

Pupil Premium Strategy Statement – Cradley C of E 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	210
Proportion (%) of pupil premium eligible pupils	21%
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)	Autumn 2024-Summer 2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mrs C Warford
Pupil premium lead	Mrs C Warford
Governor / Trustee lead	Miss P Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,315
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>	£61,315

Part A: Pupil premium strategy plan

Statement of intent

‘Believe, belong, be happy; every child, every chance, every day’, At the heart of our vision lies the aspiration that every child achieves well and makes good progress across the curriculum, irrespective of their background or the challenges they may face. In planning our use of Pupil Premium funding, we will consider the needs of all pupils, but specifically those who may be vulnerable to possible underachievement. These include pupils who are entitled to free school meals and those who are looked after by the local authority. We hope that each and every child will learn to believe in themselves, hold high aspirations and gain the necessary knowledge, skills and understanding, which, combined with a set of core values, will enable them to be happy, successful life-long learners.

At Cradley CE our approach will be flexible to allow us to respond to challenges and individual needs. Planned actions and interventions will be rooted in robust assessments. Our Pupil Premium Strategy will support disadvantaged pupils through a tiered approach:

1. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits non-disadvantaged pupils in our school. As a result, ensuring quality first teaching is central to our approach. We will ensure high-quality teaching through well planned professional development and training and support for early career teachers. We will continue to develop, implement and evaluate a curriculum which delivers our vision and values, offering exciting, well planned and coherently sequenced learning experiences to all pupils. As a result, children will make strong progress in reading, writing and maths as well as the wider curriculum.
2. Targeted academic support. We will plan intervention programmes which will provide appropriate academic support, tailored to the specific needs of pupils to quickly address identified gaps in learning. This may be one-to-one or small group teaching and will also include after school tutoring.
3. Wider strategies Wider strategies will include ensuring that our disadvantaged pupils have access to a wide range of opportunities as part of and beyond their curriculum experience in order to raise aspirations and enhance their cultural capital.
3. Wider approach. This includes provision made for families and individuals based on their personal circumstances and needs. It may include wrap around care, uniform costs, contributions to cost of trips and other curriculum experiences.

Challenges

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

Challenge number	Detail of challenge
1	Increase in pupils with levels of speech and language needs in Reception cohorts over the last 2 years. This then has a detrimental impact on progress within EYFS and percentage of CL and GLD.
2	Widening gaps in reading, writing and maths particularly for girls who are pupil premium. 51% achieved at least expected standard in reading, 47% achieved at least expected standard in writing, 53% achieved at least expected standard in maths.
3	55% of pupil premium pupils achieved at least expected standard in writing.
4	Increase in pupils experiencing anxiety on arrival to school and other personal circumstances requiring additional support from trusted adults to access education.
5	Close attendance gap between pupils who are Pupil Premium (93.9%) and those who are not (95.7%)

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 oral language skills and vocabulary in Reception and Key Stage 1 pupils (aim for 80% of pupils to be achieving ELG in CL)	<p>A comprehensive language pathway is implemented within school which includes rapid screening and the implementation of evidence-based approaches. Training of staff is evident in the implementation of effective language provision. Effective language provision facilitates improved language skills and reduced numbers of pupils requiring further intervention as they progress through school e.g. lower number of pupils requiring intervention in year 1 as a result of effective intervention in Early Years</p> <p>Assessments and observations through the academic year show improvements in oracy skills. Use of Well Comm Early Years as assessment tool to assess on entry and at regular intervention points through the academic year. WellComm Primary also used to assess and support progress in Key Stage 1 and above.</p> <p>Implementation of speech and language and total communication approaches integrally within classroom practice, beyond a stand-alone intervention.</p> <p>Current cohort at baseline:</p> <p>43% on track to achieve CL</p> <p>27% on track to achieve GLD</p>

<p>2. Increase in attainment of girls in receipt of pupil premium across all year groups.</p>	<p>Ensure focus on attainment and progress of girls in cohorts that are boy heavy through increased emphasis in pupil progress meetings, consideration in preparation, planning and progress meetings.</p>
<p>3. Implementation of strategies to boost and support improvement of skills in writing.</p>	<p>Disadvantaged children who have not been identified as having SEND, will pass the phonics check in year 1 and 2.</p> <p>Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2.</p> <p>Achieve at least age-related expectations in KS2 writing. Internal data will show that disadvantaged pupils make at least expected progress in writing.</p> <p>All disadvantaged children will make good progress in writing from starting points against EYFS baseline.</p>
<p>4. Increase attainment in Maths for pupil premium pupils in Key Stage 1 and 2.</p>	<p>Accelerated progress ensures improved outcomes in maths across the school and at the end of Key Stage 2.</p> <p>Achieve at least age-related expectations in KS1 maths.</p> <p>Achieve at least age-related expectations in KS2 maths.</p> <p>Internal data will show that disadvantaged pupils make at least expected progress in maths.</p> <p>All disadvantaged children will make good progress in maths from starting points against EYFS baseline.</p>
<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Positive impact of nurture provision, soft starts and lunchtime club on pupil readiness to learn and academic outcomes.</p> <p>Boxall profiles show positive assessments of those who receive group and individual interventions.</p> <p>Pupil voice to show positive impact of nurture, lunchtime club and soft starts.</p>

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: £ 6293

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Stage and EYFS staff trained in the delivery of Mastery Maths approach.</p> <p>Key Stage 2 subscription to LbQ for challenge in reasoning and problem solving. (£1850)</p> <p>Mastery Maths program delivered in EYFS, Year 1 and Year 2. (£940)</p>	<p>Many features of mathematics mastery programmes closely reflect what the evidence says about high-quality maths teaching. This includes the effective use of manipulatives and representations, a clear emphasis on mathematical structure, and a strong focus on teaching problem-solving strategies.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary</p>	3, 5
<p>Evidence based effective CPD to support high quality teaching which can narrow the disadvantage gap.</p> <p>Implementation of evidence-based CPD program for teachers. (£576)</p>	<p>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 such as the Early Career Framework and the new National Professional Qualifications.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4, 5
<p>Enhanced 'reading for pleasure' as part of EEF Dudley Reading Partnership. (£602)</p> <p>Continued subscription to Cracking Comprehension (£420).</p> <p>Spelling Frame subscription (£30).</p>	<p>Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. There are other aspects of reading, such as decoding (see Phonics) and fluency, which are not the main focus of this evidence base.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
CPD in adaptive teaching approaches in all subjects to facilitate accelerated progress and best support for all pupils.	Adaptive teaching involves making adjustments to instructions and teaching materials for children, based on how their needs present in the moment. It is based on the premise that students with additional needs don't benefit from being handed out segregated worksheets and tasks. Instead, the whole class is encouraged to engage with the same learning objectives and broadly the same (or very similar) content.	1, 2, 3, 4

Staff member to undertake and disseminate 'Adaptive Teaching: Train the Trainer' CPD. (£1875)	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 31412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Nessy Reading intervention. (£895) Subscription to Accelerated Reader program. (£3896)	Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement. As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence based.	3, 4
Subscription to Nessy Mathematics intervention. (See above cost)	Structured and systematic learning development uses a combination of whole-to-part processing, linking quantities to shapes and numbers, and multisensory lessons, activities, and games. This is beneficial for all students learning math, and students who have language-based learning difficulties such as dyslexia, dyscalculia, and dysgraphia.	5
Investment in a private speech and language therapist to assess and review pupils regularly throughout the academic year. This provides early intervention and monthly reviews for pupils. (£3600) Designated teaching assistant to deliver speech and language interventions each week implementing advice from the above speech therapist with priority given to those in Reception and Key Stage 1. (£3320)	Oral language interventions focus on using spoken language and purposeful talk to support learning. The term <i>oral language</i> refers to speaking and listening, while <i>intervention</i> means introducing a new approach or refining everyday practice. Taken together, oral language interventions include strategies that place a deliberate emphasis on speaking and/or listening, often within whole-class teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3

<p>Additional phonics sessions for those disadvantaged pupils requiring further support. (£7320)</p> <p>Subscription to Oxford Owl for use at home and in school to develop fluency in reading. (£720)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1, 2, 3</p>
<p>A trained nurture practitioner and additional staff member to provide bespoke nurture support for pupils struggling with SEMH and to enhance pupil wellbeing. (£7380)</p> <p>Soft starts (£694), Lunchtime club (£1387)</p>	<p>Nurture groups promote good mental health as they help children feel valued, build confidence and self-esteem, teach children how to make good relationships with adults and each other, develop communication skills, provide opportunities for social learning and facilitate learning through quality play experiences (DfE).</p> <p>The carefully planning and adoption of a SEL programme (EEF) to develop self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning .</p>	<p>4, 5</p>
<p>Counselling Service (£2200)</p>	<p>There is robust research evidence that school-based counselling has a significant positive impact on young people's levels of psychological distress, self-esteem and achievement of personal goals (Cooper et al, 2021) over and above the positive effects that a school's existing pastoral care provision can provide. (British Association of Counselling and Psychotherapy.)</p>	<p>4, 5</p>

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

Budgeted cost: £23640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma informed approaches and positive handling (or similar) training for key staff to support behaviour management/de-escalation.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.	4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Free breakfast club spaces for those struggling to arrive punctually and needing a soft start to the school day. (£11400)	<p>Breakfast clubs can help pupils' punctuality. Breakfast clubs can be a way of encouraging pupils to get to school on time. Providing breakfast free of charge can encourage parents to let their children come in earlier. Pupils generally like the food on offer and the opportunity to mix with their friends before lessons.</p> <p>https://assets.publishing.service.gov.uk/media/5a821f7640f0b6230269af68/Evaluation_of_Breakfast_Clubs_-School_briefing.pdf</p>	4, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Detail	Amount
Pupil premium funding allocation this academic year	£49,540
Number of children in receipt of PPG	32
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,540

Desired outcomes of spending of Pupil Premium Grant 2024 -2025	
1.	Improved oral language skills and vocabulary among disadvantaged pupils.
2.	Increase in Reception pupils achieving GLD.
3.	Increased attainment in reading for disadvantaged pupils at end of KS2.
4.	Increased attainment in writing for disadvantaged pupils at end of KS2,
5.	Improve Maths attainment for disadvantaged pupils at end of KS2.
6.	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
7.	Increase uptake of individual music lessons for disadvantaged pupils.

Summary of spending in Autumn 2024-Summer 2025

Summary of spending and actions taken:

Providing quality first teaching for all

- Continued to improve teaching and learning by providing high quality CPD on key areas for development: handwriting skills,
- Continued to embed dialogic activities across the school curriculum.
- Embedded use of a DfE validated Systematic Synthetic Phonics program to secure stronger phonics teaching for all pupils.
- Continued subscription AR reading system
- Embedded use of Cracking Comprehension approach and resources
- Held regular pupil progress meetings to ensure that pupil premium children's individual needs are identified and catered for
- Continued subscription to maths teaching and learning by purchasing and implementing:
 - Numbots in KS 1
 - TT rockstars in KS 2
- Purchased Learn by Questions to support instant feedback and identify gaps in understanding.

Targeted interventions

- Delivered WellComm Early Years
- Purchased WellComm Primary
- Began to use a private speech therapist to assess pupils from Reception onwards and provide bespoke learning programs.

- Delivered small group intervention for maths (KS2)
- Trialed and then subscribed to Nessy Learning which supported a wide range of pupils in KS1 and KS2 to close gaps. Also included Dyslexia screener.
- Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.
- Nurture Practitioner Trained (3 days) and supported by Ed Psych to establish Nurture Provision.
- Subscription to Boxall profile to assess pupils in need of SEL interventions.

Other approaches

- Provided access to a school- based counsellor
- Ensured pupils have access to a wide range of activities within and beyond the curriculum experience to motivate, inspire and raise aspirations
- Increased range of extra-curricular activities available to and accessed by pupils
- Worked in partnership with families to improve attendance
- All staff trained in full in 'Inclusive Attendance' approach and policy updated inline with training.

Impact on Attendance

	Overall Cradley CE Attendance 2024-2025	2023-24 PA children	2024-2025 PA children (context to be applied)
Attendance	95.5%	93.1%	92.7%
Absence	4.5%	6.9%	7.3%
Unauthorised	1.4%	2%	2.8%
PA rate	7.6%	20.5%	13.3%

EYFS Pupils				
	2022 2 pupils	2023 5 pupils	2024 (No PP chn)	2025 (4 pupils)
Good level of development	0	60		25
National	49.6	52.2	52	51.3
Average no. of ELGs at expected level per child	11.5	13.2		12.18
National	12.31	2.51	12.4	14.11
All Goals: At expected	0	60		20
National	47.4	50.3	50.3	49.7

Year 1 Phonics children in receipt of Pupil premium				
	2022 5 pupils	2023 4 pupils	2024 9 pupils	2025

								3 pupils	
Cradley %		80		75		67		100%	
National %		62.3		66.9		68		67%	
Cradley APS		3		31.8		30.7		37.6	
National APS		30.7		28.7		30.3		TBC	

Attainment of children in receipt of PPG Summer 2025 Teacher assessments												
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	(3)	(11)	(7)	(8)	(5)	(7)						
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
R	100	-	54	9	86	14	75	13	20	20	62.5	25
Wr	100	33	45	-	71	14	50	-	20	20	57	-
Ma	100	-	55	-	72	29	88	-	40	20	62.5	25

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
Accelerated Reader	Renaissance Learning
WellComm Early Years	GL Assessment
WellComm Primary	GL Assessment
Nessy Learning	Nessy
Numbots	Maths Circle Ltd
TT Rockstars	Maths Circle Ltd
ELS Phonics	Oxford University Press
Learn by Questions	Learn by Questions
Boxall Profile	Nurture UK