



**Crispin  
School**

Aspiration - Compassion - Excellence

# Pupil Premium Strategy Statement



<b>Date Agreed</b>	December 2025
<b>Review Date</b>	December 2026

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## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Crispin
Number of pupils in school	982
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2025 – Aug 2028
Date this statement was published	18/12/2025
Date on which it will be reviewed	1/09/2026
Statement authorised by	L Cornwall
Pupil premium lead	S Horne
Governor / Trustee lead	

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£212279
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25000
<b>Total budget for this academic year</b>	<b>237239</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil Premium Strategy Plan Statement of Intent

It is our ambition at Crispin School that all disadvantaged students are supported to flourish and to achieve their academic potential. We aim for our disadvantaged students to make progress in line with their peers, both within the academy and nationally. Our Pupil Premium strategy seeks to do this in three key ways:

- 1). By ensuring that all lessons at Crispin School are exceptional lessons. Our classroom strategy for academically vulnerable students highlights those aspects of our teaching & learning expectations which we know to have considerable positive impact on the progress of vulnerable learners. Lessons will meet the needs of all students and enable them to make exceptional progress.
- 2). Removing all barriers to learning. Our strategy outlines all the ways in which we seek to do this within a three-tiered approach. Leaders work with teachers & support staff to identify barriers to progress, ensure the right students access the right interventions and then evaluate the impact of these.
- 3). Ensuring that Crispin School is a great place to learn for all of our learners, including our vulnerable students. Leaders and staff from all teams across the school communicate high expectation and high ambition for all learners. Adults encourage vulnerable students to be ambitious, take up opportunities in order to reach their true potential.

### **How this can be achieved:**

#### *Objectives:*

- To put effective strategies in place so that Pupil Premium students are not disadvantaged by their socio-economic circumstances and will minimise the attainment gap between Pupil Premium and non-Pupil Premium students.
- To review every Pupil Premium students' needs and individual circumstances in order to ascertain how to maximise progress and increase engagement and a sense of belonging in school.
- To continue to develop and enhance quality-first teaching which will enable every student, including Pupil Premium students, to make or exceed expected progress.

#### *How we will achieve this:*

- Data at all levels will be scrutinized to enable Crispin staff to identify which students would benefit from additional support from staff. This support will take various forms as appropriate and may include but is not limited to attendance intervention, mentoring, provision of resources and intervention within the classroom.
- Offering Pupil-Premium students stationery, revision guides, materials, free or subsidised curriculum visits, a donation towards the purchase of uniform, lending of laptops and other educational items which mean that students are not disadvantaged and have full access to the same learning opportunities as their peers. This provision is available for all Pupil Premium students unless families specify other ways in which financial support would be beneficial.

- Professional development training for staff focuses on areas such as oracy, metacognition, scaffolding learning and assessment & feedback to improve the quality first teaching all students are receiving in the classroom.
- To coordinate the support that is provided through an effective strategy to include senior leadership, classroom teachers and support staff.
- Continue to develop a whole school reading strategy and programme to help all students to develop a culture and love of reading and close the gap in reading through whole class delivery and small group reading intervention.

## Challenges

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

Challenge number	Detail of challenge
1	<p>A number of disadvantaged students have little access to reading books at home and as a result they have had limited access to a wider range of vocabulary. We have identified this through student voice, teacher input and reading assessments in the lower school.</p> <p>Students with reduced reading skills will have less chance of successfully achieving accessing higher education in the future.</p>
2	<p>Over the last five years we have identified several Pupil-Premium students who arrive at Crispin with low aspirations, where families have limited social mobility.</p> <p>These low aspirations can limit engagement with learning, reduce extra-curricular engagement and is more likely to result in poor attendance and underachievement at GCSE.</p>
3	<p>The attendance of our Pupil Premium students is significantly lower since Covid-19, this includes students with persistent absence.</p> <p>Low attendance at secondary school is more likely to result in underachievement and lack of engagement with further education.</p>
4	<p>Many of our Pupil Premium children also fit into another disadvantaged groups such as SEND or students with safeguarding concerns. 20% of Pupil-Premium also have SEND needs.</p> <p>Students with any additional needs may face additional challenges with accessing the curriculum successfully, are more likely to have had lower attendance to school throughout their education and as a result of this, have significant gaps in their knowledge.</p>

5	<p>There is a gap in the Progress 8 and Attainment 8 for Pupil Premium students compared to non-Pupil Premium.</p> <p>Students who perform less well at GCSE are less likely to engage with higher education in the future and therefore broaden their life chances.</p>
6	<p>A number of Crispin students (notably Pupil Premium+ students) have undergone trauma over the last couple of years.</p> <p>Adverse Childhood Experiences (ACEs) can include violence, abuse, and growing up in a family with mental health or substance use problems. Toxic stress from ACEs can change brain development and affect how the body responds to stress. This can hinder academic progress.</p>
7	<p>Pupil Premium students can miss out on a range of wider extra-curricular and academic opportunities. We have identified this through student and staff voice over the last five years. This can significantly impact students' sense of belonging and engagement with full school life.</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>Ensure that the attendance of disadvantaged students reaches the same high standard as non-Pupil Premium students including a decrease in the number of Persistently Absent Pupil Premium students</p>	<p>Sustained high attendance by 2028 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall attendance rate for all students being 96%, and the attendance gap between PP students and their non-disadvantaged peers being reduced to 3%</li> </ul>
<p>Improvement in reading and literacy levels for Pupil Premium students.</p>	<p>Full engagement with the whole school reading programme. To include:</p> <ul style="list-style-type: none"> <li>To use the NGRT reading score data to drive intervention and support for those Pupil Premium students who are below expected progress in order to raise their reading age by 12 months from their starting point by 2025.</li> </ul>

	<ul style="list-style-type: none"> <li>To use staff CPD to raise awareness of the impact of low curriculum literacy within the classroom.</li> <li>To share information appropriately and effectively to ensure that students are supported in the manner best to support their reading and literacy.</li> </ul>
Increase Progress 8 (not 2025) and Attainment 8 Figure of Pupil Premium students to be in line with Non-Pupil Premium students.	<p>Year on year improvement for Pupil Premium students with regards to Progress 8 (not reported on in 2025) and Attainment 8.</p> <p>By the end of the current plan in 2026/27 our PP students will be achieving higher than their non-disadvantaged peers. Progress 8 for Pupil Premium students will be positive.</p>
Ensure that there is a quality first teaching approach to all students, curricula and in every lesson, ensuring that staff are fully aware of the challenges faced by Pupil Premium students and are working to remove barriers to learning and attainment.	<p>Providing staff CPD; sharing best practice, research and information in a planned and strategic manner to inform, challenge and support staff in supporting Pupil Premium students within the classroom.</p> <p>Conducting robust quality assurance of teaching and learning processes within lesson, departments and on a whole school basis.</p>
Providing mentoring opportunities to all Pupil Premium students, in order to identify and remove barriers to learning.	<p>All students will meet with the Pupil Premium mentor and some will meet with middle and senior leadership in order to identify and remove barriers to learning.</p> <p>Information from these meetings to be shared appropriately with classroom teacher to ensure that they have the most accurate and appropriate information from which to best support their students.</p>

### 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: £143685

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT strategic lead for Pupil Premium students – Assistant Headteacher	Leads on rigorous tracking and intervention for Pupil Premium students; works with Assistant Headteacher T&L to ensure a range of strategies is used in the classroom by teachers, and more widely by Heads of Year, Senior Leadership and student support team to intervene with individuals and small groups who are under-achieving.	2, 3, 4, 5, 7
<p>Implement whole school reading strategy:</p> <ul style="list-style-type: none"> <li>• Crispin Reads – whole school approach to literacy and reading, to be further embedded by the Head of English.</li> <li>• CPD for all classroom based staff on subject-based literacy, including comprehension strategies and teaching of tier 3 and 2 vocabulary</li> <li>•</li> </ul>	<p>PP student data shows a gap between PP and non-PP already in place from primary schools.</p> <p>All students Y7-9 complete NGRT 3 times a year to assess level and improvements made; Y7 students complete CAT4</p> <p><b>EEF Toolkit – Reading comprehension strategies - +6 months impact.</b></p> <p><b>Oracy Language interventions - +6 months</b></p>	1, 2, 4, 5

Use of reading (NGRT) tests and Cognitive Ability tests (CATS) to identify students who may require additional intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1, 2, 4, 5
CPD for all classroom based staff on <ul style="list-style-type: none"> <li>Reading, Approaches to Trauma, Quality First Teaching, Pupil Premium background, planning for SEND support and other areas which benefit Pupil Premium students</li> <li>Trust- based subject training throughout the year.</li> </ul>	Quality first teaching has the greatest impact on all students.  <b>EEF – Metacognition and Self- Regulation - +7 months</b>  <b>Literacy/Language interventions - +6 months</b>	1, 2, 3, 4, 5, 7,
Additional staffing in English	Ensures specialists working in small group withdrawal with students with low reading prior attainment in KS3	1, 4, 5

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

Budgeted cost: £45545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium strategies	Leads on rigorous tracking and intervention for Pupil Premium students in Y11 alongside the Head of Upper School- Assistant Headteacher.	2, 3, 4, 6, 7

Headteacher		
Pupil Premium Learning Mentor to work closely with the Attendance Officer to break down barriers for attendance for PP students		2, 3, 5, 6, 7
After school extended learning club	Homework club runs four nights per week for PP and other vulnerable students <b>EEF Homework +5 months</b>	2, 3, 5, 7
Y11 Tutor intervention programmes in English and Maths and Science	Targeted work with Y11 students to address deficits in whole school year prior to English and maths and science exams. This is earlier intervention from previous years. <b>EEF – Metacognition and Self-Regulation - +7 months</b> <b>EEF Homework +5 months</b>	2, 3, 4, 5
Contribution to the cost of KS3 package of GL assessments for all Year 7 students	Data used to identify low prior attainment, alongside KS2 data where available, in order to target interventions.	1, 2, 4, 5
Lexia reading strategy to be led by the English Team	For students with lowest reading ages – Literacy team intervention <b>EEF Toolkit – Reading - +6 months</b>	1, 4

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

Budgeted cost: £48049

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT lead for student support and welfare – Assistant Headteacher	<p>Leads and line manages the student support team ensuring high standards of trained response from team members for Pupil Premium students with significant barriers to learning. Designated safeguarding lead; caseload includes high-level SG issues which affect some Pupil Premium students' capacity to thrive in school.</p> <p><b>EEF: metacognition and self-regulation</b></p> <p><b>+8 months; social and emotional learning</b></p> <p><b>+4 months; behaviour interventions +3 months</b></p>	2, 3, 5, 6, 7
<p>Pupil Premium Promise</p> <ul style="list-style-type: none"> <li>• Pupil Premium laptops; uniform contribution; all curriculum trips paid for; contribution to extra-curricular; revision books; stationery</li> <li>• Pupil Premium – free instrumental lessons KS3; KS4 if studying GCSE music</li> <li>• DT – all costs covered KS3; contribution at KS4</li> </ul>	<p>Removes barriers to learning and participation; increases engagement in school life, learning and extended learning.</p> <p><b>EEF: metacognition and self-regulation</b></p> <p><b>+8 months; social and emotional learning</b></p> <p><b>+4 months; arts participation +2 months; collaborative learning +5 months</b></p>	2, 4, 5

Behaviour support – Intervention Team	<p>The student support intervention team manages The Exit Room and focuses on all behaviour which affects learning, providing direct intervention and commissioning external support from social services, CAMHs, FYS etc. 1:1 support is given to Pupil Premium students which attempts to address or mitigate against external barriers to learning, and which provides security and continuity of pastoral care during crisis points.</p> <p><b>EEF: metacognition and self-regulation +8 months; social and emotional learning +4 months; behaviour interventions +3 months</b></p>	2, 3, 6
Personalised pastoral support interventions – educational psychologist, counselling, in school interventions.	<p>To support Pupil Premium students at risk of suspensions or exclusions. Also supporting attendance and emotional support for our Pupil Premium students.</p> <p><b>EEF: metacognition and self-regulation +8 months; social and emotional learning +4 months; behaviour interventions +3 months</b></p>	2, 3, 6

Appointment of House Event Coordinator role (under the title of Pastoral Head of Upper School.	This role is leading the house ethos to improve all students' sense of belonging, particularly those from disadvantaged backgrounds. Regular inter-house competitions will be occurring during the school year, sharing of successes with students and staff and to foster a sense of belonging across the school to the house system.	2, 3, 7
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**Total budgeted cost: £237239**

## 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 2022 to 2023 academic year.

Aim	Outcome
Progress towards Positive P8 with current Year 11 by 2025.	2023 outcomes were P8 -0.73 for PP students, compared to -0.03 for non-PP  2024 – 2025 data TBC
To improve attendance for Pupil Premium students by 2025	Nationally, attendance was lower in 2022-23 than pre-Covid. Crispin 2022-23 PP attendance was 82.9%; non-PP attendance 93%. PP attendance was 2.3% below national overall, but above national in Y7 and Y11.  2024 – 2025 data TBC
Improvement in reading for Pupil Premium students	Whole school reading programme in place, with tutor reading once a week and intervention for PP students below expected reading age via Lexia.

### 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.*

<b>Programme</b>	<b>Provider</b>
Sparx Maths	Sparx
Sparx reader	Sparx
Lexia literacy software	Lexia UK