

## Pupil Premium Strategy Statement – Crudgington 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

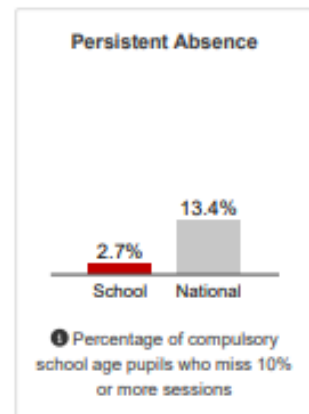
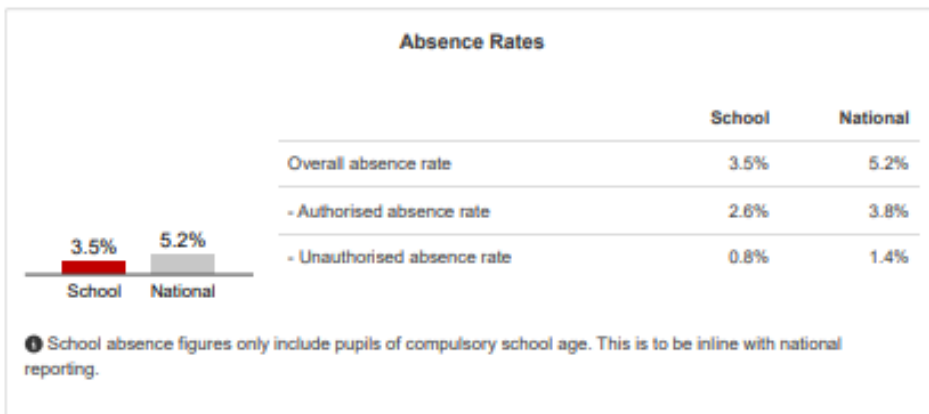
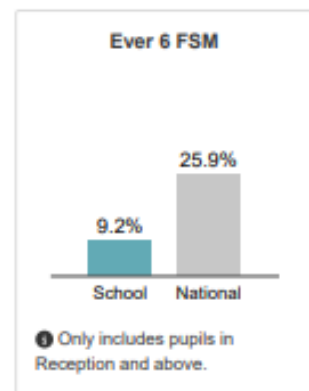
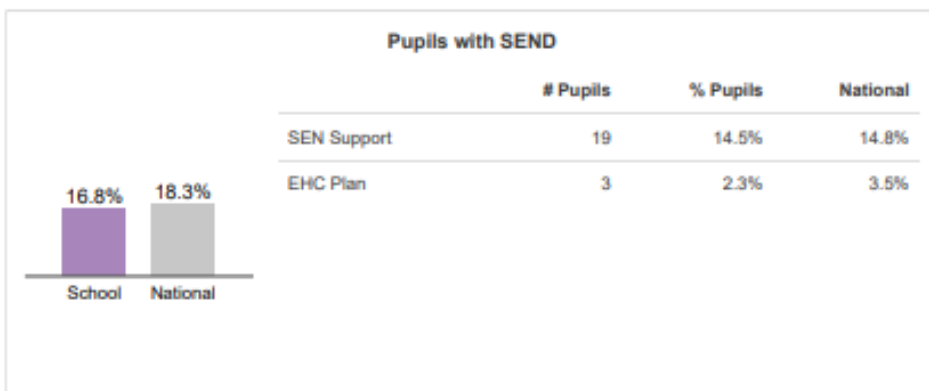
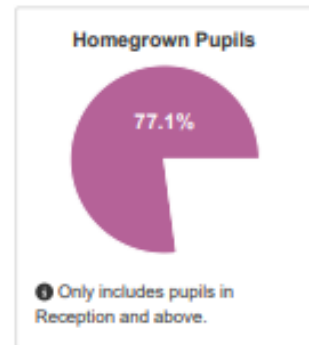
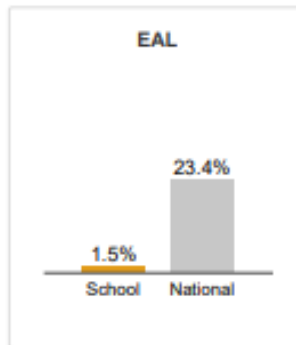
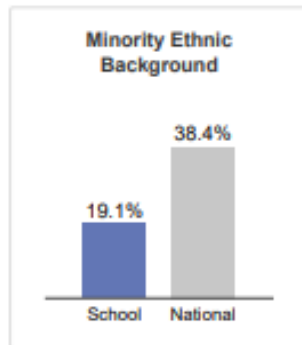
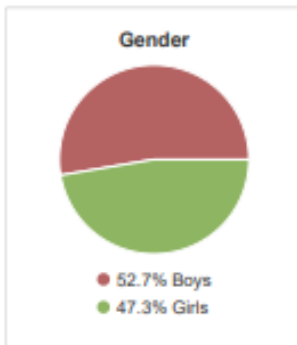
| Detail  | Data                         |
|---|------------------------------|
| School name   | Crudgington Primary School   |
| Number of pupils in school  | 131                          |
| Proportion (%) of pupil premium eligible pupils   | 12.2%(PPG)<br>4.5% (Service) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | September 2025 – August 2028 |
| Date this statement was published.  | September 2025               |
| The date on which it will be reviewed   | December 2025<br>July 2028   |
| Statement authorised by   | LGB                          |
| Pupil premium lead  | Hannah Gharu                 |
| Governor / Trustee lead   | Karen Pankhurst              |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £24596  |
| Recovery premium funding allocation this academic year  | £ 0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 24596 |

# Demographics of Crudgington Primary School

2024-2025: 131 Pupils



### Year Groups

|           | Pupils | Boys  | Girls | EAL  | Summer Born | Ever 6 FSM | SEN Support | EHC Plan | Absence Rate |
|-----------|--------|-------|-------|------|-------------|------------|-------------|----------|--------------|
| Reception | 21     | 52.4% | 47.6% | 0.0% | 33.3%       | 0.0%       | 0.0%        | 0.0%     | 3.5%         |
| Year 1    | 18     | 50.0% | 50.0% | 5.6% | 33.3%       | 5.6%       | 22.2%       | 0.0%     | 3.1%         |
| Year 2    | 15     | 73.3% | 26.7% | 6.7% | 46.7%       | 13.3%      | 13.3%       | 0.0%     | 3.9%         |
| Year 3    | 17     | 58.8% | 41.2% | 0.0% | 41.2%       | 5.9%       | 29.4%       | 0.0%     | 3.9%         |
| Year 4    | 25     | 68.0% | 32.0% | 0.0% | 48.0%       | 8.0%       | 12.0%       | 4.0%     | 3.3%         |
| Year 5    | 17     | 29.4% | 70.6% | 0.0% | 29.4%       | 17.6%      | 11.8%       | 5.9%     | 3.4%         |
| Year 6    | 18     | 33.3% | 66.7% | 0.0% | 38.9%       | 16.7%      | 16.7%       | 5.6%     | 3.3%         |

# Part A: Pupil premium strategy plan

## Statement of intent

At Crudgington Primary School, our decisions around Pupil Premium funding are shaped by a deep understanding of our school's unique context and the latest educational research.

We recognise that disadvantaged pupils may face a range of barriers to learning, including:

- Limited support at home
- Underdeveloped language and communication skills
- Low self-confidence
- Behavioural challenges
- Irregular attendance and punctuality
- Complex family circumstances

These challenges are often interlinked and vary significantly from child to child—there is no “one size fits all” solution.

In response, we are committed to a whole-school approach where all teaching and support staff are actively involved in:

- Analysing pupil data
- Identifying individual needs
- Designing and delivering targeted interventions

Our strategies are grounded in the EEF's most recent evidence, ensuring that every intervention is purposeful, measurable, and tailored to help our pupils thrive. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

Demographic Crudgington Primary School is located in the village of Crudgington, located within the Telford & Wrekin Authority. It is a smaller than average rural primary school with 131 pupils on roll, arranged in five classes of around 23-30 pupils in each class. It is located in a largely affluent area but with a catchment that spans across the Telford and Wrekin area.

### **Key Overarching Principles:**

- All disadvantaged children will make good or better progress, and their attainment will be at least in line with that of their peers.
- Gaps in knowledge will be targeted through knowledge-rich and coherently planned curriculums, delivered through evidence-informed quality first teaching; this is underpinned by rigorous formative assessment and targeted interventions to ensure that every pupil is challenged and supported to achieve their potential
- All disadvantaged children will have access to school clubs and enrichment opportunities throughout the academic year.

- Ambitious attendance targets and robust pastoral support will be in place for our pupil premium children.
- Disadvantaged children will develop high aspirations for their education, future learning and role within broader society.

At Crudgington Primary School, our approach to supporting disadvantaged pupils is rooted in robust diagnostic assessment, not assumptions. We understand that each child's experience of disadvantage is unique, and we are committed to identifying and addressing individual needs with precision and care. Our strategies are designed to work in harmony, creating a cohesive support system that enables every pupil to reach their full potential. To ensure our approach is effective, we will provide sufficient challenge in the learning opportunities we offer, ensuring that disadvantaged pupils are stretched and supported to achieve high standards. We will act early and decisively, intervening as soon as any need is identified through our ongoing assessment and monitoring processes. This responsive, evidence-based approach reflects the latest research from the Education Endowment Foundation (EEF), ensuring that our efforts are both impactful and sustainable.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessment data shows that PPG children exit slower rates of progress and attainment in maths compared with their peers. This is often linked with gaps in knowledge and mathematical concepts. |
| 2                | Assessment data shows that PPG children show slower rates of progress in grammar, punctuation and spelling compared with their peers.   |
| 3                | Mental Health and Wellbeing<br>Of the children who received counselling and mentoring support during the 24/25 academic year, 54% of these were in receipt of pupil premium funding.            |
| 4                | A small subset of PPG children has lower rates of attendance than that of their PPG and non-PPG peers.  |
| 5                | Children enter school with additional speech and language needs and a lower overall vocabulary than that of their peers.  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan** and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria   |
|---|--|
| All children receiving PPG will make accelerated progress in maths and rapidly close gaps in knowledge and understanding. | <ul style="list-style-type: none"> <li>Children will be screened to identify gaps in knowledge and understanding.</li> <li>Children will receive in class support and targeted quality first teaching.</li> <li>Progress will be measured through in-program testing and through administering NFER Papers.</li> <li>Consistent models and images are used and applied across KS1 and KS2 to ensure new knowledge is carefully scaffolded.</li> <li>The Number Sense Program will be implemented to secure number facts and recall across KS1 &amp; lower Key Stage 2</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Doodle Maths will be used to support targeted pupils in school and at home.</li> </ul>  |
| All children receiving PPG will make accelerated progress in GPS and rapidly close gaps in knowledge and understanding. | <ul style="list-style-type: none"> <li>• Children will be assessed on their spelling age to measure progress</li> <li>• Children will receive access to online spelling platforms- Doodle Spelling and Spelling Frame</li> <li>• Children will receive in class support and targeted quality first teaching.</li> <li>•</li> <li>• Spelling Frame will be used as an intervention program in school for identified pupils.</li> <li>• Progress will be measured through in-program testing and through administering NFER Papers.</li> </ul> |
| Children will be supported with a range of strategies and interventions to regulate their emotions.                     | <ul style="list-style-type: none"> <li>• Targeted support for children is provided within 4 weeks by the emotional learning support assistants (ELSA) exit survey shows a positive impact when sessions are completed.</li> <li>• Support from the school counsellor is provided within 2 weeks to support complex needs and within 6 weeks following ELSA intervention. Exit surveys denote a positive impact.</li> <li>• Emotional coaching strategies will be in place and all staff trained to support children.</li> </ul>              |
| Targeted pupils will show an improvement in attendance percentage, and it will be above 90%                             | <ul style="list-style-type: none"> <li>• Attendance will be monitored daily in line with the attendance policy, and home visits will be conducted in line with 1<sup>st</sup>-day, 3<sup>rd</sup>-day and 5<sup>th</sup>- day protocol.</li> <li>• EWO officer/Attendance Champion to work alongside all identified families to support them with strategies and interventions.</li> <li>• Improvements in attendance are to be celebrated with acknowledgement letters and certificates.</li> </ul>   |

Children with additional speech and language, and vocabulary needs will make rapid progress on entry to school.

- All identified children complete the 10-week talk boost program with trained staff members.
- Exit point supports the progress of at least 9 months' progress during 1 term of delivery.
- Curriculum vocabulary documents created to ensure consistent and sequenced teaching sequences are delivered in EYFS through to KS2.

## 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)

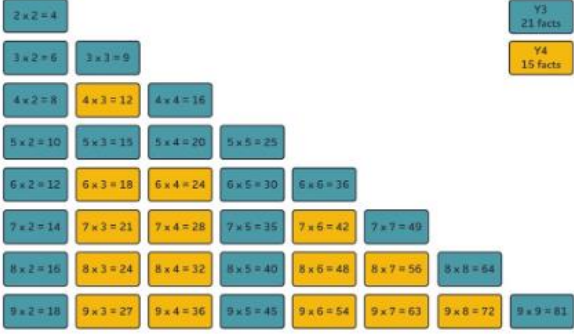
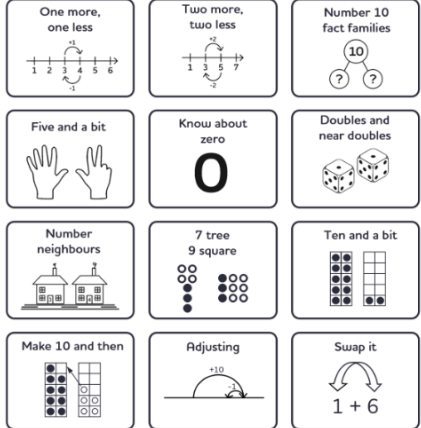
Budgeted cost: £ 6,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed           |
|---|--|---|
| Whole-school training on emotion coaching – teachers and support staff  | <p>Emotion coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children’s outcomes and resilience.</p> <p>Emotion Coached children and young people:</p> <ul style="list-style-type: none"> <li>• Achieve more academically in school</li> <li>• Have fewer behavioural problems</li> <li>• Have fewer infectious illnesses</li> <li>• Are more emotionally stable</li> <li>• Are more resilient</li> </ul>   | This addresses challenge number 3       |
| Purchase of NFER diagnostic assessments. Training for staff, so 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><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>   | This addresses challenge number 1 and 2 |
| Teaching Assistant to undertake <b>Talk Boost Training</b>  | <p>Talk Boost KS1 is a targeted intervention for 4–7-year-old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children’s progress in language and communication by an average of 9 – 18 months after a ten- week intervention.</p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p> | This addresses challenge number 5       |
| Curriculum Development – Writing and GPS  | <p>Provide release time for the English coordinator to ensure that the mixed-age curriculum is truly bespoke to the needs of our learners. The sequence of learning will be adjusted to ensure that content is revisited enough to enable skills, knowledge and spelling patterns to stick.</p>  | This addresses challenge number 2       |
| Doodle Learning used as a tool to support learners progress   | <p>Covering the core areas of maths and English, the four apps create every child a personalised learning experience tailored to their needs, helping to boost their confidence and ability.</p>   | This addresses challenges 1 and 2.      |



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

Budgeted cost: £ 8,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed            |
|--|---|--|
| <p>Number Sense Times Table Program throughout KS2</p> | <p>Provides the structure and depth to times tables teaching that children need to achieve fluency in multiplication and division facts and concepts. A true mastery program, designed to achieve fluency for every child without exception.</p>    | <p>This addresses challenge number 1</p> |
| <p>Number Facts Fluency Programme</p>                  | <p>The Number Facts Fluency Programme teaches a defined set of addition and subtraction facts and a defined set of calculation strategies. The systematic and structured approach ensures that children develop key visual pathways and learn important number relationships. This leads to a deep understanding of number and number relationships and to fluency in addition and subtraction facts.</p>  | <p>This Addresses challenge number 1</p> |
| <p>Literacy Pathway Intervention</p>                   | <p>This English intervention programme has been designed following recommendations from the Education Endowment Foundation (EEF) on running high-quality structured interventions (Improving Literacy in KS1 &amp; Improving Literacy in KS2).</p> <p>The Literacy Pathway is a new initiative to support all schools in the early identification of and intervention for Severe and Persistent Literacy Difficulties, with a focus on reading at word level.</p>                             | <p>This addresses challenge number 2</p> |

|   |   |  |
|---|---|--|
| <p>Oral language interventions (Talk Boost)</p> | <p>Talk Boost KS1 is a targeted intervention for 4-7-year-old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten-week intervention.</p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p> | <p>This addresses challenge number 5</p> |
|---|---|--|

**Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: £ 7,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed     |
|--|---|-----------------------------------|
| Targeted emotional well-being support through an Emotional Literacy Support Assistant (ELSA) Trained to teach assistant      | EEF research indicates that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>   | This addresses challenge number 3 |
| School Counsellor provision one day per week to support children with low levels of resilience or adverse lived experiences. | Research indicates that children who have access to a counsellor at primary school see benefits to their mental health over the long term compared to children who don't. School-based counselling could help address the urgent need to support children's mental health and could help reduce pressure on oversubscribed child mental health services.<br><br><a href="https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/place2be-s-mental-health-support-in-school-has-long-term-benefit-finds-university-of-exeter-and-university-of-cambridge-study/">https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/place2be-s-mental-health-support-in-school-has-long-term-benefit-finds-university-of-exeter-and-university-of-cambridge-study/</a> | This addresses challenge number 3 |
| Student Mentoring – providing 1:1 support for children with low attendance and engagement with school                        | EEF research shows that, on average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>   | This addresses challenge number 3 |
| EWO Support one morning per fortnight to support families of children with lower rates of attendance at school               | This role will support children and families where attendance and PA has become a concern. Evidence through the Trust has demonstrated that EWO intervention has had a significant impact in raising levels of both school attendance and engagement.   | This addresses challenge number 4 |

## 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.

| Desired Outcome  | Chosen approach/action  | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | Lessons learned (and whether you will continue with this approach)   |
|--|---|--|--|
| <p>All children receiving PPG will make accelerated progress in maths and rapidly close gaps in knowledge and understanding.</p> | <p>Children will be screened to identify gaps in knowledge and understanding.</p> <p>Children will receive two weekly bespoke maths sessions by trained staff members.</p> <p>Progress will be measured through in-program testing and through administering NFER Papers.</p> <p>Consistent models and images are used and applied across KS1 to ensure new knowledge is carefully scaffolded.</p> <p>The Number Sense Program will be implemented to secure number facts and recall across KS1 &amp; lower Key Stage 2</p> | <p>The catch-up maths program was very successful in identifying and closing gaps in knowledge and number facts.</p> <p>The NFER papers provided a reliable method of measuring progress and attainment. More importantly, gaps could be strategically analysed to support further teaching and intervention</p> | <p>Number Sense has been very effective in supporting PPG and additional children in closing gaps and accelerating progress.</p> <p>We will continue to fund this route through training of staff and resource allocation.</p> <p>To further support this, we will be utilising exit tests at the end of maths units to signal entry points into intervention groups</p> |

|  |   |  |   |
|--|---|--|---|
| <p>Children with additional speech and language, and vocabulary needs will make rapid progress on entry to school.</p> | <p>All children complete the 10- week talk boost program with trained staff members.</p> <p>Exit point supports the progress of at least 9 months progress during 1 term of delivery.</p>   | <p>Rapid progress was seen with speech &amp; language, save for when Speech &amp; Language therapy was required.</p> <p>The impact varied from 6-9 months in terms of progress of children upon entry</p>  | <p>The school will continue with this approach as the results yield is significant within our cohorts for KS1 pupils.</p>   |
| <p>Targeted pupils will show an improvement in attendance percentage, and it will be above 90%</p>                     | <p>Attendance will be monitored daily in line with the attendance policy, and home visits will be conducted in line with 1st-day, 3rd-day and 5th- day protocol.</p> <p>EWO to work alongside all identified families to support them with strategies and interventions.</p> <p>Improvements in attendance are to be celebrated with acknowledgement letters.</p> | <p>PPG children had attendance of 94.3% (above national averages) but 2% below non-PPG pupils Where attendance dropped below 90%, EWO support was instrumental in ensuring that attendance rates rose to good or better levels across school The profile of attendance was effectively raised through.</p> <p>The weekly attendance trophy award</p> <p>Letters home</p> | <p>The quality of relationships and support is offered to parents/carers is of paramount concern to us. The results and feedback show that we have reached a good balance of challenge and support for families of the school community, and we will continue to refine this offer through our current methods.</p> |
| <p>Children in receipt of PPG will read regularly and make accelerated progress in reading.</p>                        | <p>All children will be heard read a least once per day in school and comments added to the diary.</p> <p>All children will be screened to highlight areas for development and receive 2 x 15- minute bespoke sessions.</p> <p>Progress will be measured through in-program testing and through administering NFER Papers.</p>                                    | <p>All PPG Children read daily in school.</p> <p>66% of PPG children achieved EXS in reading KS2 SATs</p> <p>50% of PPG children passed the phonics screen</p>   | <p>The volume and practice of reading did make a difference for PPG children in terms of both progress and achievement.</p>   |

|   |  |   |  |
|---|--|---|--|
|   | 100 % of PPG children will pass the phonics check in Year 1 (2025)   |   |  |
| Children will be supported with a range of strategies to regulate their emotions. | <p>Targeted support for children is provided within four weeks by the emotional learning support assistants (ELSA) exit survey shows a positive impact when sessions are completed.</p> <p>Support from the school counsellor is provided within two weeks to support complex needs and within six weeks following ELSA intervention. Exit surveys denote a positive impact.</p> | <p>Exit surveys and parental feedback were overwhelmingly positive about the support and outcomes from work undertaken in school.</p> <p>The work undertaken had a positive effect on both mental health and academic attainment</p> <p>The escalation system worked well in school, providing the proper support at the right time</p> | We will continue with this provision for a further year due to the positive outcomes |

## Externally provided programmes

*Please include the names of any non-DfE programmes you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme  | Provider               |
|------------|------------------------|
| Talk Boost | Speech and Language UK |
| Widget     | Widget Software        |

|  |                 |
|--|-----------------|
| Doodle Maths<br>Doodle Spelling<br>Doodle English<br>Doodle Times tables | Doodle Learning |
|--|-----------------|

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Service pupil premium was used to provide after-school clubs to develop friendships and promote engagement in all aspects of school life. The premium was also used to provide emotional literacy support following school moves  |
| What was the impact of that spending on service pupil premium eligible pupils? | The children who are eligible for service pupil premium are either inline with their peers or working at greater depth within the expected standard. Service premium club uptake is high and they quickly form secure friendships within school. ELSA support has been exceptionally beneficial with children and parents reporting that they have felt far more settled in school. |