

# Pupil premium strategy statement – St Crispin’s School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1493
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Sept 2024 – Aug 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Railton Blyth
Pupil premium lead	Nicola Hills
Governor / Trustee lead	Simon Cottee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£154,640

# Part A: Pupil premium strategy plan

## Statement of intent

The composition of students at St. Crispin's eligible for the Pupil Premium Grant (PPG) fluctuates annually. Each year, this group encompasses a diverse range of academic abilities and socio-economic backgrounds. These students may face challenges such as low literacy or numeracy skills, emotional or mental health issues, and/or financial difficulties that could hinder their full participation in school life. Among our PPG-eligible students, 28% have some form of Special Educational Needs and Disabilities (SEND), 6% with an Education, Health, and Care Plan (EHCP).

The school's approach to supporting PPG students is grounded in prioritising evidence-based, high-quality teaching for all, while tailoring additional support to the individual needs of each disadvantaged student. As a result, the PPG is strategically used to deliver targeted interventions, ensuring the greatest benefit for both PPG students and the wider school community.

Our ethos of 'Excellence for All' extends to every student, regardless of their background or the obstacles they face. Our goal is for every student to achieve strong progress and attain high academic standards across the curriculum.

We will evaluate the impact of our strategies at least once per term through a rigorous analysis of student data and high-quality assessments. This enables us to quickly identify trends and adapt our interventions to meet evolving needs. Our approach is also flexible, allowing us to address specific challenges that students encounter to help them regain momentum in their learning.

St. Crispin's approach is rooted in best practices recommended by the Education Endowment Foundation (EEF) and is informed by collaboration within 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	<b>Engagement in school life</b> 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
2	<b>Effective Parental engagement</b>

	Our discussions with some students and their families, particularly around GCSE option time, reveal that some students from disadvantaged families have lower aspirations. Our analysis of parent/carers attendance at Parent Evenings and School Information events shows us that parents/carers of FSM students are less likely to attend which is a barrier to the school working in partnership with them to raise aspirations and challenge their children.
3	<b>Attendance</b> Our attendance data continues to suggest that disadvantaged pupils have higher levels of absence compared with non-disadvantaged pupils. This will have a significant impact on their ability to make progress in line with their peers.
4	<b>Low literacy skills, low numeracy skills</b> 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.  CATS4 test results continue to indicate that the disadvantaged pupils have an average Mean SAS lower than that of their peers.
5	<b>Emotional/mental health issues including challenging behaviour and circumstances that may lead to poor engagement with/poor attendance at school</b>  A number of our PPG students face a wide range of emotional and mental health issues that significantly impact their ability to engage with their education. We have seen this in the number of students who due to poor behaviour choice in class are sent to the Refocus room or acquire detentions.
6	<b>Financial hardship</b> 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.

## 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
Pupils at St. Crispin's will be supported in accessing and participating in all aspects of their education and school life.	The proportion of pupils in receipt of PPG will participate in the school curriculum and its enrichment activities will be as follows:  Attendance 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.
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>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> <p>English</p> <p>Maths</p> <p>85%+ of pupils in Y7 – 9 will be making progress in line with their targets:</p> <p>English</p> <p>Maths</p> <p>Science</p> <p>Foundation subjects</p>
Disadvantaged students' wellbeing is improved, and they are well supported and able to access their learning and take part in the enrichment programme.	Student surveys, reward and behaviour reports demonstrate that disadvantaged students feel that their wellbeing is well supported and that they participate in extracurricular and enrichment activities

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11203.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Assistant Head of Years to be Pupil Premium Champions. Within this role they will monitor attendance, student and parental engagement at school	<a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)</a>	All of them
<b>Quality First Teaching</b>  Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils  Mentoring and coaching for teachers  CPD training	Evidence suggests that high quality teaching is the most powerful way for schools to improve pupil attainment especially for those from socioeconomically disadvantaged pupils. (EEF Guide to Pupil Premium)  <a href="#">Evidence brief: Using research evidence to support your spending decisions   Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</a>	All of them

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

Budgeted cost: £58116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head of Years to be Pupil Premium Champions. Within this role they will monitor attendance, student and parental engagement at school	<a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)</a>	All of them

KS3 PP Intervention assistant to work with students who are at risk of falling behind in Maths and/or English	<a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	4
Intervention for KS4 English, Maths and Science	<a href="#">Here</a> and <a href="#">here</a>	4
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.	1
6 <sup>th</sup> form and LSA mentoring for identified PP students	Peer tutoring: High impact for very low cost, based upon extensive research. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching & Learning toolkit)	5

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

Budgeted cost: £83321.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head of Years to be Pupil Premium Champions. Within this role they will monitor attendance, student and	<a href="#">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)</a>	All of them

parental engagement at school		
New Behaviour Policy	<a href="https://d2tic4wvo1iusb.cloudfront.net">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a>	1 and 5
Actions to support pupils at risk of Permanent exclusion: Refocus Room, Alternative Programme	Explanation and evaluation of these approaches is available <a href="#">here</a>	5
Student mentoring and support.	<a href="#">Here</a>	5
Careers advice offered twice a year for PP pupils in Year 11 and at least once in Year 10. Pupils can make informed realistic decisions about their future post 16.	<a href="#">Independent review of careers guidance in schools and further education and skills providers - GOV.UK</a>	1,2, and 5
Employment of BRIYM (Building Resilience in Young Minds) to help support raising positive mental health and developing coping strategies to manage life challenges	<a href="#">Social and emotional learning   EEF</a>	5 and 1

Financial support for enrichment activities	<a href="#">Here</a>	1
Financial support for curriculum participation and support for uniform and equipment costs	In an area of the UK where there is marked <a href="#">inequality</a> , this approach looks to respect the pupil's dignity by reducing visible signs of economic disadvantage.	1

**Total budgeted cost: £152640.20**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The results of the school were pleasing with St Crispin's delivering a positive Progress 8 score. The P8 score for disadvantaged pupils remained negative therefore highlighting a gap between disadvantaged students and their peers. This therefore remains an area of focus for the school this year.

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.

The school continued 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 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 Refocus Room. The school focussed on the next steps of pupils, especially through the Wheeler Programme and employability skills workshops.

Individual support remained in place for pupils, including 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

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

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## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b></p>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.