

# Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Croughton All Saints
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023/2024 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Smith Headteacher
Pupil premium lead	Sarah Smith Headteacher
Governor / Trustee lead	Revd Sara Cliff

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15020
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£16020</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At our school, we are committed to ensuring that all pupils—regardless of their background or the challenges they face—make good progress and achieve high attainment across all subject areas. Our Pupil Premium strategy is focused on supporting disadvantaged pupils to meet this goal, including those who are already high attainers.

High-quality teaching is central to our approach, with targeted support in the areas where disadvantaged pupils need it most. Evidence shows this has the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils. Implicit in our intended outcomes is the aim to sustain and improve the achievement of all pupils, not just those eligible for Pupil Premium.

We recognise the importance of holistic support, particularly in promoting the social, emotional, and mental health (SEMH) of our most vulnerable pupils. To that end, our strategy includes:

- Ensuring that teaching and learning opportunities meet the needs of all children.
- Using Pupil Premium funding to make a measurable difference to identified individuals.
- Providing appropriate SEMH support tailored to our vulnerable groups.

### Our provision includes:

- Additional in-class learning support and targeted small group interventions
- Financial support for wider opportunities such as music lessons, sports activities, and educational visits

Through this comprehensive approach, we aim to break down barriers to learning and provide every child with the opportunity to thrive—academically, socially, and emotionally.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gaps in English and Maths.
2	Pupils emotional well-being.
3	Providing equal opportunities for wider learning.

## 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
Improve progress in English and Maths	All PP children will make progress from their starting points
Improve pupil well-being and growth mind-set	All pupils will be happy and confident in school. Anxiety will not be a barrier to learning or friendships. Pupils will develop resilience and ability to bounce back
PP children will engage with extra-curricular activities	PP children enjoy attending activities and clubs outside of the school day

## 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, CPD, recruitment and retention

Budgeted cost: £2591

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of Accelerated Reader	<p>Accelerated Reading system and diagnostic 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 for reading.</p> <p>Parental engagement will raise the profile of reading for pleasure in school and at home.</p>	1
Purchase a new phonics scheme called Little Wandle	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	2

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

Budgeted cost: £10417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	1

disadvantaged pupils who require further phonics support.	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:	
Teaching assistant two mornings a week to support pupil engagement in learning, personalizing curriculum to match needs.	Intervention targeted at specific needs can be an effective method to support low attaining pupils or those falling behind.	1 & 2
Teaching assistants carries out diagnostic reading assessments and supports class reading.	Intervention targeted at specific needs can be an effective method to support low attaining pupils or those falling behind.	1

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

Budgeted cost: **£2665**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trip and residential financial support Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 & 3
Music tuition and sporting opportunities	Self esteem improves. Concentration and perseverance develop. Children's skills nurtured and harnessed	2 & 3

Outside agency support for targeted children who need additional support due to SEMH and anxiety issues.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	

## 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 2023 to 2024 academic year.

All Pupil Premium pupils were able to participate in the wide range of experiences and opportunities on offer, which they may otherwise not have been able to access. 86% of these pupils were on track in English and Maths – which is in line with, and in some cases higher than, the attainment of non-Pupil Premium pupils. Children with identified needs also received wellbeing interventions to support the different challenges they faced.

### Externally provided programmes

Programme	Provider
Music	Rock Steady

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils who attended had target TA support for interventions as children arrive from the base at a different point in their educational journey than home born pupils. This means they need catch up in specific areas to be on track.
What was the impact of that spending on service pupil premium eligible pupils?	Transition into school is as smooth as possible and children integrate into the British way of life. Gaps in learning due to no previous pre-school experience are quickly identified and where necessary, additional assessments and personalised plans are put in place.

