learning +4 months).                        | 4,5                           |
| <i>Art – continue to work with NISCU to develop opportunities. Hold a 2026 celebration of art gallery exhibition evening in the village hall.</i> | Engagement in the arts enhances cultural capital, creativity, and motivation, which in turn supports academic achievement and social development (EEF Arts Participation +2 months; EEF Metacognition & Self-Regulation +4 months through engagement and motivation). | 3,4                           |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Comprehensive Tracking and Assessment:**

- *In a small school setting, we recognize that data alone doesn't fully capture the impact of our efforts.*
- *Alongside statutory data, we conducted internal assessments termly.*
- *Staff meetings were held to track progress and address the needs and learning gaps of all pupils.*

#### **Focused Support for Pupil Premium Pupils:**

- *Pupil premium children were clearly identified and highlighted in our tracking system.*
- *High-quality teaching and timely small group support were prioritised to address areas of need.*
- *100% of pupil premium pupils received intervention or small group support as needed.*
- *Senior leaders ensured pupil premium pupils were prioritised when assigning intervention groups, even in borderline cases.*

#### **Targeted Learning Sessions:**

- *Dedicated sessions were timetabled to address difficulties or misconceptions in learning, with pupil premium pupils given priority.*

#### **Personalized Support for Families:**

- *The small school setting allowed us to build strong relationships with families and handle situations with sensitivity.*
- *We supported pupil premium families through:*
  - *Additional meetings (e.g., to address attendance)*
  - *Making uniforms available when needed*

#### **Enriching Experiences for All Pupils:**

- *The school offers a variety of enriching activities, including:*
  - **Pony riding**, fully subsidised, over a six-week period
  - *Paddle-boarding on Derwent Water*

#### **Note on Outcomes:**

- *Due to the unusually small cohort, we do not report individual outcomes to ensure children's identities remain confidential.*

## 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 |
|-----------------|----------|
| Doodle Learning |          |
| Espresso        |          |
| 1decision PSHE  |          |