

Pupil premium strategy statement – Cromford Church of England 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 | 75 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| 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) | 2024-25 until 2026-2027 |
| Date this statement was published | Jan 2026 |
| Date on which it will be reviewed | Dec 2026 |
| Statement authorised by | Ian Wilson |
| Pupil premium lead | Ian Wilson |
| Governor / Trustee lead | Joe Brough |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £ 27,270 (financial year to March 2025) |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £ 0 |
| Total budget for this academic year | £ 27,270 |
| <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> | |

Part A: Pupil premium strategy plan

Statement of intent

At Cromford C of E Primary School it is our intent that every pupil not only feels valued but also achieves their potential. We want them to know that whatever the challenges and barriers they have to making progress as we will assist them to overcome them. Our pupil premium strategy will have centre stage in this support.

We always consider each pupil as an individual and recognise their vulnerabilities so that it is possible to identify which interventions and strategies are needed to enable them to achieve. The main thrust of our strategy is to provide high quality teaching along with tailor-made teaching assistant support and interventions. We also provide appropriate resources to bridge the gaps our disadvantaged pupils face.

Throughout the whole strategy, we have ensured that pupils are properly assessed so that their academic needs can be addressed. However, it is important to recognise the emotional needs of our pupils and developing their emotional resilience to cope with their challenges is paramount to this plan. Our plan should also assist on overcoming the difficulties identified.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Observations and assessments indicate that disadvantaged pupils attain lower than their peers in the core subjects (reading, writing, maths and GaPS.) Currently disadvantaged pupils are 10% less likely to reach the expected standard in the core subjects across the school |
| 2 | Data indicates that disadvantaged students are more likely to be persistently absent than their non-disadvantaged peers (30% compared to 15% based on 23/24 data) |
| 3 | Observations and discussions with students and families indicate that disadvantaged pupils are more likely to be affected by social and emotional issues than their peers. This is in part due to lack of opportunities for enrichment opportunities. |

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 |
|---|--|
| Gaps to halve for outcomes for disadvantaged students in relation to their non-disadvantaged peers | In all of the core subjects disadvantaged students will halve the gap between them and their peers. This will be based on assessment data which will be triangulated between external assessments, internal assessments and observations. |
| Disadvantaged students' attendance will improve (which will give them a greater chance of succeeding academically). | The gap between disadvantaged and non-disadvantaged students' attendance is reduced significantly to be statistically insignificant. Family of School Support worker have supported those who are severely absent and supported their reintegration into school and they are no longer severely absent. |
| Disadvantaged students will be offered a wide range of extra-curricular activities to broaden their life chances | Extra-curricular opportunities have been utilised to offer music tuition, educational visits and sporting opportunities to those who may not otherwise have been able to access them. This is on a case-by-case basis and staff use their knowledge of students to decide what is appropriate and necessary. |

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: £ 18,270

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF | 1 |

| | | |
|--|---|---|
| Support groups in class due to the nature of mixed age classes | Lesson observation shows that when TA support is effectively used they are able to significantly speed up progress. This is heightened in mixed age classes. See FFT guidance | 1 |
|--|---|---|

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

Budgeted cost: £ 3000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF | 1 |

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

Budgeted cost: £ 6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Family Support Worker | Those students who have benefitted from the Family Support Worker have increased their attendance and wellbeing within school. This, in turn, increases the chance of improved educational outcomes. | 2 |
| Targeted support for student whose behaviour is negatively impacting on their educational outcomes | When this student has 1:1 support, they are able to interact more meaningfully with their peers and make better progress. This has been observed on learning walks. | 1 and 2 |
| Zones of Regulation | | 2 and 3 |
| Embedding principles of good practice set out in the DfE's guidance on | The DfE guidance has been informed by engagement with schools that have | 2 |

| | | |
|--|---|--|
| working together to improve school attendance. | significantly reduced levels of absence and persistent absence. | |
|--|---|--|

Total budgeted cost: £ 27,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged students had music tuition and extra-curricular trips offered to them. Support was offered on a 1:1 basis using the funding to ensure good progress from starting points.

By the end of Key Stage 2 disadvantaged students performed slightly behind their peers as evidenced above in terms of attainment. However, in terms of progress, their progress from their starting points was good and, in some cases, outstanding.

Across non externally assessed years, disadvantaged students made better than expected progress 60% of the time in all core subjects.

The end of Key Stage 1 data indicated that disadvantaged students outperformed their non-disadvantaged peers.

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 |
|--|-----------------------------------|
| Music tuition from external provider and individuals | Private companies and individuals |
| External outdoor adventurous activities provider (residential) | Lea Green Residential Centre |

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

N/A