

Pupil premium strategy statement – Cradley 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	73
Proportion (%) of pupil premium eligible pupils	22%
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 2028 Year 1
Date this statement was published	31/12/25
Date on which it will be reviewed	01/06/26
Statement authorised by	Governing Body
Pupil premium lead	Donna Jones
Governor / Trustee lead	Katharine Parsons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36300
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£36300

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Ensure every disadvantaged pupil (pupil premium (PP) eligible) at Cradley attains strong, age-related progress in reading, writing and mathematics so that gaps with their peers close rapidly and sustainably.
- Secure fluent word reading and developing comprehension from Early Years through KS2 so pupils access the full curriculum and vocational / cultural opportunities.
- Improve attendance and engagement so eligible pupils access high-quality teaching and wider school experiences (trips, music, residential).
- Strengthen pupils' social, emotional and behavioural readiness for learning so barriers outside the classroom do not prevent progress.
- Ensure equality of opportunity: disadvantaged pupils receive the pastoral, academic and enrichment support needed to flourish in line with our Christian vision (ENRICHING LIVES) and school values (Trust, Respect, Empathy, Koinonia).

How this strategy works towards those objectives

- We adopt the DfE "Menu of Approaches" three-tier model (High-quality Teaching; Targeted Academic Support; Wider Strategies). The majority of our PP investment targets ensuring teaching and curriculum are consistently strong and that evidence-based targeted interventions (phonics, reading comprehension, small-group tuition, mastery maths) rapidly accelerate progress for those who have fallen behind.
- We combine sustained CPD and coaching for staff, high-fidelity implementation of systematic phonics (Little Wandle) and a mastery-informed approach in mathematics, with targeted one-to-one/small-group tuition and pastoral provision (Thrive/ELSA, breakfast club) to remove non-academic barriers.
- We monitor impact termly using pupil progress meetings, rigorous assessment and attendance tracking, and adapt provision responsively.

Key principles

- Evidence-led: we prioritise interventions supported by high-quality research (principally Education Endowment Foundation guidance) and align them to our context.
- Implementation fidelity: high quality CPD, coaching, monitoring and assessment underpin all new programmes; implementation is treated as a process, not an event.
- Early, targeted action: identify gaps early (Reception/KS1 phonics checks, early years GLD, Y4 MTC/KS2 formative checks) and provide timely, intensive support.

- Whole-school responsibility: improving outcomes for disadvantaged pupils is led by SLT with governor oversight and is part of every teacher's role.
- Inclusive and pastoral: academic acceleration is combined with social, emotional and attendance support to sustain learning gains.
- Local context: actions reflect Cradley's small, mixed-age classes, high inclusion, current strengths (pastoral care, creative curriculum) and the improvement priorities noted by Ofsted (reading, curriculum implementation, curriculum monitoring and subject knowledge, behaviour management).

Challenges

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

Challenge number	Detail of challenge
1	Attendance for PP children: disadvantaged pupils have lower attendance (barrier to learning and access to provision). This reduces exposure to high-quality teaching and enrichment. (School data: PP = 24 pupils; attendance flagged as a key barrier.)
2	English: Some disadvantaged pupils, and a small number across the school, have gaps in early reading/phonics and wider reading comprehension. Phonics provision has not been implemented fully with consistent staff training; some readers are not matched precisely to decodable texts. (Ofsted noted phonics implementation and staff training are priorities.)
3	Some disadvantaged pupils have weaker writing outcomes, particularly in transcription (spelling, handwriting), sentence construction and extended composition.
4	Mathematics: Gaps exist in mathematical fluency and number understanding for some disadvantaged pupils (including across mixed-age classes). A mastery approach needs consistent implementation and targeted catch-up for pupils with missed learning.
5	Social, emotional and pastoral needs: A proportion of disadvantaged pupils require pastoral support (Thrive/ELSA), breakfast/after-school provision and family support to be settled and ready to learn.
6	Cultural capital & enrichment: Some disadvantaged pupils have reduced access to curriculum-linked experiences (trips, residential, peripatetic music) which support vocabulary, background knowledge and motivation necessary for reading comprehension and broader personal development.

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
1. Improved attendance for disadvantaged pupils	<ul style="list-style-type: none"> - PP attendance increases to at least match whole-school average within 18 months; persistent absence (PA) among PP falls below national PA rates for primary pupils (tracked termly). - Fewer lost school sessions for PP (termly monitoring shows reduction).
2. Secure early reading and phonics for PP pupils	<ul style="list-style-type: none"> - All eligible Reception and KS1 PP pupils access high-quality systematic synthetic phonics (Little Wandle) delivered with fidelity. - Phonics screening and school reading checks: PP pass rate moves to at least in line with local averages within 12 months, and target pupils show accelerated progress (assessments: reading accuracy, fluency).
3. Improved reading comprehension and wider reading outcomes	<ul style="list-style-type: none"> - PP pupils' reading comprehension termly assessments show accelerated progress; by end of KS2, PP reading attainment (EXS/GD) moves closer to national averages (tracking via termly reading comprehension tests and curriculum assessments).
4. Improved writing attainment and composition for PP pupils.	<ul style="list-style-type: none"> - PP pupils' termly writing assessments show accelerated progress in sentence construction, spelling accuracy and composition. - End-of-year writing attainment (EXS/GD) for PP pupils improves toward LA and national benchmarks. - Book scrutiny shows consistent modelling, scaffolded practice and feedback supporting writing development across classes.
5. Improved mathematics attainment and fluency	<ul style="list-style-type: none"> - PP pupils make accelerated progress in number: termly fluency checks and White Rose/Mathematics Mastery formative assessments demonstrate closing of gaps; end-of-year attainment (Y4 MTC / KS2) improves toward LA/National benchmarks.
5. Improved social/emotional readiness and engagement	<ul style="list-style-type: none"> - SEL measures (Thrive/ELSAs records, behaviour logs, pupil and parent surveys)

	show improved self-regulation and reduced barriers to learning. - PP participation in clubs/leadership and reduced incidents of low-level disruption.
6. Enrichment and cultural capital access for PP pupils	- All PP pupils participate in at least one funded enrichment per year (trip, music lessons, residential contribution); improved vocabulary and background knowledge measured through curriculum sampling and reading comprehension tasks.

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: £ 14300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Full implementation and fidelity monitoring of a systematic synthetic phonics programme (Little Wandle) across Reception and KS1, with whole-staff training, regular coaching, model lessons and half-termly fidelity checks.	Phonics approaches have a strong evidence base and are effective for early readers and disadvantaged pupils (+5 months on average). EEF guidance emphasises systematic approaches and staff training for high impact: [Phonics EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics).	2,3,
2. CPD programme for staff on teaching reading beyond phonics: explicit reading comprehension strategies, vocabulary instruction and building background knowledge (linked to curriculum topics); coaching	Reading comprehension strategies are high impact (+7 months). EEF guidance recommends explicit modelling of strategies and integrating vocabulary/background knowledge with comprehension instruction: [Reading Comprehension Strategies	2

cycles and lesson study across mixed-age classes.	<p>EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies).</p> <p>The reading framework - GOV.UK</p>	
3. Whole-school writing CPD focusing on sentence-level development, transcription (spelling and handwriting), structured modelling, scaffolding and feedback (including adaptations).	<p>EEF guidance on literacy highlights the impact of explicit teaching of sentence structure, modelling and feedback on writing outcomes, particularly for disadvantaged pupils. High-quality CPD and implementation fidelity improve consistency and impact.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>The writing framework - GOV.UK</p>	3
4. Whole-school maths CPD: adopt mastery-informed approaches (Mastery in Number/Mathematics Mastery principles), collaborative planning and subject knowledge training for teachers and ECT support.	<p>Mathematics Mastery (mastery approaches) have shown positive effects in trials (primary evaluations show around +1–2 months in early adopters) and mastery learning principles can be effective in primary maths: [Mathematics Mastery Primary</p> <p>EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary) and [Mastery learning</p>	4
5. Strengthen curriculum monitoring and subject leader development (reading and maths leads) — termly curriculum implementation reviews, modelled lessons, formative assessment checks and governor reporting.	<p>EEF implementation guidance stresses that implementation matters: structured support, monitoring and school leadership improve fidelity and impact (see EEF guidance and Implementation report links within the Toolkits). See EEF guidance on implementing new approaches: [Phonics</p>	2,3,4

	<p>EEF] (implementation notes) and the EEF “A School’s Guide to Implementation” referenced within their guidance. ([Phonics</p>	
<p>6. Targeted recruitment/retention measures: support ECTs (two ECTs completed ECT in July 25) with mentoring and subject coaching to build subject knowledge, particularly for reading and maths delivery.</p>	<p>High-quality professional development, mentoring and coaching improves teacher effectiveness and supports retention; EEF and Research Schools guidance emphasise ongoing coaching and supported implementation for sustainable change (references in EEF guidance and Research Schools Network materials). ([Phonics EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)).</p>	2,3,4

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

Budgeted cost: £ 14800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>7. Small-group and one-to-one phonics catch-up sessions for PP pupils who are below age-related decoding (4–5 sessions per week where needed; 12–14 week cycles); led by trained TAs or teachers with coaching.</p>	<p>EEF find targeted phonics interventions delivered frequently (4–5 times/week) can be especially effective; one-to-one phonics interventions show larger effects (+8 months for 1:1, +4 months for small groups), and targeted support accelerates catch-up: [Phonics EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics).</p>	2
<p>8. Reciprocal reading / targeted reading comprehension groups for KS2 PP pupils who decode but struggle with comprehension (2 × 20–30 min sessions per week for 12+ weeks).</p>	<p>Targeted Reciprocal Reading (FFT) has promising evidence: EEF trial found average additional progress in reading comprehension and overall reading for targeted groups; EEF designates targeted Reciprocal Reading as a Promising Programme: [FFT Reciprocal Reading EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading) and reading comprehension</p>	2

	<p>strategies guidance: [Reading Comprehension Strategies</p> <p>EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)</p>	
<p>9. Targeted small group writing interventions focusing on sentence construction, spelling and supported composition using structured frameworks and explicit modelling.</p>	<p>EEF literacy guidance emphasises targeted writing support, sentence combining, and structured practice to accelerate progress for struggling writers.</p> <p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF</p> <p>The writing framework - GOV.UK</p>	3
<p>10. Small-group maths interventions (number fluency and arithmetic) using Mastery in Number resources and focused retrieval practice; 3–4 pupils groups, 3–4 times weekly.</p>	<p>Mastery approaches and mastery learning elements have evidence of positive impact for primary maths; small group targeted interventions that address missed learning and fluency support closing gaps: [Mathematics Mastery Primary</p> <p>EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary)</p> <p>and [Mastery learning</p> <p>EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning).</p>	4
<p>11. Structured tutoring programme (school-led small group tutoring / funded tuition) for Y4–Y6 PP pupils identified in termly progress meetings (aligned to curriculum content; progress reviewed every 6 weeks).</p>	<p>EEF evidence indicates small-group tutoring (2–5 pupils) can produce around +4 months' progress; one-to-one tutoring shows larger effects. Tutoring targeted to curriculum gaps and delivered by trained staff is effective: see EEF Guide to Pupil Premium and Teaching & Learning Toolkit (tuition summaries referenced within). [Reading Comprehension Strategies</p> <p>EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) and wider EEF guidance on tutoring.</p>	2,3,5

<p>12. Deployment plan for teaching assistants: training TAs to deliver targeted interventions (phonics, reading comprehension, maths fluency) and structured feedback loops to class teachers.</p>	<p>EEF evidence finds trained TAs can deliver effective interventions when well-trained, structured and overseen by teachers; phonics and small-group interventions delivered by TAs have positive effects when implementation is high quality: [Phonics EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics).</p>	<p>2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>13. Attendance Champion role (named staff lead) plus tailored parental communication (personalised messages, attendance “nudge” letters, home-school meetings), attendance action plans for PP households and use of attendance tracking and early escalation.</p>	<p>EEF rapid evidence assessment on attendance interventions highlights tailored parental communication (personalised contact, letters, information on days missed) and coordinated approaches as promising elements for improving attendance: [Attendance interventions rapid evidence assessment</p>	<p>1</p>
<p>14. Free / subsidised breakfast provision for targeted PP pupils and access to funded places for breakfast club (extend provision where needed) to improve readiness to learn and attendance.</p>	<p>EEF evaluation of breakfast clubs (Magic Breakfast) found a free, before-school breakfast club model produced improvements in KS1 attainment and improved attendance and behaviour, suggesting positive effects on readiness to learn and attendance: [Magic Breakfast - trialEEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment). EEF blog on taking a tailored approach gives practical examples: [Taking a tailored approach to improving attendance EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast) and EEF summary on breakfast clubs: [Breakfast clubs found to boost primary pupils' reading ...</p>	<p>1</p>
<p>15. Pastoral support: Thrive, ELSA and counselling</p>	<p>Social and emotional learning (SEL) interventions have a positive average impact (+3 months) on</p>	<p>5</p>

pastoral sessions for PP pupils; trained staff deliver targeted SEL programmes and small group social skills sessions.	academic outcomes and improve attitudes to learning and social relationships; targeted SEL provision supports readiness to learn: [Social and E EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning). motional Learning	
16. Funded enrichment: ensure PP pupils can attend trips, residential, peripatetic music lessons, and extra-curricular clubs (school funds or subsidy) linked to the curriculum to build vocabulary and background knowledge.	Building background knowledge and vocabulary supports reading comprehension; EEF guidance on comprehension emphasises the role of knowledge and broadening experiences alongside strategy instruction: [Reading Comprehension Strategies EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies). (See also EEF discussion on arts participation/enrichment as supporting engagement and cultural capital.)	6
17. Parent workshops and resources (reading at home, phonics awareness, attendance conversations) plus targeted home-school liaison for SEND/PP families.	EEF guidance highlights parental engagement and carefully designed communications as part of successful attendance and learning strategies; parent support for reading at home supports literacy development (observed across EEF guides to literacy and attendance resources): [Attendance interventions rapid evidence assessment	1,2,3,4,5,6

Total budgeted cost: £36300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National Data Highlights (KS2 2024/25)

The latest data for 2024/2025 academic year indicates that there is still a significant gap in attainment at 11.

- Expected Standard (Reading, Writing, and Maths combined):
 - Disadvantaged Pupils: 47% met the expected standard.
 - Non-disadvantaged Pupils: 69% met the expected standard.
 - Attainment Gap: 22 percentage points, unchanged from 2024.
- Higher Standard: Only 4% of disadvantaged pupils reached the higher standard in all three subjects, compared to 11% of their peers.
- Individual Subjects (Expected Standard)
 - Reading: 65% of disadvantaged pupils reached the standard (compared to 82% of others).
 - Writing: 60% of disadvantaged pupils reached the standard (compared to 79% of others).
 - Maths: 61% of disadvantaged pupils reached the standard (compared to 81% of others).
- Disadvantage Gap Index: This measure of the relative performance gap rose slightly to 3.16 in 2025 (up from 3.13 in 2024), indicating a marginal widening of the gap.

Multiplication Tables Check (Year 4):

- Disadvantaged Pupils: Average score of 19.3.
- Non-disadvantaged Pupils: Average score of 21.7.
- Full Marks (25/25): 27% of disadvantaged pupils achieved full marks, compared to 41% of their peers.

Phonics:

- Overall Pass Rate (Year 1): Around 80% of all pupils met the standard.
- Girls continue to out perform boys.
- PP vs. Non-PP Gap: Disadvantaged pupils (PP) achieved 68.1%, while non-disadvantaged pupils reached 85.1%.
- Year 2 (Retakes): 89% of Year 2 pupils met the standard, with PP data also available for retakes.

Cradley Primary Specifics:

- 21 PP pupils (25.6% of roll), with 52.3% also on SEN register and 9.5% with EHC plans.
- Progress data shows PP pupils making expected progress in reading (88%), writing (77%), and maths (83%).
- Writing progress is a relative area for development.
- Average point score PP MTC 19.6
- 50% of PP children passed the phonics test.

- £40,640 received for PP in 2024-25 academic year.

Key Challenges Identified 24/25

- Narrowing the attainment gap for PP pupils, particularly in writing and maths.
- Meeting complex needs of PP pupils with SEN through adaptive teaching and targeted support.
- Embedding consistent high-quality teaching across all subjects and year groups.
- Addressing non-academic barriers such as attendance, behaviour, and wellbeing.
- Ensuring robust monitoring and evaluation of PP spending and its impact.

Review of Last Year's Strategy

Strengths:

- Strong reading progress for PP pupils, indicating effective phonics and early reading strategies.
- Use of evidence-based approaches aligned with EEF's tiered model (high-quality teaching, targeted support, non-academic interventions).
- Inclusive ethos supporting holistic development.

Add a positive impact statement to show how you addressed each of the challenges that you identified last year

- **Narrowing the attainment gap for PP pupils, particularly in writing and maths.**
- **Meeting complex needs of PP pupils with SEN through adaptive teaching and targeted support.**
- **Embedding consistent high-quality teaching across all subjects and year groups.**
- **Addressing non-academic barriers such as attendance, behaviour, and wellbeing.**
- **Ensuring robust monitoring and evaluation of PP spending and its impact.**

Areas for Development:

- Writing progress below reading and maths suggests a need for focused intervention.
- Further embedding adaptive teaching practises for SEN and PP pupils.
- Enhancing data use for monitoring and accountability. (This could be strengthened – entry / exit data for interventions)
- Strengthening pastoral support to tackle non-academic barriers.

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
Little Wandle	Collins
Literacy Gold	
Mastering Number	SHAW Maths Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The school did not receive Service Pupil Premium Funding in the previous year.

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This strategy is aligned with the DfE Pupil Premium Strategy Guidance and informed by the Education Endowment Foundation's Menu of Approaches. It reflects the school's context, Ofsted priorities and a commitment to evidence-based improvement for disadvantaged pupils.