

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crofton Academy
Number of pupils in school	1053
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	31/12/2024
Date on which it will be reviewed	31/12/2025
Statement authorised by	Peter Walker, Headteacher
Pupil premium lead	Racheal Dean, Assistant Headteacher
Governor / Trustee lead	Tim Morris, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,905
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	£382,905

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us to improve all aspects of provision for pupils. We will address academic, pastoral and cultural gaps whilst building and developing high aspirations and ambition. We aim to sustain higher attainment for disadvantaged pupils at our academy, that is comparable with that of non-disadvantaged pupils nationally. We aim for our disadvantaged pupils to make increased progress from their starting points enabling them to access level 3 post-16 courses or training, whilst non-disadvantaged pupils' attainment will be sustained and improved alongside their disadvantaged peers.

During the three-year strategy we will focus on the key challenges that are preventing pupils from increased standards and high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

At Crofton Academy, we will adopt an academy-wide approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all pupils can achieve. We will undertake robust diagnostic assessments, and all staff will know and understand our pupils.

Through quality first teaching of a broad and balanced curriculum and the implementation of adaptive teaching strategies within classrooms, all pupils will be able to gain the knowledge they need to succeed irrespective of their background.

Literacy will be prioritised so that no pupil's learning is capped due to challenges such as a vocabulary deficit or reading comprehension. We will continue to develop a culture of reading across the curriculum and develop the oracy curriculum to improve attainment and progress in English. We will develop opportunities for pupils to engage in extended writing opportunities

Disadvantaged pupils have been particularly impacted by the COVID-19 pandemic. To minimise the impact of this, it is essential that disadvantaged pupils attend regularly. Through the Trust-wide Attendance Strategy, we will create a culture where attendance is a visible priority, and every pupil feels like they belong, are valued and motivated to attend. Through the Trust-wide attendance strategy and our strong behaviour system we will ensure that there is equity in curriculum access, irrespective of background.

In addition, targeted small group intervention will take place across KS3 and KS4 to ensure pupils are able to catch up to age related expectations in English and mathematics.

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 Our disadvantaged pupils are not achieving in line with or as high as their non-disadvantaged peers at Crofton and nationally. 52% of our disadvantaged pupils achieved a grade 4+ in both English and maths compared to their non-disadvantaged peers who achieved 73%. In addition, our 26% of our disadvantage pupils achieved a grade 5+ in English and maths compared to their non-disadvantaged peers who achieved 57%. The Attainment 8 figure for our disadvantaged pupils is 39 compared to non-disadvantaged pupils who have and Attainment 8 figure of 50.
2	Attendance and persistent absence: Attendance rates for some disadvantaged pupils are lower than their non-disadvantaged peers, with too many of our disadvantaged pupils now being persistently absent. Attendance data for 2024-2025 shows that disadvantage pupil attendance was 84.26% compared to 93.41% non-disadvantaged. Our persistent absence rate for disadvantaged pupils is 38.9% which is significantly below the national average of 25.6%.
3	Literacy - vocabulary deficit and reading. Disadvantaged pupils are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may prevent them from accessing certain parts of the curriculum. Of our 2024/5 (year 8) cohort, 70% of our disadvantaged pupils arrived in 2024 below age-related expectations compared to 9% of their peers. Of our 2025/6 (year 7) cohort 32% of our disadvantaged pupils arrived below age-related expectations in either English, Maths or both. 31% of 2025-2026 Year 7 non-PP (50/159 pupils) are below age-related expectations in either English, Maths or both. On entry, disadvantaged pupils in our current Year 7 cohort have prior attainment broadly in line with non-disadvantaged peers which has shown a narrowing of the attainment data on entry. We must ensure that the narrowing of this gap is maintained as pupils move through KS3/4.
4	Raising aspirations Our internal assessments show that our disadvantaged pupils have lower aspirations and have fewer opportunities to build cultural capital, revision skills and the independent working habits needed to be successful in and out of school now and in the future. Our pupils need to be further empowered to develop strong, independent study habits that enable effective revision and secure long-term learning. A key challenge is to coach pupils to confidently engage with increasingly challenging questions through explicit metacognitive strategies.
5.	Well-being and Pastoral Our assessments, discussions and observations have identified self-regulation issues for more of our disadvantaged pupils. Pupils do not have the strategies or skills to self-regulate leading to repeat poor behaviours. Suspensions and internal exclusions were higher f in 2024-2025 or our disadvantaged pupils compared to our 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
Attainment and Progress Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, with a focus on core and EBacc subjects.	Pupil attainment data will show that: • KS4 outcomes for our disadvantaged is in line with or above non-disadvantaged peers nationally. • The gap between disadvantaged pupils and their non-disadvantaged peers is continuing to narrow for the attainment outcomes of achieving a Grade 4 or Grade 5 in both English and mathematics.
Attendance: To improve the attendance of disadvantaged pupils to ensure that as a cohort it is above the national average for secondary pupils. Persistent absence: The percentage of our disadvantaged pupils who are classified as persistent absence is to be in line with the national average for secondary pupils.	Attendance data will show that: • Disadvantaged pupil absence will be closing the gap to non-disadvantaged pupil absence national averages. • The gap between disadvantaged persistent absence and non-disadvantaged persistent absence is narrowing and in line with national non-disadvantaged pupil persistent absence rates.
Literacy: Improve the vocabulary deficit, reading comprehension and fluency.	Observations, diagnostic analysis and pupil attainment will show that: • Pupils will be able to use tier 2 and 3 vocabulary in a variety of contexts, both within subjects and across different subject areas. • Pupils will be able to read fluently across all subjects, which will enable them to fully access the curriculum. • All pupils will be able to access ideas and knowledge at or above beyond their starting points. • Incremental increase in pupils reading ages.
Independence and aspiration: To ensure disadvantaged pupils develop the knowledge, habits and confidence to take full ownership of their learning and progress. Teaching will consistently model and reinforce the language of high expectations, resilience and aspiration. As a result, disadvantaged pupils will increasingly recall core knowledge accurately and apply it independently and confidently across subjects.	Observations, diagnostic analysis and pupil attainment will show that: • Disadvantaged pupils take ownership of their learning. • Strong study and revision habits are explicitly taught and embedded. • Teachers consistently model the language of high expectations and aspiration. • Resilience is reinforced as the norm. • Disadvantaged pupils recall core knowledge accurately. • Pupils apply their learning independently across subjects.

Intended outcome	Success criteria
Well-being and Pastoral Pupils have the skills and strategies to self-regulate their behaviour. Pupil well-being is improved.	Behaviour data will show that: • Repeat negative behaviours are reduced. • The behaviour of our disadvantaged pupils is excellent, the number of internal suspensions is reduced, and the number of fixed term suspensions is below national average. • NEET continues to remain significantly below national and numbers into sustained destinations will remain significantly above national. • Fewer pupils will present with mental health concerns, measured through analysis of referrals from parents, staff and pupils and the referrals to outside agencies.

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: **£182, 362**

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Development Plan - Enhancement of English teaching, curriculum and attainment through a detailed evaluation of the department with clear objectives being set. - Adapt and embed the KS3 curriculum. - Adapt and embed the KS4 curriculum. - The curriculum will be reviewed annually and improvements implemented across each academic year. - Regular achievement meetings to take place between leaders to ensure all pupils (particularly disadvantaged) are on track.	Gov.uk details in their research review series that more than any other subject, English gives pupils access to the rest of the curriculum and is fundamental to their educational success. https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english	1, 4
Subject Directors - Role in place to support Curriculum Leaders and teachers to embed strategies for disadvantaged pupils across the Academy. - Use of data to tailor and improve the quality of teaching, assessment and feedback.	Deliver high quality CPD. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699428548 (Recommendation 5)	1, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Language • Disciplinary literacy focus. • Ensure that all staff are explicitly teaching the tier 2 and 3 vocabulary in all lessons. • Ensure that all pupils continue to have the opportunity to read authentic disciplinary texts across a range of subjects. • Use of reading age data to identify struggling readers followed by further diagnostic testing ensure reading need is identified and addressed. • Two tutor time sessions each week are assigned to guided reading. • Having embedded Big Write, we are committed to evolving its use to unlock deeper writing stamina and sustained engagement in extended writing. • Fresh Start Phonics programme used to close literacy gap at KS3. • Literacy Lead Role in place. • Introduction of Reading Plus at KS3 to close literacy gap.	The EEF finds that a language and literacy focus can have a high impact not just on academic success but also on careers and rewarding lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 4
ABC Oracy & Formality Scale • Embed current approach to scaffold academic talk. • Focus on structured talk to develop ideas before writing. • High Quality CPD for all staff on ABC oracy and the formality scale.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning • Development of a culture of ambition, aspiration, and independence so that disadvantaged pupils can confidently apply effective study habits, recall key knowledge, and demonstrate resilience in challenging tasks. • Building on ADP priorities around Teaching Quality and Ambition & Aspiration, Crofton Academy will ensure disadvantaged pupils experience high-quality, adaptive teaching that promotes independence and aspiration. • Pupils will be taught how to learn effectively and will be inspired to set ambitious goals for their future. • Staff will engage in an ongoing cycle of professional development, instructional coaching and feedback (PDFs) to refine practice and ensure disadvantaged pupils receive the most effective teaching every lesson.	More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group. Supporting the Attainment of Disadvantaged Pupils The research evidence indicates that explicitly teaching strategies to help pupils to plan, monitor and evaluate specific aspects of learning can be effective. (+8 months additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important	1, 2, 4

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

Budgeted cost: £111, 713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy Day Extending the academy day for KS4 pupils to offer extra tuition in all subjects in order to provide incisive intervention based on gaps in knowledge.	Morning Masterclasses and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are shown to have a positive impact on pupil progress. This progress is accelerated if it specifically meets the needs of the pupil and builds on their capabilities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4
English and Maths mentors - KS3 small group work to support pupils in 'keeping up' prioritises disadvantaged pupils identified as being below age-related expectations in maths and English on entry. - KS4 small group work tuition prioritises disadvantaged pupils who are below target.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Sessions take place during curriculum time, at lunch and before and after school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (Impact of 4+ months).	1, 2, 4
Literacy and Reading Intervention - Small group work prioritises disadvantaged pupils identified as being below their chronological reading ages through the use of NGRT forensic analysis. - Maintain and rationalise reading tracker to support identification of bottom 20% and data for disadvantaged pupils. - To implement small group work that focuses on phonics, handwriting, spellings, and social skills	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (Impact of 4+ months).	1, 2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Evidence from the EEF states that high quality literacy interventions for struggling pupils has a positive impact on catch up and improving progress. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	
Structured Tutor Time - Focussed on improving literacy through a guided reading programme. - Form time activities also support pupils' oracy skills.	Evidence from EEF states that opportunities for structured talk has a positive impact on all areas of the curriculum. It also states that reading helps pupils gain knowledge, which leads to better writing and deepens understanding of ideas. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Quality academic interventions - Revision resources, 5pm room, holiday workshops, morning masterclasses to be implemented across each subject area for KS4 pupils. Disadvantaged pupils are prioritised. - Development of a whole school intervention tracker to ensure interventions are prioritised for disadvantaged pupils. - The homework strategy is embedded and monitored across KS3 and KS4. - Parental support is offered with homework through parent workshops. Disadvantaged families are prioritised.	Disadvantaged students typically receive additional benefits from homework. Providing access to places to revise and undertake homework removes the barriers our disadvantaged students face with the completion of additional revision and homework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 4, 5
Numeracy - Use of SPARX as online home learning and intervention. - Development of the maths curriculum to teach strategies for problems solving and application of skills. - To develop a peer mentoring programme to support our most	Develop fluency and understanding, whilst enabling pupils to develop a rich network of mathematical knowledge to prepare pupils for GCSE and beyond. Pupils need to use tasks and resources to challenge and support their mathematical ability. https://d2tic4wvo1iusb.cloudfront.net/product/on/eeef-guidance-reports/maths-ks-2-	2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
able disadvantaged pupils in mathematics in KS3 To develop a KS2 informed approach to academic tuition for our least able disadvantaged pupils in mathematics in KS3.	3/Maths KS2 KS3 Recommendations Poster update.pdf?v=1699428966	

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

Budgeted cost: **£119,004**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school attendance focus - Implementation of the Attendance Strategy in September 2025 following the graduated response based on the Attendance Hub. - Increase the profile of attendance through assemblies, form time, attendance weeks and rewards, staff briefings - Attendance dashboard available to all staff to be aware of attendance trends. - Attendance communication to parents/carers on a regular basis following the graduated response plan. - Attendance Improvement Officer and Attendance Administrator working within the team to improve whole school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not have regular attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Every School Day Counts NCES Working together to improve school attendance (publishing.service.gov.uk)	3, 4
Behaviour Continue to raise the behaviour expectations across the academy.	Positive behaviour in school creates an appropriate environment for high quality teaching and learning to take place, and to ensure all pupils have equity to the curriculum they access.	2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Targeted CPD to support behaviour management of specific groups of pupils. - Careful monitoring of behaviour data and the impact of the behaviour policy on disadvantaged pupils. - Early identification and intervention of pupils with repeat negative behaviours. - Development of an intervention package to support self-regulation strategies and social and emotional learning prioritising disadvantage pupils for engagement in the packager	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Academic mentoring - One to one academic mentoring programme for KS4 pupils. - Support in place for disadvantaged pupils to improve attendance and engagement. - Strategies in place to strengthen parental and pupil engagement to support improved outcomes at GCSE.	Academic Mentoring helps pupils to reach their full potential, in the way that their academic progress is monitored, analysed and improved. Mentoring EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5

Well being • Structured PSHE programme including high quality staff CPD. • External Presenters • School Counsellor • SEND Team • Group work programme to support stress management. • Group work to support understanding and confronting misogyny. • Extensive extra curricular offer. • Careers programme and events. • Raising aspirations University programme offered to disadvantaged pupils across Year 7-10. • Pastoral Mentoring. • Programme of referrals to external agencies. • Parent workshops.	Pupils should be supported in: • How to recognise emotions in themselves and others. • How to understand the causes and consequences of emotions. • How to label emotions accurately. • How to express emotions appropriately. • How to regulate their emotions effectively. Prioritise social and emotional learning to avoid 'missed opportunity' to improve children's outcomes. EEF guidance Social and Emotional Learning. EEF High quality careers education can: • Build purpose, motivation and hope for the future. • Strengthen self-esteem and agency • Reduce anxiety about future transition • Improve engagement by linking learning to real world outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2, 3, 4, 5
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Total budgeted cost: £413, 078

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 2023-2024 and 2024-2025 academic years.

KS4 outcomes for 2024 demonstrate particular improvement in the progress of disadvantaged pupils between 2022 to 2024 as detailed below:

	Progress 8 PP	Maths P8 PP	English P8 PP
2022	-1.32	-1.26	-1.54
2023	-0.96	-0.13	-0.96
2024	-0.34	-0.04	-0.6

Attainment measures were reported in 2025, and the following positive attainment measures demonstrate the impact of our Pupil Premium Strategy:

Disadvantaged pupils - Overall A8							
Year	Cohort	compared to national			to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	66	38.6	34.9	Close to average (non-sig)	50.3	-11.7	Narrowing
Disadvantaged pupils - English A8							
Year	Cohort	compared to national			to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	66	8.2	7.8	Close to average (non-sig)	10.6	-2.4	Narrowing
Disadvantaged pupils - Mathematics A8							
Year	Cohort	compared to national			to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	66	8.3	6.9	Above (sig+)	10	-1.6	Narrowing

Data from our most recent 24-25 Year 7 internal data collection using our internal assessment system shows that disadvantaged pupils were more likely to make positive overall rank changes in foundation subjects than their non-disadvantaged peers.

For Year 8 24-25 our disadvantaged pupils were three times less likely to experience multiple ordinal rank decreases than non-disadvantaged pupils, hence showing a sustained focus on improving the outcomes of our disadvantaged cohort.

Overall, attendance in 2024/25 was broadly in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. Attendance will remain part of our current plan as per the intended outcome focus to ensure pupils are in the building in order to receive quality-first teaching.

A strong focus on literacy including disciplinary literacy, guided reading in form time and power of language strategies that have been embedded through departments, particularly through an increase in reading as well as Frayer models to deliver powerful language. In addition to this, a breadth of targeted literacy interventions have been implemented. The above elements of our Pupil Premium Strategy have

contributed to a significant increase in the number of Key Stage 3 disadvantaged pupils who are reading at or above their chronological age and who have a reading age of 2+ years above their chronological age. In addition, there has been a reduction in the number of disadvantaged pupils who have a reading age of 9 years or below (based on summer 2025 data).

Levels of aspiration for disadvantaged pupils were increased significantly around the academy with the continuation of the behaviour system, raising the bar for what is expected of the pupils day-to-day, raising staff and pupils' aspirations. The impact of this is demonstrated through our internal quality assurance measures. Our data shows that behaviour had significantly improved throughout the year particularly for disadvantaged pupils. Between 2019 (pre-pandemic) and 2025, the number of disadvantaged pupils receiving one or more fixed term suspensions has significantly decreased from 37.7% to 15.0% which is below the National data of 15.2%. In addition to this the number of suspensions issued to disadvantaged pupils is 37% which remains below the National figure of 46.6%.

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
GCSEPOD	Access Company
SPARX	Hegarty Maths
EDUCAKE	EDUCAKE
LEXIA	LEXIA
Reading Plus	Reading Plus
Fresh Start	Read Write Inc.
Mrs Wordsmith	Mrs Wordsmith
Toe by Toe	Toe by Toe
Active Literacy Kit	IDA Learning
ExamPro	AQA
Seneca	Seneca
Language Nut	Language Nut
ExamPlus	Edexcel
Business Workshops	Time2Resources
OCR Exam Wizard	OCR
EdLounge	EdLounge