

Pupil Premium Strategy Statement 1/1/25 – 9/9/27

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, and how we intend to spend the funding within the dates listed above. The impact of this spending will be reviewed in Part B in the autumn term of 2026 and 2027. If the plan requires a change of focus within this time period, are required through this period, they will be added in a different colour text

School overview

| Detail | Data | | |
|---|-------------------------|-----------|-----------|
| School name | Croyland Primary School | | |
| Number of pupils in school | Sept24/25 | Sept25/26 | Sept26/27 |
| | 416 | 416 | |
| Proportion (%) of pupil premium eligible pupils | 38% | 38.70% | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 9/24 | | 9/27 |
| Date this statement was published | 1/1/25 | | |
| Date on which it will be reviewed | 1/12/26 | | 1/12/27 |
| Statement authorised by | Lucy Deakin | | |
| Pupil premium lead | Sarah Wright | | |
| Governor / Trustee lead | Tracy Elliott | | |

Funding overview

| Detail | Amount | | |
|---|-----------|-----------|-----------|
| | Sept24/25 | Sept25/26 | Sept26/27 |
| Pupil premium funding allocation this academic year | £237,170 | £237,376 | |
| Recovery premium funding allocation this academic year | £24,037* | £0 | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £0 | |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £237,170 | £237,376 | |

Part A: Pupil premium strategy plan

Statement of intent:

In 22/23, despite significant changes to our reading curriculum, our Year 6 data saw a deterioration in pupil outcomes when compared to previous data and the national average. Detailed analysis of those who did not achieve the expected standard identified a core group of children. These children, who cannot solely be identified as financially disadvantaged, did not have the desired or required reading behaviours. Their 'reading miles' were low. This group had very little engagement in the home learning reading activities during the Covid period. When they returned to school, we taught focused reading lessons but the numbers requiring reading intervention had grown. What we did not pay enough attention to understanding on our pupils return to full time schooling, was the reading motivations of this core group of learners. They attended their reading lessons, engaged in tutoring, but they lacked the internal drive to read independently as a choice activity. This is what we refer to as 'Reading Miles'. On publication of the DFE Reading framework in July 2023, we reviewed our reading provision in line with the seven key areas which it identified. Our intent is as noted in the summary paragraph below:

All children are able to read to the best of their ability and if this is below the standard required for their age, they receive the appropriate intervention to make sure that they are reading to best of their ability, and continue to make progress.

Although we saw an improvement in the Year 6 reading data in 2024, there remains an attainment gap between FD/NFD pupils and a gap between both cohorts and the National Average. Of the 20 pupils who were registered as not achieving Year 6 age-related expectations, over half were in receipt of PP.

Financial disadvantage alone was not the sole barrier to the pupils not attaining the National Average in reading as many of our financially disadvantaged pupils performed superbly well but as is known, alongside financial challenges, with deprivation families can face various additional challenges in the family home.

Due to having a robust understanding of our school community supported by both quantitative and qualitative data, having the skills to read and an independent desire to engage in reading must remain our priority for all of our pupils.

As we prepared to publish this strategy, it was reassuring to read the views of Frank Cottrell Boyce and his identification of the recession in children's happiness that he believes is caused by a decline in reading at a young age. What we have learnt about our pupils through our reading agenda echoes his views. See Appendix 1.

Our allocation of PP funding remains as described below.

A significant proportion of the Pupil Premium budget is allocated to teaching reading, leading reading, and reading for pleasure. We have introduced a whole school reading timetable across KS1 and KS2. Those pupils, who have not completed the RWI phonics scheme as they move into KS2, continue to be taught phonics as quality first teaching rather than as an intervention. In KS2, Years 4, 5 and 6, children attend Fresh Start phonics groups, dependent upon their reading need.

Prior to 2023, we used Jane Constantine Book Talk as the whole class reading approach and Shine as a reading comprehension intervention. Our daily reading now is taught through a hybrid approach of both. This hybrid approach, we hope, will create readers, develop lovers of books and tightly target those who need intervention.

In addition to our focus on the teaching of reading and targeted intervention, our PP has become a reading advocate for those pupils who are disengaged with reading. They are identified by their attainment in reading and their reading identity. The focus of the advocate is to talk, engage and motivate identified pupils in books and reading - to bond over books!

Cottrell-Boyce described the **"invisible privilege"** of being read to from a young age as **"not something that people have seen the importance of, and if you have it, then you're at a huge advantage over other people"**. The role of the PP reading advocate is to give those children who we know not to have had it this invisible privilege

We are also focussing on the recruitment of reading volunteers to support the reading advocate in this strategy.

The Pupil Premium budget will continue to allow us to ensure we are able to trained staff who can teach the fundamental strategies/pedagogy of the reading programmes we use in school. The budget also allows us continue to make investment in the school library, which provides the visual motivation to be a reader.

The primary focus of our Pupil Premium strategy over the next three years is the high quality teaching of reading alongside the professional development of all staff who teach reading in the hope of creating 'readers' as opposed to children who can read. In addition, our school day to day continues to include the various strategies, identified by the EEF, that positively impact on the individual child and what they need from us at this time in their lives.

The strategies listed below have become part of the 'Croyland Way' and benefit all children, not simply those who can be identified as financially disadvantaged.

Targeted academic support:

- Termly pupil achievement discussion cycle led by core subject leaders
- A cycle of standardised assessment with diagnostic analysis that feeds into core subject teaching
- Targeted intervention and support to quickly address identified gaps in learning including the use of small groups and 1 to 1 support

Wider strategies:

- An Oracy curriculum with application throughout the curriculum and school day to develop confidence in their ability to communicate effectively
- The use of Edulink to support learning conversations with parents by sharing vocabulary alongside a weekly review of learning to promote learning conversations at home
- The provision of social and emotional support, a Family Support worker and our SEMH team
- An offer of a range of cognitive, creative, and active after lunch and after school clubs with an equal uptake for all

Challenges

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

| Challenge number | Detail of challenge (known – not assumption!) |
|------------------|---|
| 1 | Low appreciation to reading as a hobby by parents and children – it is a school subject – not to be prioritised over gaming or undertaken at home. (Pupil Voice) Teachers teach reading at school – it is a schools' job to do reading! |
| 2 | Lower level of oral language across the curriculum. Many of our pupils are word poor due to limitations in experiences which might broaden language. |
| 3 | Pupil and parent engagement/financial capacity with learning opportunities/enrichment within the family to enhance curiosity. (Pupil Voice) Many of our parents will admit that their own schooling was poor and they themselves lack the skills and confidence to support their child's learning as they grow older. |
| 4 | Our attendance data, prior to lock down and on return, indicates that attendance for those eligible for PP, as a cohort is lower than that on those who are not. Persistent absence is also very evident in this cohort. |

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.

FDP: Financially Disadvantage Pupils

NFDP: Non Financially Disadvantaged Pupils

| Intended outcome | Success criteria: MEASURES TO REPORT |
|---|---|
| All children are able to read to the best of their ability and if this is below the standard required for their age, they receive the appropriate intervention to make sure that they are reading to best of their ability, and continue to make progress. Our Library collections, and the ethos that surrounds it, creates a motivation to read and creates readers – not just children who can read. | |

| | | |
|---|--|---|
| 1 | <p>The vast majority of FD pupils demonstrate that they have the reading skills and abilities required to transition effectively into the next phase of their education.</p> <p>(End EYFS, KS1, KS2)</p> | <p>National Outcomes</p> <ul style="list-style-type: none"> • End of EYFS/KS1/KS2 reading outcomes demonstrate a diminishing gap when attainment is compared between the cohorts of FD/NFD. The cohort figures will be adjusted to remove those pupils with significant learning impairments. • At the end of KS2, more FD pupils will be assessed as reading at greater depth than in previous years at the end of KS2. • End of KS2 standardised schools for our FD pupils, who will go on to attend a mainstream secondary school, are narrowing towards the NFD school figure. |
| 2 | <p>Qualitative responses confirm that our FDP value reading, and want to be the best readers that they can be.</p> | <ul style="list-style-type: none"> • PP reading logs provide a quality record of a child's reading identity. The logs become an information rich document that moves with the child through each school phase. (Lower/Upper Ks2). They record how the child has been supported to engage better with reading. The impact of the reading advocate's work will be noted by how they/the class teacher responds to the discussions they have had with the child, the child's responses and evidence of their improved engagement with reading,. • In Upper KS2, Year 5/6 data analysis identifies that where ARE has not been achieved, the PP lead, alongside the reading lead have worked in collaboration to ensure qualitative/quantitative outcomes for those pupils identified |
| 3 | <p>There is a diminishing gap in attainment when standardised scores are compared between the cohorts of FD/NFD pupils.</p> | <ul style="list-style-type: none"> • In years 1 – 6, standardised outcomes in reading and maths identify an improving trend. • Year on year, teacher assessments in writing show a greater number of FD pupils on track to achieve expected End of Ks2 outcomes. |
| <p>School is deemed a happy and safe place so pupils come every day and attend the various enrichment opportunities available. The school ethos of Maslow continues to ensure that pupils non-academic needs are supported</p> | | |
| 4 | <p>FDP achieve good Attendance when compared to their NFD peers.</p> | <p>FD/NFD pupils</p> <ul style="list-style-type: none"> • Attendance compared is 94% in all year groups. • FD pupils, who are identified as a concern are tracked rigorously and school systems employed to ensure they are safe. • LA systems are applied rigorously to target absence of all persistently absent pupils. |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| IRIS Connect: Video Enabled Professional Development for Teachers | <i>Mastery Learning +5</i> | 1, 2 |
| Investment in schools hub to ensure RWI is implemented with Fidelity. School's Portal Subscription– all training for staff coaching with support materials that can be viewed by parents. | <i>Mastery Learning +5</i> <i>Phonics +5</i> <i>Teaching Assistant Interventions +4</i> <i>Reading Comprehension strategies +6</i> | 1, 5 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> • KS2 PIRA/Shine interventions • Diagnostic tools – A4L • KS1 RWI interventions • SM Fresh Start CPD | <ul style="list-style-type: none"> • <i>Individualised Instruction = 4 months</i> • <i>Small group Tuition + 4 months</i> • <i>Phonics + 5 months</i> • <i>Mastery Learning +5 months</i> • <i>Feedback + 6 months</i> • <i>Reading Comprehension Strategies + 6 months</i> | 1, 5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------|---|-------------------------------|
| <i>Maslow Team</i> | <i>Self-Regulation +7 months</i> <i>Behaviour Interventions +4 months</i> <i>Social and Emotional Learning +4 months</i> <i>Parental Engagement +4 months</i> <i>Attendance</i> | 2, 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.

| 24/25 Outcomes | | | | |
|--|--------------|-------------------|--------------|-------------------|
| <p>1. The vast majority of FD pupils demonstrate that they have the reading skills and abilities required to transition effectively into the next phase of their education.</p> <p>(End EYFS, Phonics, KS2 ARE, KS2 GD)</p> | | | | |
| <ul style="list-style-type: none"> Children achieving the ELG 2024 – 2025 | | | | |
| ELG | PP (14) | | Non-PP (44) | |
| Comprehension | 12 | 86% | 36 | 82 |
| Word Reading | 13 | 93% | 35 | 78 |
| <ul style="list-style-type: none"> Children passing the Year 1 Phonics Screening | | | | |
| | PP YR 1 | | Not PP YR 1 | |
| CHORT | 3 disapplied | Testing Cohort 17 | 5 disapplied | Testing Cohort 35 |
| Met | 11/17 | 64% | 31/35 | 89% |
| | PP YR 2 | | Not PP YR 2 | |
| CHORT | 3 disapplied | Testing Cohort 24 | 2 disapplied | Testing Cohort 33 |
| Met | 20/24 | 83% | 30/32 | 94% |
| <p>Our phonics provision enables the vast majority of pupils, who have a mainstream trajectory, to enter KS2 with the reading skills to read with accuracy and fluency.</p> | | | | |
| <ul style="list-style-type: none"> Disadvantaged pupils reaching the expected standard in reading | | | | |

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 47% | 62% | Below |
| 2024/25 | 50% | 63% | Below |
| 2023/24 | 40% | 62% | Below |
| 2022/23 | 50% | 60% | Close to average |

Those pupils who did not attain ARE in reading have various needs and vulnerabilities that have hindered their progress in comparison to their attaining peers. From some, although being in receipt of effective teaching and personalised interventions, they are not motivated to read out of the school environment. Their reading miles are gathered in school and school alone.

2. Qualitative responses confirm that our FDP value reading, and want to be the best readers that they can be.

Children are choosing their own reading material, which they are finding motivational as it links to their areas of interest. As a result of this, combined with the breadth of daily reading opportunities, children are developing and improving more positive attitudes towards reading. These reading materials ensure equitable access to high-quality texts, and breaks down the barriers between those who have and those who do not. In addition, children engaging in opportunities to add to class scrapbooks and taking home Reading Ted, are promoting reading at home. PAD discussions demonstrate that children are given these opportunities in school: access to class mini libraries, Book Talk and Book Club sessions, Reading Ted, completing the scrapbook, daily class story time, and a school library which is continually updated with the best new releases on offer; these are all helping to promote a love of reading, and reading for pleasure. We continue to prioritise reading opportunities, as the short term and lifelong benefits of reading are valued for all children.

3. In years 1 – 6, standardised outcomes in reading identify an improving trend Year on Year.

| READING | | Non-PP | | PP | | No. of PP |
|------------------------|-----------|-------------|-------------|-------------|--------|-----------|
| | | ARE+ | GD | ARE+ | GD | |
| Year 1 (58) 8 outliers | Autumn 25 | 46% (20) | 16% (7) | 36% (5) | 7% (1) | 14 |
| Year 2 (58) 8 outliers | Autumn 24 | 58% (23) | 25% (10) | 56% (10) | | 18 |
| Year 2 (61) 8 outliers | Autumn 25 | 45% (18) | 10% (4) | 34% (7) | 5% (1) | 21 |
| Year 3 (60) 5 outliers | Autumn 24 | 68% (24) | 14% (5) | 12% (3) | 4% (1) | 25 |

| | | | | | | |
|------------------------|-----------|-------------|---------|-------------|---------|----|
| Year 3 (57) 4 outliers | Autumn 25 | 73% (22) | 20% (6) | 30% (8) | 4% (1) | 27 |
| Year 4 (59) 3 outliers | Autumn 24 | 68% (26) | 18% (7) | 24% (5) | 5% (1) | 21 |
| Year 4 (58) 1 outlier | Autumn 25 | 65% (23) | 14% (5) | 34% (8) | 4% (1) | 23 |
| Year 5 (59) 5 outliers | Autumn 24 | 52% (14) | 15% (4) | 40% (13) | 6% (2) | 32 |
| Year 5 (60) 6 outliers | Autumn 25 | 75% (20) | 19% (5) | 51% (17) | 6% (2) | 33 |
| Year 6 (58) 3 outliers | Autumn 24 | 56% (18) | 22% (7) | 47% (12) | 12% (3) | 26 |
| Year 6 (59) 4 outliers | Autumn 25 | 56% (17) | 23% (7) | 48% (14) | 10% (3) | 29 |

Croyland pupils begin their reading journey from the first day in EYFS. Over their seven years with us, our focus is on identifying barriers to further progress and providing a range of support to ensure that our pupils, those who will transition to mainstream secondary schools, leave as confident and enthusiastic readers. Through pupil achievement discussions and diagnostic analysis from standardised tests, staff teach and support all learners to develop strong reading skills and sustain their progress from year to year. The effectiveness of this approach is evident in our school data, when compared to the previous 12 months, more children are on track to meet age-related expectations year on year as the move through each Key Stage.

The exception at this point in the term is Year 2 pupils transitioning from Year 1. Their focus during this last term has been on the acquisition of letter sounds and completing the RWI programme, with the majority moving into Book Talk in the Spring term.

4. Attendance comparing FD/NFD pupils

- Attendance compared is 94% in all year groups.
- FD pupils, who are identified as a concern, are tracked rigorously and school systems employed to ensure they are safe.
- LA systems are applied rigorously to target absence of all persistently absent pupils.

September 2025

The majority of FD children at CPS enjoy reading and understand the importance of it, however, for over half, sadly, the feeling is that reading is a school subject and doesn't extend to activity beyond the school gates.

Q1) Reading at home

34% of children said they read at home at least 3 times a week

18% of children said they do not read at home each week

40% of children said they read at home sometimes, but not regularly

Q2) Enjoyment of reading activities and support in school

76% of children do enjoy their reading in school

16% of children do not enjoy their reading in school

Q3) Perception of the impact of reading in school

84% of children believed that the reading in school was helping them to improve

Q5) Children enjoy reading

67% of children were positive about their enjoyment of reading overall.

Externally provided programmes

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

| Programme | Provider |
|--------------------|-----------------------------|
| Read, Write Inc | Read, Write In |
| Doodle maths | Discovery education |
| TT Rockstars | Maths circle |
| Number Bots | Maths circle |
| Spelling Shed | Ed Shed |
| No more marking | Assessing Primary Writing |
| White Rose Maths | White Rose Maths Assessment |
| Smartgrade | White Rose Maths Assessment |
| Writing Unit Plans | Jane Considine education |

Appendix 1

Author Cottrell-Boyce holds summit to warn

Frank Cottrell-Boyce is the UK's children's laureate for 2024 to 2026

Emma Saunders

- **Best-selling author Frank Cottrell-Boyce, the current children's laureate, is to spearhead a campaign to tackle a "recession in children's happiness" that he believes is caused by a decline in reading at a young age.**

The writer has organised a summit in Liverpool on Wednesday, at which he will call on the government to "stand up and give a visible sign this country values its children".

Cottrell-Boyce, whose books include *Millions* and *Cosmic*, will warn that while children in the UK may fare well in reading league tables, reading for pleasure is in decline, leading to "less chance of [them] being happy".

The Reading Rights Summit will also hear from fellow authors Cressida Cowell and Michael Rosen, two of his predecessors as children's laureate.

Cottrell-Boyce will implore politicians "to make sure that every single child has access to books, reading and the transformative ways in which they improve long-term life chances".

The author will add that "our children are near the top of the global leagues when it comes to **the mechanical skill of reading** but near the bottom when it comes to **'reading for pleasure.'**"

"That our children seem to be experiencing some kind of happiness recession at the moment is not surprising, and I believe that the decline in reading has played its part in this."

Speaking to the BBC ahead of his speech, the writer emphasised the benefits of help with reading in early years. "It's easy to get depressed about the situation, but there's a huge amount of happiness and optimism to be drawn on," he said.

A 2022 BookTrust survey of over 2,000 low-income families in England, Wales and Northern Ireland found less than half of children under seven are being read a bedtime story.

Disadvantaged children who achieve highly at the end of primary school are **twice as likely to have been read to at home in their early years, external** compared with their peers, the charity found.

Cottrell-Boyce described the "invisible privilege" of being read to from a young age as "not something that people have seen the importance of, and if you have it, then you're at a huge advantage over other people".

Screen time is also an issue. In his speech, he will say he has heard about some children who "instead of turning the pages, try to swipe them or make the pictures grow bigger with their fingers" because they hadn't encountered a book before starting school.

He will also say: "Yes, it's important for educational attainment. Yes, DCMS (Department for Culture, Media and Sport), it's the most crucial - and most democratic - part of our cultural heritage.

"Shared reading is an effective, economic health intervention, so yes, it's essential, [Health Secretary] Wes Streeting, to mental health, to bonding, to attachment, to creating a situation where parents and carers can give the best, the most joyous start in life to our children."

He told the BBC he had "incredibly happy memories" of his own childhood.

But in hindsight, he realised his mum was finding life difficult living in a small flat with her own mother and two young boys.

"Her solution was, she took us to the library a lot. I don't think she was hoping to hothouse us. I think she just wanted to get out and have somewhere nice to sit!

"I've just got these unbelievably happy memories... so that's what makes me passionate about happiness."

Many children's laureates have campaigned on similar issues, but Cottrell-Boyce told the BBC he was aiming his message more at the government than the public.

He added: "We're not talking about a huge undertaking. Some of the most amazing stuff I've seen, in terms of capital spend, has been some Pritt stick and two copies of [Rod Campbell's classic toddler book] Dear Zoo.

"The infrastructure is there but it's not joined up."

The summit, organised with children's reading charity BookTrust, will also hear from Rachel de Souza, the government's children's commissioner, and a report will be issued afterwards.

A Department for Education spokesperson said: "High and rising standards, with excellent foundations in reading, writing and maths and making sure tens of thousands more children start school ready to learn are key parts of our Plan for Change to ensure every child can achieve and thrive.

"We've invested over £90 million in our English Hubs programme, which supports reading for pleasure, with a further £23 million committed for the 2024-25 academic year and we have extended early language support."