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	1525
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	Sept 2024 – Aug 2027
Date this statement was published	December 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Pete Griffiths
Pupil premium lead	Nicola Hills
Governor / Trustee lead	Ali Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,000
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*	£100,000

Part A: Pupil premium strategy plan

Statement of intent

Objectives

At St. Crispin's, our commitment to *Excellence for All* drives our ambition for disadvantaged students. We aim to cultivate a school environment where every pupil eligible for the Pupil Premium Grant (PPG) feels a genuine sense of belonging, is supported to overcome barriers, and is empowered to succeed both academically and personally.

Our objectives focus on three key areas:

- **Student Belonging**: Creating inclusive opportunities that encourage active participation and foster a sense of value and connection within the school.
- **Family Engagement**: Building strong, collaborative relationships with parents and carers to support student progress and wellbeing.
- **Holistic Achievement**: Enabling students to reach their potential through academic success, personal development, and resilience.

We recognise the complexity within our PPG cohort, which includes a wide range of academic abilities and socio-economic challenges, with a notable proportion of students identified with SEND or EHCPs. Our strategy is therefore designed to be inclusive, flexible, and responsive to individual needs.

Implementation

Our approach is rooted in high-quality, evidence-informed teaching, supported by targeted interventions. We use PPG funding strategically to deliver support that benefits both individual students and the wider school community.

To ensure impact, we evaluate our strategy half termly through detailed analysis of academic performance, attendance, behaviour, and wellbeing indicators. This enables us to identify trends early and adjust our approach accordingly.

Key data sources and monitoring systems include:

- **Transition Information**: CATs dataKS2 data and Year 6 parent meetings inform early planning.
- **Academic Tracking**: Snapshot data and report analysis three times a year for Key Stage 3.
- **Behaviour and Attendance**: Weekly monitoring of behaviour points, attendance, and Refocus Room usage; half-termly attendance reports.
- **Staff Insight**: Cause-for-concern alerts raised by teachers ensure timely support.

- **Parental Communication**: Regular updates and meetings strengthen home-school partnerships.

This layered approach allows us to personalise support, whether through academic interventions, pastoral care, or enrichment activities, and ensures our strategy remains dynamic and student-centred.

Key Principles

Our strategy is built on the following principles:

- **Equity**: Providing tailored support to meet individual needs and close attainment gaps.
- **Inclusion**: Promoting a culture where every student feels seen, heard, and valued.
- **Evidence-Based Practice**: Aligning with Education Endowment Foundation (EEF) guidance and collaborating with the Wokingham Pupil Premium Network.
- **Data-Driven Action**: Using robust data to inform decisions and measure impact.
- **Flexibility**: Adapting interventions to respond to evolving challenges and student circumstances.
- **Collaboration**: Engaging staff, families, and external partners to deliver cohesive support.

Challenges

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

Challenge number	Detail of challenge
1	**Engagement in school life** A gap remains between disadvantaged and non-disadvantaged pupils when analysing the data from reports, a measure of their engagement in study and school life
2	**Effective Family Engagement** We recognise that strong partnerships between home and school are vital to supporting student achievement and raising aspirations. Our analysis shows that some families of students eligible for Free School Meals (FSM) face barriers that may limit their engagement with school activities, such as attending parent evenings, curriculum information events, or accessing academic reports. Participation in enrichment opportunities can also be lower among these families, which may reduce students' exposure to wider experiences.

	We understand that these patterns may reflect a range of factors, including work commitments, confidence in engaging with school systems, or previous educational experiences.
3	**Attendance** 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	**Low literacy skills, low numeracy skills** 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	**Emotional/mental health issues including challenging behaviour and circumstances that may lead to poor engagement with/poor attendance at school** A number of our PP 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	**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.

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
Student Belonging: Students will feel a sense of belonging at St Crispin's. and will participate fully in school life.	• Attendance to be at least 90% for PP students. • All students' participation in at least one enrichment activity • All disadvantaged students are equipped with resources/equipment to maximise learning • Student surveys demonstrate that disadvantaged students feel that their wellbeing is well supported

	• Student receive more achievement points than behaviour points
Family Engagement: Parents actively collaborate with the school to support their child's academic progress and overall well-being, ensuring they achieve their full potential and experience a positive, fulfilling school life.	• At least 60% attendance at parents evening • .Half termly contact made with every PP family • Parent /carers surveys show engagement and satisfaction with school and school life.
Holistic Achievement: Students reach their potential through academic success, personal development, and resilience.	• 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 English and Maths • 85%+ of pupils in Y7 – 9 will be making progress in line with their targets in English, Maths and Science

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: £12,296.00

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	Tiered_model_and_menu_of_approaches_1.0_pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)	All of them
Quality First Teaching 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) Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net) Staff training on the six key principles of teaching and learning: Challenge, Explanation, Modelling, Practice, Questioning and Feedback Building excellent practice through adaptive teaching and retrieval practice All CPD is based on research from EEF recommendations and from 'Making Every Lesson Count' by Andy Tharby and Shaun Allison	All of them

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

Budgeted cost: **£54,428.75**

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	Tiered_model_and_menu_of_approaches_1.0_pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)	All of them
KS3 PP Intervention assistant to work with students who are at risk of falling behind in Maths and/or English	Tiered_model_and_menu_of_approaches_1.0_pdf.pdf (d2tic4wvo1iusb.cloudfront.net) 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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	4
Intervention for KS4 English, Maths and Science	Here and here	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*
6th 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: £33,275.25

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	Tiered_model_and_menu_of_approaches_1.0_pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Research: How to ensure more disadvantaged students succeed (schoolsweek.co.uk)	All of them
Behaviour Policy	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	1 and 5
Actions to support pupils at risk of Permanent exclusion: Refocus Room, Alternative Provision	Explanation and evaluation of these approaches is available Improving behaviour in schools Understanding the use of internal alternative provision for… | EEF	5
Student mentoring and well being support.	Here	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.	Independent review of careers guidance in schools and further education and skills providers - GOV.UK	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	Social and emotional learning | EEF	5 and 1

Financial support for enrichment activities	Here	1
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.	1

Total budgeted cost: £100,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The results of the school were pleasing with St Crispin's delivering an improvement in our Pupil Premium Attainment 8 score and a narrowing of the gap between PP and Non PP.

Exam results - 2026

	PP	**Non PP**	**National PP**	**National Non PP**
Average A8 score	36.07	55.38	35.6	50.7
% 4+ En and Ma	36%	80%	43%	72%

Exam results - 2025:

	PP	**Non PP**	**National PP**	**National Non PP**
Average A8 score	32.09	52.18	34.9	50.3
% 4+ En and Ma	44%	75.24%	43.5	72.7

Attendance data:

	PP students	**Whole School**	**National PP**	**National**
2022/23	85.7%	93.6%	86%	61.0%
2023/24	84.9%	93.7%	86%	91.1%
2024/25	87%	94.4%	88.2%	92.3%
2025/26	86.91%	94.1	89.13%	94.74%

Although attendance is improving, it 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.

Improving English results is a key focus for the school overall and a number of interventions and strategies are currently in place to support this improvement. 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. 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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

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.