



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

Figures are correct at the time of writing September 2025

Detail	Data
School name	Crawshaw Academy
Number of pupils in school	1071 Students
Proportion (%) of pupil premium eligible pupils	292 students in receipt of Pupil Premium funding this makes up 27% of the student body.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Iain Addison
Pupil premium lead	Kayleigh Cuddy
Governor / Trustee lead	Neil Clephan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,668 *** due to lagged

	£ (including CLA)
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	£0

Part A: Pupil premium strategy plan

Statement of intent

The goal at Crawshaw Academy is to ensure every student, regardless of background or starting point, can succeed by removing barriers to their learning and providing necessary support.

We aim to help all students build the confidence and strategies they need to make good progress and achieve high attainment across the curriculum. We also create opportunities to raise aspirations, inspiring students to act now in ways that secure their chosen Post-16 pathways.

Our strategy specifically supports Pupil Premium students to enhance their learning, develop the academic and social skills they need, and achieve in line with their non-disadvantaged peers. A key focus is improving attendance, achievement, and attainment for this group.

Our strategy is data-driven, based on a diagnostic assessment of our students' specific needs, and is planned for regular review to ensure its impact and validity.

We use a holistic, whole-school approach that targets a range of challenges, combining efforts across the entire curriculum to ensure all students can engage and thrive. This strategy is also integral to our overall educational recovery plan following the pandemic.

Our three-fold approach, developed from our diagnostic assessment, aims to improve outcomes and life chances for students:

- Whole-School Foundations: Core school principals, including High-Quality First Teaching, our Whole-School Literacy program, and our Attendance and Behaviour Policies, are all designed to specifically support disadvantaged students to achieve alongside their peers.
- Reducing Barriers & Raising Aspirations: We invest in the pastoral system to support students with their self-regulation, personal lives, and overall well-being.
- Targeted Support & Intervention: We provide support both inside and outside the classroom to close gaps and sustain progress. This includes one-to-one (1:1) or small group tutoring using services like Tutor Trust or academic mentors.

Challenges

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

Challenge number	Detail of challenge
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1. To raise the attendance and punctuality of disadvantaged students.	Attendance Disadvantaged student attendance is currently and historically lower than students who are not disadvantaged. Having returned from the pandemic we have attendance levels for disadvantaged students which replicate their previous attendance patterns, with a gap of 5.8%. The number of Persistent Absentees will take a particular focus as this is significantly higher for disadvantaged students than non-disadvantaged. 45% of students who are PP are considered 'persistently absent' compared to 29% of the whole cohort. Our assessments and observations suggest that persistent absenteeism is negatively impacting the progress of PP students.
2. To continue to reduce the pedagogical barriers to support outcomes.	Pedagogical barriers Barriers to accessing learning within the classroom present themselves more frequently for disadvantaged learners than for those who are not disadvantaged. Skills such as organisation, self-regulation and metacognition affect the learning negatively for disadvantaged learners. Historically disadvantaged students have achieved less well than non-disadvantaged students in relation to their Attainment 8 scores. Pre-pandemic data suggest that there was a need to focus on students' attainment levels across all subjects with a gap for PP students of –14.76 for leaving Y11 2024-25. Initial data capture across the cohort suggests a similar trend with a gap in attainment 8 for PP students, and therefore we are committing to supporting disadvantaged students to achieve across their whole curriculum.
3. To promote a love of reading and accelerate the chronological reading ages, as well as supporting students to be numerically literate.	Literacy and numeracy skills NGRT research and assessment suggests that pupils who are eligible for pupil premium have a lower reading age on average than their peers. There are also historic trends of a gap between those disadvantaged and not in both literacy and numeracy teaching a focus will be placed upon high quality teaching and learning of literacy across the curriculum both within school and nationally. Allowing students to access the wider curriculum and best prepare them for the future by ensuring they have the basic skills to succeed. Data suggests that there is a gap in the reading ability in students who are PP versus their peers who are not. When leaving Y11, students have a gap in English attainment of 2.88 A8 and a Maths gap of 2.37.
4. Supporting students with behaviour and regulation to ensure disadvantaged students have the	Behaviour Our data indicates that disadvantaged students spend more time out of lessons than non-disadvantaged students, through removals from learning, on calls and suspensions. With % removals involving disadvantaged students being 42% and the average %

biggest opportunity for learning.	of on calls involving disadvantaged students being 56.9%. And suspensions being 26% with repeat suspensions being 18%.
5. Promoting equitable opportunities.	Access to Cultural Capital and Aspirational Thinking Students who are disadvantaged do not always have the same access to opportunities as those who are not, we want to ensure that students have the opportunity for a wide variety of experience and are able to access experiences outside the school setting and open opportunities for them. Increasing the aspirations and reducing apathy towards education and progression, particularly with disadvantaged boys. Students do not always successfully link their educational outcomes to a successful future.

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
Increase attendance – Reduce persistent absentees Move towards national average attendance expectation Attendance policy – positive angle	Increase % attendance of disadvantaged students moving towards national average. Reduction in Persistence Absentee figures to be more in line with non-disadvantaged students. Work towards the NA target of 95% attendance, aiming to increase PP attendance by 0.5% by 2027.
Teaching the curriculum is highly effective to ensure students make expected progress to support increasing attainment across the Academy, increasing attainment 8 figures to NA for disadvantaged Highly effective curriculum that ensures excellence for all.	Improve the attainment 8 of disadvantaged students working towards being in line with national average.
Increase literacy competency Improved reading comprehension	Improved reading scores for students who are identified as not being at their chronological age measured through GL reading tests taken at 2 points throughout Y7. Screening on entry for Y7 for early identification of speech and language. Students who arrive in year also tested to establish starting points. Improved reading scores of disadvantaged learners moving towards chronological age.

Intended outcome	Success criteria
	% Increase of disadvantaged students achieving a 4+ in English Literature and/or Language at GCSE.
Increase numeracy competency	Regular standardised testing for all Years to effectively track student journey through school and pick up regression and lack of progress early. % of students achieving a 4+ in Maths at GCSE.
Decrease Fixed Term Exclusions Reduce internal repeat exclusions Reduce removals from learning	Reduce Fixed Term Exclusions with a particular focus on students who are disadvantaged looking to align with local and national averages. Reduce the number disadvantaged students with repeat internal exclusions. Increase the engagement in meaningful work in IE to support students' reintegration into lessons.
Increase cultural capital and aspirations	Increasing access to trips and educational visits, through partially and fully funded pay schemes. Trips % to be in line with % of disadvantage in student body. Ensuring all disadvantaged students have the opportunity to access trips throughout their time at Crawshaw Academy. Curriculum planning and maps – built in opportunities to strengthen cultural learning. Support disadvantaged students to secure ambitious Post 16 pathways that would support Post 18 pathways including University and Higher-Level apprenticeships. Maintain very low % of students who are NEET increase the % of disadvantaged pupils taking EBacc subjects to be closer to the % of non-disadvantaged students in school that take EBacc.

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: £142569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students are provided high quality first teaching. • Leadership of the provision of disadvantaged students maintains a clear focus across all areas of school. • 'QA first' prioritising disadvantaged both within the classroom and in out of classroom and enrichment activities. • Building learning routines to support consistency across school, and common routines in learning to support students. • CPD for all staff to support students through explicit instruction, scaffolding and effective AFL • Curriculum regeneration – students who have gaps in knowledge and skills are targeted in wave 1 intervention. Curriculum regeneration will	The best available evidence indicates that high quality teaching is the most important tool a school can use to improve student attainment. It is important for all staff to fully understand and explicitly teach: Cognitive strategies and memorisation techniques. Metacognitive strategies that we use to monitor and control our cognition. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
allow all to access the curriculum. - Teachers use evidence-based strategies from the EEF Pupil Premium Toolkit (Collaborative Learning Approaches, Feedback, Homework, Metacognition and self-regulation). - Interleaving and formative assessment are embedded consistently across all curriculum areas – supporting improved rates of knowledge retention. - CPD to focus on faculty specific needs and be coordinated by the Teaching and Learning Lead.		
Improvement in the attainment and progress of disadvantaged students in Maths - Consistent staffing and strong curriculum leader in place with clear vision for Maths. - Assessment practice refined – Assessment will provide staff with information about what students can and cannot do. - Curriculum sequencing across	Focus on the improvement of numeracy skills across the transition from KS2 to 3 to give students a strong foundation the rest of their academic career. Link	1,2,4,5,

Activity	Evidence that supports this approach	Challenge number(s) addressed
all years allowing students to build a network of mathematical knowledge. • A focus on teaching strategies to solve problems. • High quality CPD for all Maths staff. • Form Time and Period 6 Intervention for specific cohorts in Year 11.		
Improvement in the attainment and progress of disadvantaged students in literacy • Book Club– re-launched and established across with Y7 and Y10. This is a structured programme students will engage in reading sessions each week. • Reading leader on SLT to support the whole school strategy for learning • English interventionalists to work with students who are below age related expectations. • Staff model writing with explicit instruction on how to improve literacy and vocabulary use.	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level. Link	1,2,4,5,6,

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Use opportunities to blend reading and writing across the curriculum. • PiXL strategies – walking talking mocks, Literature lectures to increase engagement and achievement.		
Investment in research based CPD for teaching staff. Teaching staff and TA's are supported through specific CPD in the area of SEND and disadvantaged. • Investment in Leadership for SEND. • Courses for SENDCO, SLT Link for SEND and then distributed learning. • Maintaining a positive and supportive environment for all students, that builds positive relationships to support access to the best possible teaching. • Teaching Assistants to complete nationally accredited qualifications into Specific Learning Difficulties • Engagement across the Red	A strong SEND culture ensures an equity of opportunity. Ensuring that all disadvantaged students have access to a high-quality teaching and the support needed to meet their needs. Link	1,2,3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kite Learning Trust CLG networks • Introduce provision map to support students and staff in ensuring needs are met. • Promoting a holistic understanding of students and their needs. • Strong ASSESS, PLAN, DO and REVIEW for interventions and reasonable adjustments. • Increase SEND staffing capacity. • Using small groups and one to one intervention to support high quality teaching. • Teaching assistants deployed inside and outside lessons to support, scaffold and model aspects of learning to meet needs of students. Ensuring students are closing gaps and working in line with peers.		
Cultural Capital opportunities and experiences to be explicitly identified and embedded across the curriculum • Enrichment curriculum across school which encompasses a wide range of	There is evidence which suggest cultural capital is linked to economic and social capital, and that building on all areas through the wider curriculum and the opportunities that can present opens the doors for disadvantaged students and supports raising their aspirations for the future and success within school. Link	1, 3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
clubs and opportunities. • Middle leaders have to opportunity to design strategies that will positively impact upon disadvantaged students and apply for funding to support disadvantaged students in accessing activities. Allows students to access activities and areas of the world students may not have had to opportunity to access previously. • Funding can be requested via a concise proposal, e.g. theatre production, music lessons.		

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

Budgeted cost: £82569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal Spelling and Reading age tests to be completed by Y7/Y8 to gather current data for Y7 and review Y8 data.	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level. Link	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Screening programmes utilised to effectively screen students and correctly diagnose their need.	The best research suggests that the needs of students need to be effectively diagnosed in the first instance. https://educationendowmentfoundation.org.uk/using-pupil-premium/diagnose-your-pupils-needs	1,2,4,5
Intervention programmes to run with specialists for students who have a reading age much lower than expected. The use of phonics teaching will be utilised to enhance the progress of students.	Providing significant challenge with specialist input and whole school leadership. Link A phonics programme has low cost and strong evidence of impact with +5 months benefit. Link	1,2,4,5
Learning and wellbeing support officer to support with the delivery of 121 and small group sessions to support with both access to learning and wellbeing and regulation.	Interventions are utilised to support the work inside the classroom both academically and pastorally. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,4,5
CPD for staff delivering interventions to ensure they have the knowledge to run evidence-based interventions and also track and record progress.		
Year 11 Period 6 provision. This will be offered in all subjects (where there is a need identified) students will be invited to a subject area.	Extending the school day is evidenced to improve progress by 3 months. Link	1, 2,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning interventions for Y11 pupils in English & Maths		
Provision of Y11 revision classes during half term holidays.	The learning time would be spent in Maths, English and Ebacc subjects and additional support would be targeted at students for specific learning needs and gaps. Link	1,2,5
Ensure students in Pathways have a broad and balanced curriculum offer. Provide high quality teaching within a small group setting. Provide learning and behaviour support workers to build relationships and work to provide a calm, positive and supportive environment.	Evidence suggests that all students should be provided with a wide curriculum, allowing them an equity of opportunity and ensuring they are not limited. Ensuring that staff are fully knowledgeable regarding the context of students is key for informing their practice and work to provide every student with a supportive relationship with a member of school staff. Link Link	1,2,3,4,5

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

Budgeted cost: £48528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a new attendance improvement strategy to reduce absence rates, specifically persistent absence amongst disadvantaged children. Ensuring strong practices to monitor absence and identify any patterns where students are frequently missing due to isolation or PCR testing. Attendance Improvement Officer, and attendance admin will work with families, students and external agencies to reduce barriers to attending school and implement strategies to support attendance in school. Attendance Team to provide key cohorts, analysis of absence patterns. Discuss attendance issues with parents, complete safeguarding calls to monitor attendance. Support accessed by buying into the Bramley Cluster	Attendance is a significant non-academic barrier identified by the EEF. A strong leadership of attendance that conveys clear messages is important for developing a supportive attendance strategy to support all students to attend. Link	3
Pastoral Team enhanced with Heads of Year and Assistant Heads of Year to enhance support for students who are disadvantaged. Intervention programmes to be completed work students to reengage them with learning. Support students inside and outside lessons to build	Ensuring that staff are aware of the students who have student context and needs, will allow us to best support students throughout their whole curriculum. Learning and behaviour support workers will engage with students inside and outside the classroom to help teach them learning behaviours and self-regulation. Some individuals where behaviour might be considered more challenging are likely to require a bespoke support based	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
independence and self-regulation.	upon building relationships as suggested by the EEF. Link	
Aspiration initiatives increase academic progression rates at Post 16 disadvantaged students. • Higher Education visits to Universities and Higher/Degree Level apprenticeship providers. • Careers through the curriculum • Visits to workplaces • Visit to colleges	Helping students build an idea and raise their aspirations on what they can achieve for themselves. The schemes themselves are diverse –exposing children to a range of opportunities so students can develop their self-esteem, motivation and self-efficacy. Link	1, 2, 3, 4, 5
Revised reward system which rewards students regularly. Focus on keeping momentum and opportunity to win to be available to all to encourage disadvantaged students to be able to win and want to engage with the system.	Student's voice has guided the reward system so we could listen to the students' opinions and offer the system that would most motivate them. There is some evidence to say that rewards do offer some form of motivation for students, this was particularly found in low prior attainers. Link Link	1, 3, 4
Behaviour and mental health interventions on a specific needs' basis. When required students are provided with a bespoke curriculum. • Students and staff build relationships to best support disadvantaged students. • Behaviour support worker working with students with EHCP's and behaviour concerns. To support the teaching of learning behaviours alongside managing misbehaviour.	We have a consistent and coherent whole school approach to behaviour which supports staff and students with behaviour management. The pandemic has presented new challenges for behaviour, these are dealt with, with a clear routine. Link	1, 3, 3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Mentoring support provided on a referral basis through pastoral officers. • Pathways staffing cost contribution • Bespoke careers and transition support to post 16.		
Provision of trained mental health support worker.	Having the right level of support and positively impact students, their mental health and wellbeing, and academic performance. After the pandemic, the pressure on external services has increased, and support is required for students in school to support their long-term wellbeing. Link	3,6
Trained Autism Practitioner working with increase in students' numbers of those diagnosed with Autism.	We have seen an increase of students who have a diagnosis of autism and therefore ensure the correct provision is in place to support the high-quality teaching for students with SEND throughout the mainstream curriculum and with small groups or 121 tuitions. Link	1, 3, 4
Increase student leadership opportunities through student ambassadors. • Increase in enrichment opportunities.	Our student ambassadors are based upon the key theory that student councils have been, providing students with the opportunity to provide their views and opinions of the school and help to improve school life. Link	1, 4
Promote attendance and positive behaviour of disadvantaged students and encouragement to claim the breakfast uplift.	Using the EEF guidance on Pathways interventions we will utilising elements of the TARGET approach, and ensuring that interventions are targeted planned and reviewed for impact.	1, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Link The EEF suggest that the simple routines can be used to support behaviour and positive choices. Link	
Disadvantaged students are prepared effectively for knowledge retention and understand how to revise • School wide use of e-learning software • Laptop provision (internal and external) • All disadvantaged students in Yr11 provided with free flash cards for subjects • Year 11 Supporting Success Evening vouchers and revision resources • Revision guides provided for all subjects.	The EEF suggest that alongside high-quality teaching and the explicit teaching of metacognitive strategies students should be supported to organise and effectively manage learning independently. These tools can be used to help target students and ensure learning is at the appropriate level of challenge and provide a structure to independent practice. Link	1
Transition programme. • Building on positive relationships with primaries and creating working groups and opportunities at the earliest point in the year to support the smooth transition of students. • CLG leaders in subjects to work alongside primary leads to support the continuum of the curriculum. • Event running through the school year to enhance learning opportunities.	Working with feeder primary schools to create curriculum continuity can support students and help to avoid a regression in literacy and numeracy skills which can be caused by change in systems, routine and curriculum.	1,2,3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Capitation • Funded peripatetic instrumental lessons for disadvantaged children who play an instrument • Uniform and equipment hardship fund • Subsidy allowance for all Free School Meal students. Additional payment of 45p per day to enable free breakfast • College taster visits for students supporting those on a vocational pathway • Subsidised educational and sporting visits and cultural experiences.	Evidence within the local area of Leeds demonstrates that children who do not eat breakfast often achieve less well than their peers who do eat breakfast. Link Including aspects into the curriculum that support students having experiences that developing their abilities, as well as ensuring that students have the ability to access enrichment activities. Link	5
Aspire Careers Interviews – Year 9-11 receive career-based interviews from people in industry to help prepare students for life beyond TMHS.	Research from Gatsby Benchmarks suggests that career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. They also state as part of the benchmarks every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace	5

Total budgeted cost: £ 273666

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 2020 to 2021 academic year.

Evaluation for academic year 2024-25

The strategy aims to support students in improving their Attainment 8 score, which has improved alongside the attainment 8 for non-disadvantaged students 27.68 to 31.03.

Improving literacy and numeracy skills are key for students in all year groups and remains a key focus for the school so they have a wider access to the curriculum. Attainment 8 scores support that students are making advances in both their attainment: English increasing from 6.37 to 7.10 and Maths increasing from 5.76 to 6.29.

Students who are disadvantaged tend to have lower attendance levels; over the last year we have made significant progress with improving the attendance of those who are disadvantaged with an overall year improvement of 5.7% in year.

Behaviour data for students in receipt of PP shows that there has been a reduction in the percentage of students who are PP affected from 23-24 to 24-25 from 34.9% of the cohort to 26.3%.

We have continued to ensure that students who are disadvantaged are provided opportunities, in extracurricular clubs, trips and visits to ensure we are working to raise aspirations and support a wider range of career paths and wide opportunities for the future.