



Pupil premium strategy statement: Cracoe and Rylstone

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Cracoe and Rylstone
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date last reviewed	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	W Thompson
Pupil premium lead	C Greenwood
Governor / Trustee lead	K Horn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£1515

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to overcome the barriers that our disadvantaged pupils are subject to as a result of their socio-economic context, to ensure that no pupil is left behind socially or academically. We believe that through the provision of a caring and stimulating environment, the delivery of excellent teaching, which meets individual needs and opportunities to learn both within the class and through further experiences, pupils can achieve their full potential.

We believe in maximising the use of the pupil premium grant (PPG) by following the School Improvement Plan. Through this we can blend short, medium and long-term interventions aligning pupil premium use with wider school improvements. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy has high-quality, first-class teaching at its heart, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefitting the non-disadvantaged pupils in our school. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to be responsive to common challenges and individual needs and is based upon assessments which are robust and diagnostic. We ensure that the assessment, teaching and monitoring cycle of core and foundation subjects is rigorous leading to greater challenge, resulting in accelerated progress and a more informed approach to the teaching and learning within the subject.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health (SEMH) Needs – difficulties with emotional regulation, resilience, and engagement in learning.
2	Attachment and Trust Issues – linked to previous care experiences, impacting relationships and behaviour.
3	Reduced Academic Engagement – emotional barriers lead to gaps in concentration, attendance, and consistent progress.

4	Need for Consistent Adult Support – to maintain emotional stability, support learning, and reduce anxiety triggers.
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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
<p>Improved emotional regulation and resilience.</p> <ul style="list-style-type: none"> • Pupil develops greater self-awareness and can identify emotions using taught strategies. • Increased ability to manage and recover from emotional incidents. • Reduced need for adult intervention to regulate behaviour 	<p>Implementation:</p> <ul style="list-style-type: none"> • Deliver regular nurture sessions focusing on emotional literacy and self-regulation strategies. • Use consistent, trauma-informed responses from all staff to model calm and supportive behaviour. • Provide safe spaces or check-in times for pupils to regulate emotions before re-engaging with learning. <p>Success criteria</p> <ul style="list-style-type: none"> • Pupil demonstrates increased ability to identify and manage emotions. • Reduction in behaviour incidents recorded on CPOMS / behaviour logs. • Pupil uses self-regulation strategies modelled
<p>Strong, trusting relationships built with key adults and peers.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Pupil forms stable, positive attachments with identified key adults. • Improved relationships and collaboration with peers in learning and play. • Increased sense of belonging and safety within the school environment. 	<p>Implementation:</p> <ul style="list-style-type: none"> • Allocate a key adult for daily check-ins and emotional support. • Provide structured social skills sessions or group work to build peer relationships. • Promote a nurturing, consistent presence of trusted adults throughout the school day. • Ensure key staff liaise regularly with home to reinforce positive connections. <p>Success criteria</p> <ul style="list-style-type: none"> • Pupil willingly engages with 1:1 support and key adult • Improved social interaction and cooperation observed in class and during unstructured times • Positive feedback from staff, carers, and pupil voice surveys.
<p>Increased engagement and participation in learning.</p> <ul style="list-style-type: none"> • Pupil demonstrates increased motivation, focus, and task completion. • Improved engagement and willingness to attempt new or challenging tasks. • Reduced task refusal or withdrawal from class activities. 	<p>Implementation:</p> <ul style="list-style-type: none"> • Provide personalised learning support and encouragement during lessons. • Incorporate pupil interests into tasks to increase engagement. • Use consistent reward systems to reinforce participation and effort. • Implement short, manageable learning goals to promote success and confidence. <p>Success Criteria</p> <ul style="list-style-type: none"> • Increased participation in classroom activities.

	<ul style="list-style-type: none"> Pupil shows improved attention and motivation in class and intervention sessions.
<p>Academic progress sustained through 1:1 support and personalised learning.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> Pupil makes small step progress in reading, writing, and maths in line with individual targets. Improved independence and application of strategies taught in 1:1 sessions. Academic confidence and self-belief strengthened over time. 	<p>Implementation:</p> <ul style="list-style-type: none"> Provide scaffolding and tailored resources in class to build independence. Ensure close communication between class teacher, SENDCo, and support staff to align targets. <p>Success Criteria</p> <ul style="list-style-type: none"> Small-step progress evident in reading, writing, and maths assessment Regular evidence of improved independent learning in classwork Progress recorded against EHCP targets.

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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in trauma-informed and attachment-aware approaches	EEF: Emotionally supportive teaching improves engagement and behaviour.	1, 2, 4
Regular teacher-TA-SENDCo collaboration to review provision	DfE: Collaborative planning ensures consistency and effective differentiation.	1, 2, 3, 4

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 in-class and out-of-class support with a trusted adult	EEF: One-to-one support helps regulate emotions, build trust, and sustain engagement	1, 2, 3, 4
Personalised learning packs (reading, writing, maths)	Tailored resources support small-step academic progress and confidence	3
Weekly 1:1 check-ins to review learning and wellbeing	Consistent reflection and routine improve regulation and learning stability	1, 3, 4

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

Budgeted cost: £ 715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly nurture sessions focusing on emotional regulation and resilience	EEF: Social and Emotional Learning (SEL) interventions lead to +4 months progress and improved self-regulation	1, 2
Therapeutic or wellbeing support (where not already funded via EHCP)	Targeted SEMH support stabilises emotional wellbeing and readiness to learn	1, 2
Subsidised enrichment or social activity (e.g. Forest School, art, sports)	Participation in enrichment builds social skills, confidence, and belonging	5
Regular communication with carers between agencies, school and parents	DfE: Close home–school collaboration supports placement stability and emotional security	2, 4, 5

Part B: Review of the previous academic year

We currently have 1 disadvantaged pupils in school Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils is as follows:

Due to the small number of eligible pupils, specific data details are withheld to protect confidentiality

Pupil Premium funding has been used strategically to remove barriers to learning and support the progress and wellbeing of disadvantaged pupils. This has included investment in pastoral support to promote emotional wellbeing and engagement, and the deployment of teaching assistants to support this.

Funding has also supported continued professional development (CPD) for staff to strengthen quality-first teaching and enhance inclusive classroom practice. In addition, we have provided opportunities for pupils to participate in a range of extra-curricular and enrichment activities, designed to build confidence, broaden experiences, and develop cultural capital.

Further use of the funding has purchased learning resources and technology to aid access to the curriculum. These initiatives work collectively to ensure that disadvantaged pupils make strong academic progress and are fully included in all aspects of school life.

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