



St Crispin's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St. Crispin's
Number of pupils in school	1393
Proportion (%) of pupil premium eligible pupils in Y7-11	10.21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	A. Hinchliff (Headteacher)
Pupil premium lead	J. Hudson & K. Pinsent
Governor / Trustee lead	P. Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,268
Recovery premium funding allocation this academic year	£34,224
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	£173,492

Part A: Pupil premium strategy plan

Statement of intent

The group of pupils at St. Crispin's who qualify for the PPG varies from year to year. In each year the pupils making up this group have a range of academic abilities and they experience a range of socio-economic circumstances. These may include one or more of the following: low literacy skills, low numeracy skills, emotional/mental health issues and/or financial hardship that may prevent full participation in school life. Of our PP pupils 25% (35 of 144) have some level of SEND, which includes 9% (13/144) with an EHCP. The principle that the school follows in working with pupils who qualify for the PPG is to prioritise evidence-based quality first teaching for all pupils and to consider support for each disadvantaged young person on an individual basis. Consequently, the PPG is used in different ways in order to maximise the impact for these pupils and other pupils in the school.

Our those of 'Excellence for All' applies to all pupils, irrespective of their background or the challenges they face. Our aim is for all pupils to make good progress and achieve high attainment across the curriculum.

The approach taken by St. Crispin's is grounded in the best practice as recommended by the EEF and that shared within local partnership working in the Wokingham and Bracknell Pupil Premium Network.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low literacy skills, low numeracy skills</p> <p>When joining us, disadvantaged pupils generally have lower literacy and numeracy skills than that of their peers. This can present challenges for pupils when accessing the curriculum offer here at St Crispin's.</p> <p>CATS4 test results continue to indicate that the disadvantaged pupils have an average Mean SAS lower than that of their peers. Last year disadvantaged pupils had a Mean SAS of 96.91, this is 12.32 points below their non-disadvantaged peers and for the current cohort the Mean SAS for the disadvantaged pupils was 95.07, which is 7.03 points below their non-disadvantaged peers. While the gap is slightly less than the previous years, it still continues to indicate that this is an area of challenge for our pupils.</p>

2	<p>Low engagement in academic study and wider school life</p> <p>Our attendance data continues to suggest that disadvantaged pupils have higher levels of absence compared with non-disadvantaged pupils. Last academic year disadvantaged pupils were absent between 3.38% and 9.1% more than their peers across different year groups. This is slightly higher than the previous year (disadvantaged pupils were absent between 2.2% and 7.0% more than their peers) and therefore remains a challenge for the school. This will have an impact their learning and ability to make progress in line with their peers.</p> <p>A gap remains between disadvantaged and non-disadvantaged pupils when analysing the attitude codes from reports, a measure of their engagement in study and school life. For the current Year 11 cohort the average attitude point score for a disadvantaged pupil was 2.45 compared with a score of 1.89 for their non-disadvantaged peers (1 being no concerns about engagement to 5 being serious concerns about engagement). This gap is present across many year groups in Year 8 disadvantaged pupils has an average attitude code point score of 2.04 compared with 1.81 for non-disadvantaged pupils and therefore remains an area of challenge for the school.</p>
3	<p>Emotional/mental health issues including challenging behaviour and circumstances that may lead to poor engagement with/poor attendance at school</p> <p>As schools have returned following the various lockdowns throughout the pandemic the emotional/mental wellbeing of all pupils has been negatively impacted and this is seen if not at a slightly higher level from our disadvantaged pupils. We have two key offers of support within the school to support pupils emotional and mental health. The disadvantaged pupils remain a large proportion of those who are accessing these services.</p>
4	<p>Financial hardship that may prevent full participation in school life in line with our school's ethos. This inequality is reflective of the stark income gaps within our local community.</p>

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>Pupils at St. Crispin’s will be supported in accessing and participating in all aspects of their education and school life (especially in the context of recovering and rebuilding).</p>	<p>The proportion of pupils in receipt of PPG will participate in the school curriculum and its enrichment activities will be as follows:</p> <ul style="list-style-type: none"> • Attendance 93%+ • PSHCE 93%+ • Participation in extracurricular clubs and other opportunities should be in line with other (ie non-PPG) pupils including educational visits and clubs in: Music, Drama, PE, Science, Debating/Mock Trial, Open Evenings, D of E, duties as student receptionist, Green Team, tours of the school for visitors etc.
<p>Pupils at St. Crispin’s will increase their levels of attainment and progress, with pupils in receipt of PPG closing attainment gaps relative to national averages</p>	<p>Progress 8 score of 0.0 or better for Y11 pupils in receipt of PPG. Indicative P8 scores of 0.0 or better for PPG pupils in:</p> <ul style="list-style-type: none"> • English • Maths <p>85%+ of pupils in Y7 – 9 will be making progress in line with their targets:</p> <ul style="list-style-type: none"> • English • Maths • Science • Foundation subjects <p>Indicative Progress 8 score of 0.0 or better for Y10 pupils in receipt of PPG. Indicative P8 scores of 0.0 or better for PPG pupils in:</p> <ul style="list-style-type: none"> • English • Maths

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: £ 20,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of PPG	As requested by Local Advisory Board and here	all
CPD: <ul style="list-style-type: none"> • GCSEPod • Professional Reading Library 	More information here PPG at St. Crispin's has linked to the common PM target for the last 7 years so that all staff are involved in investing in their practice to improve quality first teaching. In recent years this has included metacognition , feedback and homework .	1,2
PSCHE programmes	Work with pastoral leaders and local community partners have identified additional programmes which disadvantaged pupils will benefit from	3
Accelerated Reader Programme	Here and here Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1
SucSEED programme	Work with pastoral leaders and the SENCO has identified a small group of KS4 pupils who are vulnerable to becoming NEET, school refusers and/or at risk of mental health difficulties.	3

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

Budgeted cost: £ 50,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for KS4 English, Maths and Science	Here and here	1,2

GCSEPod and other platforms	More information here	1,2
Small teaching groups for pupils with low literacy and numeracy skills in KS3 (y5)	Here	1
Learning Bursaries for pupils in exam cohorts	As presented in best practice sharing from local Pupil Premium Award winners.	1,2,4

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

Budgeted cost: £ 102,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Actions to support pupils at risk of Permanent exclusion: Reflection Room, Alternative Programme	Explanation and evaluation of these approaches is available here	2,3
Student mentoring and support	Here	3
Financial support for enrichment activities	Here	4
Financial support for curriculum participation and support for uniform and equipment costs	In an area of the UK where there is marked inequality , this approach looks to respect the pupil's dignity by reducing visible signs of economic disadvantage.	4

Total budgeted cost: £ 173,492

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 2021 to 2022 academic year.

The results of the school were pleasing with the school delivering a positive Progress 8 score for all pupils. The P8 score for disadvantaged pupils remained negative therefore highlighting a gap between disadvantaged and pupils and their peers. This therefore remains an area of focus for the school this year. 40% of the (18) disadvantaged pupils achieved a grade 4 or above in English and Maths, this is encouraging and area to build on moving forward.

Attendance, while better than some of the national averages, still shows a gap between that of the disadvantaged pupils and the non-disadvantaged pupils. This continues to be a challenge for the school and an area for further development this year.

Initial implementation of Accelerated Reader (funded through the PP budget) has had some success with individual pupils, and has specifically benefitted some of the disadvantaged pupils. This programme is in its early stages and this year should see the programme further embedded within the school.

The school continues to build on prior work to remove Barriers to Learning (such as transport, uniform, revision guides etc). An increasing number of families are approaching the school for financial support and the school continues to use the PP budget to enable pupils to be ready for learning, as well as to access some of the extra-curricular experiences available so as to help build the cultural capital of pupils.

The school continued its focus on attendance, engagement and punctuality of pupils who qualify for the PPG through the use of mentoring, restorative practice, targeted intervention and the Reflection Room. The school focussed on the next steps of pupils, especially through the Wheeler Programme, employability skills workshops and the Adviza service

Individual support remained in place for pupils, including Learning Bursaries for pupils in Y9-11 & targeted enrichment provision across all years (including DofE). Intervention lessons (in KS3 Literacy, KS4 English, Maths and Science) continued as did the SucSEED programme – providing life skills training and alternative qualifications for vulnerable KS4 pupils

For some individuals Life Skills Coaching, the Alternative Programme, individual student support and behavioural support were used.

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
A range of programmes are provided to us by Soulscape. This includes programmes that deal with supporting mental health, relationship education and transition.	Soulscape

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

St. Crispin's is pleased to acknowledge the support of Ludgrove School, Wellington College (including the Wheeler Programme) and Arts Society Wokingham. Each of these partner organisations have provided opportunities for disadvantaged pupils at St. Crispin's.