

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (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 effect that last year's spending of pupil premium had within our school.

This is year 3 of our three-year strategy plan.

School overview

Detail	Data
School name	Cawston Grange Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	12% (54 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026.
Date this statement was published	November 2025
Date on which it will be reviewed	March 2026
Statement authorised by	K.Worthington
Pupil premium lead	J Pate
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,160

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide all pupils with the opportunity to achieve; to inspire them to be aspirational and well-rounded individuals. We look carefully at individual circumstances to identify barriers, working in a multi-disciplinary way to provide interventions and support. We offer a broad and ambitious curriculum and target our funding to ensure that every child has full access to our curriculum offer.

Long term aims:

- To eliminate the attainment and progress gap between disadvantaged and non-disadvantaged pupils
- To support all pupils to access a broad and ambitious curriculum allowing them to build strong foundations for future success
- To promote the mental health and wellbeing of all pupils but especially those who have faced additional challenges.

We aim to achieve this through:

- Ensuring that the quality of teaching and learning opportunities is always of a high standard, meeting the needs of all learners
- Quickly identifying those pupils who need additional support and providing timely intervention led by well-qualified staff
- Monitoring attendance in school and supporting children to be in school regularly
- Providing high quality pastoral and mental health support to children
- Supporting attendance at extra-curricular activities and providing a broad and ambitious curriculum
- Working alongside families and offering support where needs are identified

Challenges

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

Challenge number	Detail of challenge
1 Lower attainment	Internal and external assessments indicate that attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

2 Well-being concerns	National studies and internal observations indicate that the well-being of many of our disadvantaged pupils has been more significantly impacted than for non-disadvantaged pupils. Social and emotional difficulties are preventing children from fully accessing learning.
3 Lower levels of engagement and ambition in lessons	Our observations demonstrate that a higher number of disadvantaged pupils are finding it difficult to focus on their learning for an age-appropriate length of time compared to non-disadvantaged pupils. In general terms, disadvantaged pupils show a less resilient and ambitious approach to learning than their peers.
4 Lower attendance rates	Whilst rates have improved significantly over the last three years, there continues to be a small gap between the attendance of disadvantaged and non-disadvantaged pupils.

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
Challenge 1: Pupil premium learners achieve at least inline with national attainment and progress figures at the end of EYFS, KS1 and KS2. A particular focus for 2025-26 on writing outcomes for disadvantaged children.	PP achieve at least in line with national end of key stage assessments Internal tracking shows attainment gap closing, particularly in writing Intervention records show small steps of progress
Challenge 2: To achieve and sustain improved wellbeing for all pupils in school particularly disadvantaged pupils	Thrive data demonstrates improvement in wellbeing scores for PP students Pupil and parent voice demonstrates positive impact of support offered
Challenge 3: To achieve and sustain high levels of engagement leading to better learning outcomes	PP make good progress in their learning as evidenced by internal data analysis Observations by teachers and Thrive data shows improvement in engagement
Challenge 4: PP attendance meets the school attendance target of 96%	Attendance of PP learners meets the school target. Attendance is tracked and support is targeted where needed.

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)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Gateway Alliance allowing all teaching staff to access training to improve curriculum offer	Access to high quality CPD will improve teaching leading to better attainment and progress outcomes. A broad range of training, including quality first teaching and learning, wellbeing and meeting the needs of all learners is available.	1,2,3
Walkthrus teaching and learning training for instructional coaching and the development of the Rosenshine principals	This will improve teachers' ability to target teaching and plan and deliver lessons more precisely matched to the needs of the class and individuals. 'Teaching and Learning coaches' have been appointed to each phase in school to ensure this coaching model has impact and specific purpose. Cover is provided once per week for the coaches to 'drop-in' on colleagues and give detailed instructional feedback. Individualised instruction EEF (educationendowmentfoundation.org.uk)	1
Continuing subscription to resources and support to ensure high quality teaching and learning. This includes: Maths Hub White Rose Maths Little Wandle phonics	This will increase consistency in teaching and provide resources and CPD to improve outcomes.	1,3
Purchase of standardised diagnostic tests and training for staff to ensure these are fully utilised	Analysis of assessments will allow teachers to better target their provision to gaps in learning and plan interventions that reliably match the specific strengths and weaknesses of each pupil. Feedback EEF (educationendowmentfoundation.org.uk)	1,3

Recruitment of additional teaching assistants to increase capacity for support and intervention within each class	Additional staff allows more time to be allocated to those struggling to engage with learning. Additional interventions, especially those that encourage pupils to better engage with their learning will increase attainment and progress rates. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
New English planning methodology using PAFI strategies	Staff have been trained on how to plan an effective English unit using the PAFI method. This not only increases engagement in writing by making it purposeful, but also increases the amount of time children are ripping grammar from writing and rehearsing it themselves.	1, 3
New Letter-join handwriting scheme	Whole school approach to handwriting to improve the care children take in their presentation. This was a particular weakness for PP children noticed during book looks. This scheme aims to close that gap.	1, 3

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

Budgeted cost: £30,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
SATS Companion for Y6 pupils, given to PP children at the end of year 5.	Increase support for PP children in their SATs revision. SATs companion used as a homework tool, an extra challenge in lessons and for small group interventions during the school day. Small group tuition EEF	1, 3
Y6 catch-up tutoring to help support them in becoming 'secondary ready'	Increase in support to ensure that PP and DA pupils feel academically ready for the challenge of secondary school, leading to increase in wellbeing and attendance rates. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Purchase of specific reading and spelling intervention resources	A standardised approach/resource for targeted interventions will allow a more consistent approach and increase rates of progress. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,3
Letterbox reading scheme for years EYFS and Year 1	Early reading is crucial for our PP children and in particular instilling the love of reading. Providing brand new books for our most vulnerable children will help them to become engaged and interested in reading while at school. It will also improve confidence and overall well-being. Parental engagement EEF Reading comprehension strategies EEF	1,3
RADY strategies and annual training. 'Raising Attainment in Disadvantaged Youngsters'	Critically analyse PP data and select 'uplift' partners for Pupil Premium children. This will enable teachers to set aspirational goals for PP and DA children that are tracked throughout the year. Aspiration interventions EEF	1, 3
WellComm screening tool for Early Reading/Speech and Language. EYFS.	Screen ALL EYFS children using the WellComm assessment tool. RAG rate children based on their score. The toolkit includes "The Big Book of Ideas," which provides over 150 instant, play-based activities tailored to a child's specific needs based on their screening results. These activities can be used in the setting or at home with parents. Reading comprehension strategies EEF	1,3
Reading Quest by FFT	Ensure all PP children who are below expected reading ages access Reading Quest. This is a targeted phonics and decoding program designed upper Key Stage 2 who need help with early reading skills. It provides structured, 30-minute lesson plans that combine phonics instruction with reading practice and spelling/writing activities to help students improve reading fluency and comprehension and access the wider curriculum. Reading comprehension strategies EEF	1,3

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker employed	More pupils and families are able to quickly access support improving outcomes for pupils in school and in later life.	1,2,3,4
Launch of the OPAL lunchtime and break time play scheme.	Increases the rate of children participating in physical activities at lunchtime and support positive interactions and social skills. Outdoor adventure learning EEF	2,3,4
THRIVE provision to improve wellbeing and address mental health concerns for pupils	Pupils identified as needing support are able to quickly access this in school improving outcome in school and later life. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
Zones of Regulation and Lego Therapy sessions	Pupils identified as needing support are able to quickly access this in school so they can achieve success in the classroom. Staff are trained in these programmes and delivery weekly to vulnerable children. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Breakfast club/after school clubs/lunch time clubs	Encouraging PP pupils to attend clubs improves physical, social and emotional wellbeing. Free access to breakfast club for PP children also improves attendance rates and ensures they are ready to learn.	2,3,4
Music lessons and small group instrumental classes	PP Pupils can choose to play an instrument or be part of the Rocksteady music workshops. Accessing participation in the Arts, which would be beneficial to their later outcomes in life and also to improve their wellbeing. Arts participation EEF (educationendowmentfoundation.org.uk)	2,3,4
Subsidised trips, activities and residential costs	Children from lower income families may not be able to access the breadth of the curriculum without support to attend these activities. PP children can access discounts on residential, all other trips are paid for and PP children have access to 1x paid after school club of their choice per year.	1,2,3,4

	Arts participation EEF	
Attendance tracking	Children who attend school regularly have higher rates of progress – tracking this and working with families helps to address and resolve issues more quickly.	4
Total budgeted cost: £99,160		

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 to 2025 academic year

Our key aim is to reduce the attainment gap by improving the rate of progress for pupil premium pupils compared to pupils not in receipt of funding.

Progress rates in reading, writing and maths are shown below for year 2 and above using our internal tracking method of 3 'attainment jumps' per year. RAG rating as follows:

Green = PP progress is higher than non-PP

Amber = PP progress is within 10% of non-PP

Red = PP progress is still significantly below that of non-PP

	READING		WRITING		MATHS	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 2	60%	81%	60%	69%	60%	79%
Year 3	60%	77%	40%	67%	80%	83%
Year 4	70%	83%	60%	83%	89%	90%
Year 5	64%	79%	55%	67%	73%	79%
Year 6	100%	96%	67%	74%	67%	87%

PROGRESS SUMMARY:

In 40% of assessed areas, PP progress is better or within 10% of non-PP pupils. Year 6 was particularly strong year groups in term of PP progress, with PP children making more progress in reading compared to non-PP and within 7% in writing.

Significant weaknesses identified by the data show that year 2 (new year 3) is a cohort requiring further support moving forwards in writing and maths and that progress rates in year 5 (new year 6) in reading and writing must also be addressed.

End of KS2 Attainment:

The amount of PP children at age related expectation increased from 2023-2024 in all 3 areas. For these years, the Reading, Writing and Maths for Cawston PP children were above the national average, along with the Combined measure. However, it dipped for 2025 cohort. See below for year on year comparison for the past 3 years:

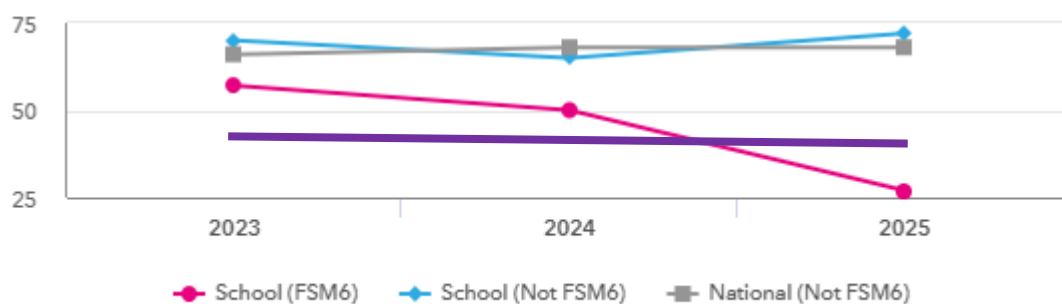
		2023	2024	2025
	Reading	67%	75%	36%
	Writing	73%	75%	55%
Expected standard and above (PP children)	Maths	42%	75%	36%
	RWM	57%	50%	27%

The amount of PP children at age related expectation at the end of 2023 and 2024 in the KS2 SATS was higher in all areas than the Warwickshire average and the national average for PP children.

However, it was lower than national average and Warwickshire in 2025. We believe this data is cohort specific. 45% of the PP children were also SEND. 28% were persistent absentees. A package of strategies was put in place to support this cohort during Year 6 including: booster groups, welfare support, reading and maths interventions, writing editing groups and spelling interventions. 27% of PP children scored 97-98 Scaled scores in their reading and maths SATS assessments, which would have increased expected standard percentages in those subjects to 63% and the RWM to 45% which is in line with national average.

KS2 attainment for disadvantaged pupils 2025

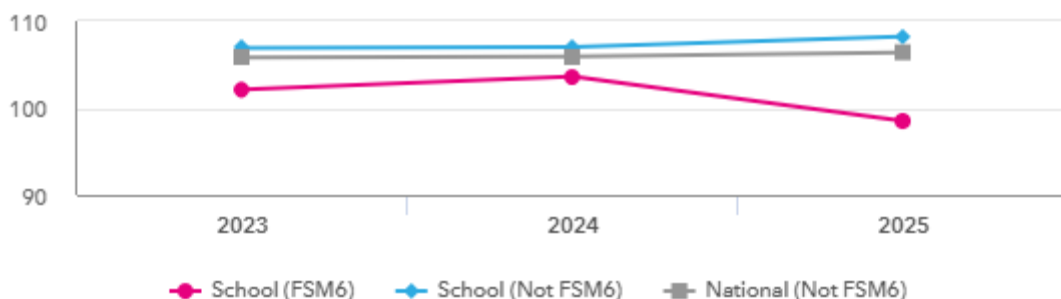
% Expected standard+ (Re, Wr, Ma) DFE ✓



National (FSM6) —

KS2 attainment for disadvantaged pupils 2025

Average Scaled Score (Re, Ma) ✓



National (FSM6) —

ADDITIONAL MEASURABLE IMPACT:

- 75% of families receiving support from home/school support worker (including but not limited to those on the early help pathway) are in receipt of PP funding
- 100% of parental attendance at family learning events are in receipt of PP funding.
- All PP pupils were able to fully participate in all trips and events offered throughout the academic year.
- 80% of PP children received at least 1 targeted intervention per week.
- 40% of PP children accessed music tuition or a paid afterschool club last year
- PP attendance last year for 2024-2025 was 94%. (Whole school attendance was 96%). This is in line with the national average for last year.

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
White Rose Maths	
Apples and Pears	
Numberstacks	
Dancing Bears	
Write from the Start	
Walkthrus (Instructional coaching model)	
SATs Companion	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

