

Pupil premium strategy statement – Cromwell Academy

This statement details our school’s use of pupil premium (and recovery 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	232 pupils (P-6) 202 pupils (R-6)
Proportion (%) of pupil premium eligible pupils	54 enrolled as eligible 23% (P-6) 49 enrolled as eligible 24% (R-6)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Eardley
Pupil premium lead	Louse Worrell
Governor / Trustee lead	Rebecca Bierton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Yr R- Yr 6 - £65,145 Pre-school: £2,850 Total: £67,995
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£67,995

Part A: Pupil premium strategy plan

Statement of intent

At Cromwell Academy, all pupils eligible for pupil premium funding are supported to achieve outcomes that are at least in line with their peers. This commitment encompasses not only academic achievement and progress across the full range of subjects within the primary curriculum, such as reading, writing, and mathematics but also extends to their personal development, including improving attendance and punctuality.

Our Ultimate Objectives

- Rapid identification of barriers to learning.
- Implementation of research-informed, evidence-based practises throughout the school.
- Provision of targeted support addressing academic progress, social, emotional, mental wellbeing, behaviour, and attendance.
- Allocation of appropriate resources to meet pupil needs.
- Prioritisation of family engagement and support to foster a collaborative approach.

Achieving Our Goals

Cromwell Academy adopts the Education Endowment Foundation's tiered approach to pupil premium spending:

1. Quality First Teaching (Tier 1):

Investment focuses on professional development, training, and ongoing support for staff. Mentoring and peer-to-peer collaboration opportunities enable less experienced staff to refine their practice, ensuring disadvantaged pupils consistently access and apply their learning. Classroom strategies such as retrieval and recall practice pyramids support knowledge retention and the connection of new learning.

2. Targeted Academic Support (Tier 2):

Evidence highlights the effectiveness of targeted interventions for pupils not making expected progress. Cromwell Academy prioritises same-day intervention through approaches like pro-podding, especially for pupil premium children. Our three-year strategy aims to address early gaps that hinder learning progression, with a dedicated teaching assistant focused exclusively on closing these gaps to accelerate pupil premium pupils' academic achievement.

3. Wider Strategies:

We collaborate closely with families to improve attendance and behaviour, utilising support from our Family Welfare Advisor to intervene early and mitigate the effects of poor attendance or wellbeing. Pupils facing emotional or social barriers to learning are referred for wellbeing support, with appropriate parental involvement to ensure holistic care and progress.

This strategy reflects our commitment to a whole-school approach that values every child's potential and supports their journey to success.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in Reading: Summer 2025 teacher assessment - 58.2% of PP children achieved expected standard vs 86.3% non-PP; greater depth 10.9% PP vs 35.5% non-PP. Significant literacy gap reducing curriculum access.
2	Attainment gap in Writing: Summer 2025 teacher assessment - 50.0% PP expected vs 77.4% non-PP; greater depth 3.7% PP vs 18.5% non-PP. Writing outcomes are a key school priority.
3	Attainment gap in Maths: Summer 2025 teacher assessment - 52.7% PP expected vs 81.4% non-PP; greater depth 9.1% PP vs 27.4% non-PP. Year 4 multiplication check performance is a specific school improvement priority.
4	Attendance and persistent absence: 2024/25 attendance for PP pupils 93.2% (gap 2.5% to non-PP); persistent absenteeism PP = 17.1% vs non-PP = 2.9%. Attendance and punctuality are barriers to learning and continuity.
5	Dual vulnerability: 33% of PP children are also on the SEND register (5 pupils with EHCP). These pupils require targeted SEND-informed approaches to access the curriculum without over-reliance on 1:1 adult support.
6	Low extra-curricular participation by PP pupils: only 51% of PP children have attended at least one extra-curricular club (though 92% have attended a trip). Financial/cultural/transport or confidence barriers limit enrichment uptake.
7	Family engagement: Families do not always engage with school opportunities (family worker workshops, assemblies, surveys, curriculum events), limiting home-school partnership and the impact of parental support on 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
Reduce the reading attainment gap for PP pupils by at least 10 percentage points (from 58% to ≥68%).	<ol style="list-style-type: none"> 1. By the end of the academic year, reduce the reading attainment gap for PP pupils by at least 10 percentage points (from 58% to ≥68%). 2. Termly phonic/reading fluency checks and standardised reading assessments show steady progress; intervention cohorts demonstrate accelerated progress (average +3 - 4 months where targeted).
Reduce the writing attainment gap for PP pupils by at least 10 percentage points (from 50% to ≥60%).	<ol style="list-style-type: none"> 1. By end of academic year, reduce the writing attainment gap by at least 10 percentage points (from 50% to at least 60%).

	2. Evidence of improved sentence level skills, vocabulary and transcription in books and in-school moderated writing assessments.
Reduce the Maths attainment gap for PP pupils by at least 10 percentage points (from 52.7% to $\geq 62\%$).	1. By end of academic year, reduce the maths attainment gap by at least 10 percentage points from 52.7% to at least 62%.
Reduce the attendance gap from 2.5% to $\leq 1\%$. Cut the PA gap by 5 percentage points (from 14.2% to $\leq 9.2\%$).	1. By the end of the academic year increase whole-school PP attendance to 93.6%+. 2. Reduce persistent absence rate for PP pupils from 14.2% to under 9.2% across the year.
Increase extra-curricular participation among PP pupils	1. Increase PP club participation from 51% to 80% 2. Maintain trip participation $\geq 90\%$.
Strengthen parental engagement & home learning routines for PP families. Reducing financial barriers which may impact learning	1. Increase parental attendance at targeted family workshops from current baseline to 60% of PP families engaging with at least one school learning workshop. 2. Increase regular reading at home (tracked by reading logs / rewards) for PP pupils. 3. Family worker targeting PP families for support.

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 (Tier 1: Quality First Teaching, CPD, recruitment and retention)

Budgeted cost: £23,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revisit the phonics programme (ELS) in Reception and KS1 to ensure daily, high-quality phonics lessons are being taught.</p> <p>Termly phonics fidelity checks.</p> <p>Coaching and moderation led by phonics lead.</p>	<p>EEF: Phonics - systematic phonics has a strong evidence base and an average impact of +5 months; implementation guidance emphasises training, systematic approach and regular assessment. Phonics (EEF Teaching & Learning Toolkit)</p>	<p>1 5 8</p>
<p>Reading comprehension and vocabulary CPD for teachers across KS1/KS2: train staff in explicit reading comprehension strategies and use of high-quality texts to develop inference, retrieval and vocabulary teaching.</p>	<p>EEF: Reading comprehension strategies and the EEF guidance on early years/reading emphasise explicit teaching of comprehension and vocabulary; EEF Teaching & Learning Toolkit shows strong impact from reading comprehension strategies. EEF: The importance of reading in early years & guidance resources (EEF)</p>	<p>1 2 8</p>
<p>Maths subject leadership and number fluency focus: implement structured number fluency sessions (daily retrieval, multiplication practice for Year 4), CPD for maths mastery approaches and subject leader release time for monitoring.</p>	<p>EEF: Small group tuition and mastery learning show benefits; EEF guidance recommends mastery approaches and fluency practice for maths. Small group tuition (EEF) (for small group support linked to classroom practice)</p>	<p>3 5 8</p>
<p>Introduce coaching and peer observation to secure consistent pedagogy and subject implementation.</p>	<p>EEF implementation guidance and EEF emphasis on professional development to increase fidelity and impact (see EEF guides, e.g., A School's Guide to Implementation). Making a Difference with Effective Tutoring (EEF) and Implementation guidance (EEF resources)</p>	<p>8</p>
<p>Ensure school library and class libraries include decodable readers, high quality texts</p>	<p>EEF: Early years/reading guidance emphasises rich literacy environment alongside phonics; EEF cautions against teacherless digital-only approaches but supports teacher-led resources. The importance of reading in early years (EEF)</p>	<p>1 7</p>

and targeted digital resources to increase access to texts for EAL and PP pupils.		6
Implement blinks - a comprehensive monitoring system for quality first teaching that ensures all teaching staff receive regular feedback based on classroom observations and pupil progress data, with a focus on pupil premium pupils.	The EEF's Teaching and Learning Toolkit highlights that high-quality teaching has a significant impact on accelerating pupil progress and narrowing attainment gaps. Regular monitoring and feedback are core components of effective teaching improvement, as noted in the EEF's Guide to Implementation , which recommends ongoing data use and professional development to sustain teaching quality and pupil outcomes (EEF, 2025).	

Targeted academic support (Tier 2: tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement structured small group tuition blocks for lower attaining PP pupils (reading, writing, maths): groups of 2 - 4 pupils, 10 - 15 minutes, 3 × per week for 10 –12 weeks, delivered by the HLTA or trained TA, aligned to classroom curriculum and informed by diagnostic assessment.</p>	<p>EEF: Small group tuition delivers an average of +4 months' progress when targeted, frequent and aligned to classroom teaching. Small group tuition (EEF Teaching & Learning Toolkit) and EEF tutoring guidance Making a Difference with Effective Tutoring (EEF)</p>	<p>1 2 3 5</p>
<p>Introduce targeted one-to-one phonics/reading catch-up for Reception/KS1 & Year 3 lower attaining readers: 5 -10 minutes daily, time-limited (6–12 weeks), using a validated small-group or 1:1 programme e.g., NELI by trained staff.</p> <p>Ensure PP children are prioritised for pro-podding support.</p>	<p>EEF: Phonics and one-to-one small group interventions are strongly evidenced; 1:1 phonics can produce larger effects (EEF phonics +5 months, 1:1 tends to be higher). Phonics (EEF Teaching & Learning Toolkit)</p>	<p>1 5</p>
<p>Review HLTA deployment and targeted interventions: implement EEF TA training to deliver structured interventions (time-limited programmes), pre/post briefings with class teacher, and bridging back to classroom.</p>	<p>EEF: Small group tuition and mastery/fluency approaches support maths progress; tutoring guidance stresses frequency, alignment and diagnostic targeting. Small group tuition (EEF) and Making a Difference with Effective Tutoring (EEF)</p>	<p>3 8</p>

Wider strategies (Tier 3: attendance, behaviour, wellbeing, parental engagement, enrichment)

Budgeted cost: £33,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly attendance monitoring and daily contact for absent PP pupils</p> <p>Individualised attendance support plans</p> <p>Use of family worker to remove barriers (transport, uniform, breakfast) and attendance incentives (termly recognition).</p> <p>Trial personalised messaging and targeted early intervention for persistent absence cases.</p>	<p>EEF: Rapid evidence review and evidence brief on attendance note evidence is limited overall but highlights promise for responsive, personalised interventions and parental engagement; personalised texts and rapid contact show promise. Attendance interventions rapid evidence assessment (EEF) and Evidence brief on improving attendance (EEF)</p>	4
<p>Breakfast club places prioritised/subsidised for PP pupils and targeted pupils who are persistently late to support pupils to have a calm start and nutritional support.</p>	<p>EEF Teaching & Learning Toolkit: Breakfast clubs and meal provision are recommended wider strategies to reduce barriers to learning; they can support attendance and readiness to learn (EEF summarises benefits under Wider Strategies). EEF: Attendance evidence & wider strategies (EEF evidence brief)</p>	4
<p>Implement the EEF recommended practises from "Working with Parents to Support Children's Learning" including: tailored communications, short practical workshops, personalised messages) and targeted support for families of PP pupils less likely to engage.</p>	<p>EEF: Parental engagement guidance (positive average impact +4 months) and the EEF report "Working with Parents" outline specific recommendations for effective family engagement. Parental engagement (EEF Teaching & Learning Toolkit) and Working with Parents to Support Children's Learning (EEF guidance)</p>	6 7
<p>Subsidise or cover costs for wraparound care, after-school clubs, uniform for trips, and provide targeted invitations.</p> <p>Proactively invite PP families to after-school clubs and use free taster slots.</p> <p>Offer a lunchtime club for PP children unable to attend an after-school club.</p>	<p>EEF: Arts participation and extracurricular enrichment can support disadvantaged pupils; EEF and wider research note uptake barriers and recommend reducing financial/transport barriers and targeted offers. EEF Teaching & Learning Toolkit (arts / physical activity entries)</p>	6 7

All extra-curricular visitors will deliver a short, targeted session to PP children.		
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Total budgeted cost: £67,995

Part B: Review of the previous academic year – 2024/2025

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
<p>All pupils (PP and Non-PP) to achieve 95%+ attendance.</p> <p>Reduce the % of PP children who end the year as PA (below 90%) – diminishing the difference between PP and non-PP.</p>	<p>On average whole school attendance to be 95%+ For PP attendance to be in line with peers.</p> <p>Reduce the PA for PP pupils by addressing the repeated attendance barriers.</p> <p>Aim for ...</p>	<p>Whole School attendance - 95.2%, persistent absence 12%</p> <p>PP attendance - 92.7%, persistent absence 22%</p> <p>Non-PP attendance - 96.2%, persistent absence 7.8%</p> <p>Data shows the gap between attendance for PP and non-PP has diminished from 3.1% to 2.5%. There is a significant gap between PP and non-PP persistent absence (14.2%)</p>
<p>PP eligible pupils to achieve Expected Standard in line with peers in reading, writing and maths.</p>	<ol style="list-style-type: none"> 1. Use of HLTA and Pro podding successfully diminishes the difference between PP and non-PP % Expected standard. 2. Enrolment on closing gap national pilot. 	<ol style="list-style-type: none"> 1. The gap between PP and non-PP children continues to be significant (Year 6 2025 - R – 27%, W 11%, M – 35%). The gap is significant in all KS2 year groups. 2. Not completed.
<p>PP eligible pupils are excited about their learning, enjoy developing new skills and challenging themselves.</p>	<ol style="list-style-type: none"> 1. Improved attitude and evidence of resilience through challenging learning opportunities. 2. All PP pupils access school trips. 3. Supporting families to develop aspirational goals for their children. 4. Pupils to speak with confidence about their personal goals – short term and long term. 	<ol style="list-style-type: none"> 1. Learning walks demonstrate that PP children have an improved attitude to learning. 2. 90% of PP children attended at least one school trip.
<p>Supporting emotional needs of PP families – school, parenting support at home etc.</p> <p>Reducing financial barriers which may impact learning</p>	<ol style="list-style-type: none"> 1. Family Worker has touched base with all pupils who are disadvantaged. 2. Family worker signposted PP families to food bank vouchers and other community 	<ol style="list-style-type: none"> 1. Family worker maintains a list of pupils who are disadvantaged and liaises with SLT newly identified children. Family worker targets disadvantaged families for workshops.

	provisions which support through holiday periods. 3. All PP families are aware of and can receive 50% off all school trips. 4. Access to wider opportunities has increased and the financial burden.	2. Family worker has worked with external agencies to access support for families. 3. Not all families are accessing 50% off trips. 4. Teachers to continue to report concerns about PP children accessing wider opportunities due to financial burden.
Pupils to be able to confidently recall, speak about and link their learning	1. Pupils can answer questions about their learning and how it relates to different contexts and subjects. 2. For pupils to be able to hold a conversation and ask questions about a topic.	1. Pupil voice demonstrates that children in KS2 can answer questions about their learning. 2. Learning walks demonstrate greater consistency in KS2.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Narrow the gap	Unknown source at present
Accelerated reader	Renaissance reading
NCETM Progression docs – gap finding	NCETM