

**CRAYKE**

CHURCH OF ENGLAND PRIMARY SCHOOL

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Pupil Premium Strategy Statement 2024-27

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 effect that last year's spending of pupil premium had within our school.

School overview (December 2025)

Detail	Data
School name	Crayke Church of England Primary School
Number of pupils in school	106 (YR – Y6)
Proportion (%) of pupil premium eligible pupils	14% (15)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 – 2027
Date this statement was published (25/26)	December 2025
Date on which it will be reviewed (26/27)	December 2026
Date on which it will be reviewed (27/28)	December 2027
Statement authorised by	Lucy Willshaw (CofG)
Pupil premium lead	Judi Jackson (HT)
Governor lead	Lucy Willshaw (CofG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£22050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Crayke Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. In addition, our intention is that all pupils are able to access similar opportunities for personal development and that they have good social, emotional and mental health and wellbeing.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our goals, including progress for those who are already high attainers. Our strategy is also integral to wider school plans for exceptional education for all pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are PP pupils or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will also benefit the non-PP pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure PP pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for PP pupils' outcomes and raise expectations of what they can achieve.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last years indicates that attendance for most pupils has recovered since the pandemic, however for a small minority of pupils, they are persistently absent from school. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Attainment in English</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with in reading writing, than their non-disadvantaged peers.</p>
3	<p>Attainment in maths</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Oracy and Language Skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none">• year on year the overall unauthorised absence rate for all pupils being no more than 2%,• the percentage of disadvantaged pupils who are persistently absent being below 5%



Improved English attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years. In phonics, for all disadvantaged pupils to meet the expectation of the PSC by the end of key stage 1.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years. For the average score in the MTC to be above 23 for disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other 4 sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved social and emotional skills among disadvantaged pupils	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, pupil and parent surveys and staff observations• a significant reduction in behaviour incidents• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



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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 and Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Experienced teaching staff supported by highly skilled TAs – higher than average adult:pupil ratios HQIT training accessed by staff and cascaded to others	1, 2, 3
Purchase of WRM and NFER materials for whole school assessment	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 3
1:1/group daily phonics teaching and additional catch up interventions, as well as further training for staff on Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Government reading guidance 2021	1, 3
Mindful nurture-based sessions to support SEMH	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): Improving Social and Emotional Learning in Primary Schools EEF Values Based Education	2,4
Learning Mentor support for core subjects		1,2,3
Small group and individual teaching	Small group & individual teaching for pupils who need to catch-up. A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attainers. Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to	2



	one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	
To continue to foster a love of reading through enrichment opportunities, including wider family intervention and engagement.	The DfE reading framework	2
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, continuation and enhancement early intervention	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £7050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised access to residential visits	It is essential for social and emotional wellbeing that pupils experience different opportunities	1, 2, 4
Increased lunchtime supervision to promote sports and additional activities; introduction of OPAL initiative		1, 2, 4
Provision of breakfast and after school wraparound care for targeted pupils to	See attendance data impact	1, 2, 4



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support welfare and/or attendance		
Access to high quality music sessions and signposting to music lessons via North Yorkshire Music Hub	See Sing Education/RSMF research and impact statements	2,4
Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £22,050



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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 2024/2025 academic year.

Academic year (2024/2025)

PP pupils leaving EYFS achieved as follows:

Pupil A: Not GLD; Pupil B: Not GLD

PP pupils leaving KS1 achieved as follows:

n/a

PP pupils leaving KS2 achieved as follows:

Pupil C: Reading EXS; Writing EXS; Maths EXS; GPS EXS

Pupil D: Reading WTS; Writing WTS; Maths WTS; GPS WTS

Support for small intervention groups across KS2 has been used effectively to plug gaps in all core subjects.

Continued use of whole school NFER assessments to inform baseline judgements, gaps in knowledge and support teaching groups has been invaluable

Continued use of tracking system (Insight) to effectively track groups has enabled discussions with teaching staff to be more forensic.

Pupils eligible for PP are able to access the same life chances as their academic peers which will raise for their self-esteem, confidence and academic progress. Subsidy enabled pupils in UKS2 to take part in visits resulting in them demonstrating increased resilience and independence.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. PP pupils will be encouraged and supported to participate.

As the needs of our PP children are potentially vast and unique, we conduct termly meetings with each class teacher to discuss their progress (amongst others) on a case by case basis.