



Crown Wood Primary School

Pupil Premium Strategy

Statement

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Pupil Premium Strategy Statement 2025-26

This statement details our school's use of **Pupil Premium Grant (PPG)** 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 | Crown Wood Primary School |
| Number of pupils in school | 595 (2024-25) 666 (2025-26) TBC (2026-27) |
| Proportion (%) of pupil premium eligible pupils | 21.2% (2024-25) 18.4% (2025-26) TBC (2026-27) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2027 |
| Date this statement was published | November 2025 |
| Date(s) on which it will be reviewed | July 2025 July 2026 July 2027 |
| Statement authorised by | Fiona Knight |
| Pupil premium leads | Fiona Knight |
| Governor / Trustee lead | David Wheeler |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £ 145,793 (2024-25) £156, 933 (2025-26) TBC (2026-27) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 (2024-25) £0 (2025-26) £0 (2026-27) |
| Total budget for this academic year | £145,793 (2024-25) £156, 933 (2025-26) TBC (2026-27) |

Part A: Pupil premium strategy plan

Statement of intent

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength.

A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our pupils. This shared responsibility is captured in the activities laid out below, but it also exists in the thousands of tiny interactions all our staff have with our pupils each day, where we relentlessly seek to challenge the impact of disadvantage on our pupils’ ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our pupils we have the most control over their development. We can significantly improve all pupils’ learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say

and do each day.

A significant focus this year is in the improvement of teaching quality through Instructional Coaching; evidence indicates that changes in teacher-student interaction qualities targeted by such interventions lead to substantial gains in student achievement. By systematically improving teaching quality, we expect progress in direct academic gains, addressing motivational and behaviour barriers, sustainability and impact.

Challenges

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

| Challenge number | Detail of challenge |
|-----------------------------------|---|
| 1 Attainment and progress | <p>The attainment of disadvantaged pupils in reading, writing, and maths separately and combined compared to 'all' children is lower. Fewer children achieve EXI+ in these subjects.</p> <p>There is a specific need to improve attainment securely at the expected standard in these core subjects at the end of Year 2 and Year 3 as 80% of children leave EYFS with GLD and 90% of children pass the PSC but this strong start does not continue with a positive correlation by the end of KS1 and KS2 and particularly disadvantaged pupils.</p> |
| 2 Learning attitude and skills | <p>Data analysis shows that PP children (a) make slower progress than their peers and (b) fewer are working at the Expected Standard (EXS+) for their year group in reading, writing and mathematics. Those who are working at EXS+ are also more likely to be insecurely at that standard and prone to a 'dip' after the summer break. PP children are less likely to:</p> <ul style="list-style-type: none">● Ask and answer questions in class;● Be able to pay attention or concentrate for long periods;● Work independently;● Respond to feedback and learn from mistakes;● Be prepared to take risks;● To shows resilience; |
| 3 Attendance | <p>Attendance for PP children in the 2024-25 academic year was 93.4% and was 2.6% lower than for children who are not PP. Persistent absence (PA) for this group was</p> |

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| | 24.6%, which was 17.7% higher than for non-PP children. |
| 4 Behaviour and relationships | <p>Our logged behaviour incidents show a disproportionate representation of disadvantaged pupils. Observations and data suggest these pupils are low-attaining pupils and many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning. In addition, around one third of the PP children are also on the SEND Register with a significant proportion identified as having a Communication & Interaction (C&I) or Social, Emotional & Mental Health (SEMH) need. Overall, this group:</p> <ul style="list-style-type: none"> ● Struggle to build and maintain relationships with peers and adults; ● Do not always work or play well with others; ● Are less likely to volunteer for roles; ● Are not always kind or respectful to others; ● Do not always act responsibly; |
| 5 | <p>Key Development & Skills: On entry to the school in Reception, PP children are typically working below their peers in the following areas:</p> <ul style="list-style-type: none"> ● Listening, attention and understanding; ● Communication and language; ● Self-regulation; ● Building relationships; ● Fine and gross motor skills; ● Comprehension and Word reading |

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 |
|---|--|
| Narrowing the attainment gap and improving academic outcomes (SIP Objective 1) | <ul style="list-style-type: none"> ● A greater proportion of PP children are at EXS+ in reading, writing and maths combined than in July 2025 particularly in Year 2 and Year 3 ● The in-year progress for PP children is in-line with or better than 'all' children in all year groups particularly in Year 2 and Year 3 |
| Core 10 pedagogical routines are used to provide routine 'norms' and promote positive behaviour for learning (SIP Objective 1, 4) | <ul style="list-style-type: none"> ● Internal monitoring confirms the consistent implementation of the 'Core 10' pedagogical routines across all classrooms. One way this is improved and embedded is through Instructional Coaching ● Qualitative data from lesson observations ● Survey results from pupils and semi-structured pupil interviews ● PP children demonstrate the ability to use metacognitive strategies |
| Attendance of PP children is in-line with or better than for 'all' children and their persistent absence (PA) is in-line with all children. (SIP Objective 4) | <ul style="list-style-type: none"> ● Attendance of PP children is in-line with or better than 'all' children' in the school. ● Attendance is in-line with or better than the national average for 'all' children. ● Persistent absence (PA) is in-line with 'all' children in the school. ● Persistent absence (PA) is in-line with or better than 'all' children nationally. |
| PP children build and maintain good relationships and know how to act responsibly and to treat others with respect. (SIP Objective 4) | <ul style="list-style-type: none"> ● The percentage of PP children (a) logged for behaviour incidents or (b) given a fixed term suspension is proportionate to the size of the group within the school. ● There are fewer incidents of 'physical – pupil', disruption and defiance involving PP children. ● There are fewer logged incidents overall. ● PP children report better peer relationships and a secure understanding of the school's values and expectations. |

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 (e.g., CPD, recruitment and retention)

Budgeted cost: £87, 882.48

| Activity | Evidence that supports this approach | Challenge no(s) addressed |
|--|--|---------------------------|
| <p>Develop Instructional Coaching (IC) as one method of teaching improvement</p> <ul style="list-style-type: none"> • Embedding the 'Core 10' routines to improve teaching quality • Subscribing to quality PD tools (i.e. Steplab £2,495). • IC Structure/Mechanisms: Coaching focuses on discrete, high-leverage skills (T) such as Modelling ('Model 'live') and 'I do, we do, you do'. Coaches ensure Rehearsal (P) of techniques, provide Feedback (T), and set Action Planning goals (P). IC explicitly promotes desired learning behaviours | <p>Investing in high quality teaching is the top priority for Pupil Premium spending (EEF/DfE Guidance). IC is listed on the DfE Menu of Approaches. IC has large positive effects on instruction (0.49 SD) and achievement (0.18 SD) (Kraft, Blazar, & Hogan, 2018). The approach aligns with effective professional development which must target four components: Insight, Goals, Techniques, and Practice (Sims et al., 2022). Coaching programs focusing on teacher-student interactions can produce student achievement gains equivalent to moving the average student from the 50th to the 59th percentile in achievement test scores (Allen et al., 2011).</p> | <p>1,3,4,5</p> |

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| <p>Improve the quality and effectiveness of classroom support by:</p> <ul style="list-style-type: none"> • Ensuring there are a sufficient number of qualified, well-trained and experienced teaching assistants in each year group; • Using technology or other strategies to deliver support and interventions; • Delivering high quality CPD, including releasing teachers to undertake regular 'Developmental Drop Ins' (DDIs) for teaching assistants linked to the recommendations in the EEF Making the Best Use of Teaching Assistants (2011) and SEN in Mainstream Schools (2021) guidance reports. • Releasing teaching assistants to attend additional CPD sessions during the school day and attend external training. • Finding opportunities for teaching assistants to observe and learn from each other. • Deploying teaching assistants for maximum effectiveness in delivering high quality one-to-one and small group support using structured interventions; | <p>The EEF Making the Best Use of Teaching Assistants (2011: p3) report recommends:</p> <ul style="list-style-type: none"> • "Use TAs to add value to what teachers do, not replace them; • Use TAs to help pupils develop independent learning skills and manage their own learning; • Ensure TAs are fully prepared for their role in the classroom; • Use TAs to deliver high quality one-to-one and small group support using structured interventions; • Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction; • Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions." <p>The SEN in Mainstream Schools (2021: p9) guidance report recommends:</p> <ul style="list-style-type: none"> • "Complement high quality teaching with carefully selected small-group and one-to-one interventions." | <p>1, 3, 4, 5</p> |
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| <p>Improve the quality of EYFS Provision, particularly in the Nursery by:</p> <ul style="list-style-type: none"> ● Delivering high quality CPD, including releasing SLT to undertake regular 'Developmental Drop Ins' (DDIs) for teachers and support staff. ● Promoting mentoring and coaching across the school. ● Ensuring all EYFS staff are well trained in teaching phonics, developing comprehension skills and oracy and have access to high quality CPD in these areas. ● Using directed time to provide bi- weekly team PPA and additional team time each week after school, including time for assessment and time to identify and address underachievement (e.g. pupil progress meetings). ● Developing the outdoor provision in EYFS to develop fine and gross motor skills. ● Providing high quality resources to support personal, social and emotional development (PSED), particularly around self- regulation and building relationships. | <p>'Bucking the Trend', a study by Blanden (2006) of 18,000 adults who were brought up in poverty but were not themselves poor aged 30 showed that those who 'bucked the trend' had better spoken language aged 5 and had better reading skills aged 10 than those who remained poor as adults.</p> <p>Rowland (2021) in his book, 'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way' identifies relationships, metacognition and self- regulation, language development and comprehension and supporting the development of social, emotional and mental health as key to tackling disadvantage.</p> <p>Cornelissen & Dustmann (2019) found there were significant effects of receiving additional schooling before age five on both cognitive and noncognitive outcomes at ages five and seven, particularly so for boys with a disadvantaged parental background.</p> | <p>1, 3, 4, 5</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36, 094.59

| Activity | Evidence that supports this approach | Challenge no(s) addressed |
|---|---|---------------------------|
| <p>Provide Targeted Individualised Academic Support by:</p> <ul style="list-style-type: none"> ● Using Teaching Assistants (TAs) to deliver targeted 1:1 and / or small group interventions identified through QLAs and PPMs. ● Using Teaching Assistants (TAs) as additional scaffolding in class. ● Using Teaching Assistants (TAs) to release teachers to (a) deliver targeted 1:1 and / or small group interventions and (b) to provide additional scaffolding in class. ● Using PIXL resources to support interventions in reading, writing and mathematics. ● Using technological resources (e.g. IDL App, Bug Club, Oxford Owl and Times Tables Rock Stars) to promote independent learning and learning at home. ● Working with ABC to Read to provide reading volunteers. ● Providing additional tutoring in Year 6 and Year 5 in the Spring and Summer Terms. | <p>The EEF's One to One Tuition Toolkit states, "one to one tuition is very effective at improving pupil outcomes [and] is more likely to make an impact if it is additional to and explicitly linked with normal lessons."</p> <p>The EEF's Small Group Tuition Toolkit states, "small group tuition has an average impact of four months' additional progress over the course of a year."</p> <p>The EEF's Making a Difference with Effective Tutoring documents states, "if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition."</p> <p>Research by Sharp (2010) found, "technology can help to resolve the problems associated with low achievement and underachievement, but use of technology must be combined with other approaches." See also: Using Digital Technology to Improve Learning.</p> | <p>1, 3, 4</p> |

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| <ul style="list-style-type: none"> ● Develop Children’s Attitude to Learning and Key Skills by: ● Using attuned Teaching Assistants (TAs) to model, teach and promote metacognition and self-efficacy. ● Using attuned Teaching Assistants (TAs) to model and promote a growth mindset. | <p>Rowland (2021) in his book, ‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ identifies metacognition and self-regulation as key to tackling disadvantage.</p> <p>Research by Sharp (2010) found, “the concept of readiness for learning is key to many learners’ achievement [and] an individual learner’s self-efficacy is an essential component of academic achievement.”</p> <p>See also: https://www.psychologytoday.com/us/basics/growth-mindset and https://fs.blog/carol-dweck-mindset/.</p> | <p>1, 3, 4</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32, 955.93

| Activity | Evidence that supports this approach | Challenge no(s) addressed |
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| <p>Develop and Support Children’s Social, Emotional and Mental Health by:</p> <ul style="list-style-type: none"> ● Improving the PSHE Curriculum and social and emotional learning (SEL) (i.e. purchasing a new scheme of work – Jigsaw). ● Providing targeted Nurture programmes to support individual children, e.g. Anxiety Gremlins, Social Skills. ● Using Nurture staff and Teaching Assistants to provide individualised support in class. ● Quickly accessing external / specialist support (e.g. counselling, art therapy etc) when required. ● Working with the Mental Health Support Team (MHST) and Early Mental Health practitioners. ● Providing ‘forest school’ sessions for all children and additional sessions for those who need them. ● Purchasing a ‘Cubbie’ (an immersive multi-sensory space) to reduce anxiety and encourage participation. ● Increasing access to high quality sensory circuits. | <p>The EEF’s guidance, Improving Social and Emotional Learning in Primary Schools, states, “effective SEL can lead to learning gains of +4 months over the course of a year, “being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores and, “schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p> <p>See https://cubbie.co.uk/.</p> | <p>1, 2, 3, 4</p> |
| <p>Support Children to Build and Maintain Positive Relationships:</p> <ul style="list-style-type: none"> ● Specifically teaching and modelling our Behaviour Curriculum and School Values. ● Improving the PSHE Curriculum (i.e. purchasing a new scheme of work – Jigsaw). | <p>The EEF’s Improving Behaviour in Schools Guidance suggests knowing and understanding the pupils and their influences, teaching learning behaviours alongside managing misbehaviour and using targeted approaches to meet the needs of individuals.</p> <p>See also the EEF’s guidance Improving Social and Emotional Learning in Primary Schools.</p> | <p>3, 4</p> |

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| <ul style="list-style-type: none"> • Providing targeted support to specific children. • Introducing Peer Mediation. • Improving our summer transition programme. | | |
| <p>Support Children to Develop Metacognition and Self-Efficacy by:</p> <ul style="list-style-type: none"> • Developing staff’s understanding and skills to develop their pupils’ metacognitive knowledge. | <p>The EEF’s Metacognition Guidance states, “evidence suggests the use of ‘metacognitive strategies’ [...] can be worth the equivalent of an additional +7 months’ progress when used well”</p> | <p>1, 4</p> |

Total budgeted cost: £156,933

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

| Review of outcomes and expenditure: | | | | |
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| Academic Year 2024-25 | | | | |
| Desired outcome | Chosen action/approach (See above) | 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) | Cost |
| 1. Pupil Premium children (including those that are double disadvantaged) will make accelerated progress. | <ul style="list-style-type: none"> Teaching TAS | <p>1. At the end of the 2024-25, there has been slow in-year progress in reading and writing in Years 2- 3 and in Years 2. There was accelerated progress in all subjects in Years 5-6. If we exclude those who are 'double disadvantaged', progress is accelerated in Year 4-6. It remains slow or broadly sufficient in Years 2-3 in all subjects.</p> | Accelerating progress for children in receipt of the PPG will continue to be a focus and particularly for those who are not also SEND. | £61,000 |

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| | | <p>2. The current Year 6 have made accelerated progress since KS1.</p> <p>3. Despite slow in-year progress, the current Year 2s are on track to make sufficient progress over the phase.</p> | <p>We will continue to focus on improving and developing (a) pedagogy, particularly around adaptive teaching, and subject knowledge and (b) TA's ability to deliver high quality interventions and in-class support.</p> <p>There will be a focus on ensuring children leave EYFS ready for Year 1, including considering how this can start in Nursery.</p> | |
| <p>2. The attainment gap for Pupil Premium children (including those that are double disadvantaged) is closing.</p> | <ul style="list-style-type: none"> • Teaching • TAS | <p>1. At the end of the 2024-25, the gap between PPG children and all children overall has increased in reading, writing and maths. The gap in reading is much smaller if children with SEND are excluded and the gap is narrow or narrowing in writing and maths.</p> <p>2. End of KS1: The gap has widened between Year 1 and Year 2 in reading and writing, but narrowed in maths. If children with SEND are excluded, the gap has narrowed in writing, but widened in reading and maths. Over the phase, however, the gap has narrowed in all subjects.</p> <p>3. End of KS2: The gap has widened slightly between Year 5 and Year 6 in writing, but narrowed significantly in writing</p> | | <p>£31,010</p> |

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| | | <p>and maths. If children with SEND are excluded, the gap has narrowed in reading, but widened in writing. Since the end of KS1, the gap has narrowed in writing, is similar in maths, but widened in reading. If children with SEND are excluded, the gap has narrowed in maths, but widened in reading and writing.</p> | <p>We will also be working on developing good learning attitudes and skills, including metacognition.</p> <p>There will be a specific focus on children who are in receipt of the PPG, but are not SEND.</p> | |
| <p>3. All pupils are articulate and use a wide variety of vocabulary and sentence structures in spoken and written forms.</p> | <ul style="list-style-type: none"> Teaching | <ol style="list-style-type: none"> Based on current data (SPR2), 78% of PPG children are on track to achieve the ELG for Communication & Language, 56% for Comprehension, 67% for Word Reading and 56% for writing by the end of Year R. End of KS1: 50% of PPG children are on track to be EXS+ in reading and 60% for writing. This is 56% and 68% if SEND is excluded. End of KS2: 57% of PPG children are on track to be EXS+ in reading and writing. This is 71% and 57% if SEND is excluded. | <p>The teaching of oracy skills and specific vocabulary is now embedded. However, we now need to see children using sentence structures and high-quality vocabulary in their writing.</p> <p>The focus will move to providing CPD to teachers and TAs to develop subject knowledge and practice to better support the children to do this.</p> <p>We will also be working on our EYFS provision so that more children leave having achieved the ELGs in C&L, word reading and comprehension.</p> | <p>£16,000</p> |

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| <p>4. Environmental factors are not a barrier in school as pupil resilience/ well- being improves over time to ensure they make accelerated progress.</p> | <p>Wider</p> | <ol style="list-style-type: none"> 1. At the end of the 2024-25, there has been slow in-year progress in reading and writing in Years 2- 3 and in Years 2. There was accelerated progress in all subjects in Years 5-6. If we exclude those who are 'double disadvantaged', progress is accelerated in Year 4-6. It remains slow or broadly sufficient in Years 2-3 in all subjects. 2. The current Year 6 are on track to have made accelerated progress since KS1. 3. Despite slow in-year progress, the current Year 2s are on track to make sufficient progress over the phase. 4. At the end of the 2024-25, the gap between PPG children and all children overall has increased in reading, writing and maths. The gap in reading is much smaller if children with SEND are excluded and the gap is narrow or narrowing in writing and maths. 5. 7/27 children with 10 or more logged | | <p>£24,000</p> |
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| | | behaviour incidents and 4/8 children with 20 or more logged incidents in the 2024-25 academic year are in receipt of the Pupil Premium Grant (PPG). All bar 1 of the 6 children suspended or permanently excluded in the 2024-25 school year are in receipt of the Pupil Premium Grant (PPG). | |
| 5. Attendance of Pupil Premium children is back in line or better than the school average (as it was pre-pandemic). | <ul style="list-style-type: none"> Wider | <ol style="list-style-type: none"> Attendance for children in receipt of the Pupil Premium Grant (PPG) is currently 92.9% and is 2.4% lower than for all children. This is an improvement compared to 2023-24. Persistent absence (PA) for this group is currently 20.4%, which is 10.6% higher than for all children. This is an improvement compared to 2023-24. | £9,200 |

Externally provided programmes 2024-25

| Programme | Provider |
|------------------------------------|---|
| PIXL resources | PIXL |
| 1:1 Tutoring | Thirdspace Learning |
| Oracy Programme | Voice 21 |
| Phonics (CPD and online resources) | Read Write Inc. |
| Curriculum resources | Active Learn (Bug Club), IDL, White Rose Maths, Times Tables Rock Stars |

Service pupil premium funding (optional)

Further information (optional)