

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

Detail	Data
School name	Crawley Down Village C of E School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Oliver Burcombe
Pupil premium lead	Emily Deadman
Governor / Trustee lead	Victoria Heasman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,945
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	£78,945

Part A: Pupil premium strategy plan

Statement of intent

Our aims:

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:

- Ensuring quality first teaching in the classroom
- Having targeted interventions designed to support children with their emotional resilience in order to be ready to learn
- Offering rich and varied experiences, both within and beyond the curriculum, to engage and motivate pupils.

During the period of this strategy, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations, positive attitudes to learning, emotional resilience and parental engagement in reading.

Our expectation at Crawley Down School is that all pupils, irrespective of background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

Our objectives:

- To close the gaps in learning for PP pupils particularly the more able across the curriculum
- To further develop strategies to support our children build emotional resilience
- To provide opportunities to foster aspiration and develop potential and participate in all aspect of school life
- To improve the outcomes, in particular, in reading for our PP pupils
- To continue to develop and foster an inclusive culture which provides firm boundaries

Challenges

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

Challenge number	Detail of challenge
1	An audit of all disadvantaged pupils that took place shows that 60% of disadvantaged pupils are not reading regularly at home.
2	An audit of all disadvantaged pupils that took place shows that 68% of disadvantaged pupils are not attending an after-school club.
3	An audit of all disadvantaged pupils that took place shows that 38% of disadvantaged pupils do not have coping strategies for change and social situations. Of those children 52% have a Strengths and Difficulties Questionnaire score of 19 or above indicating they are in the top 5% of the population.
4	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance. 24-25 School attendance is currently 95.5% whereas attendance for pupils entitled to pupil premium is 87.1% 25-26 School attendance is currently 94% whereas attendance for pupils entitled to pupil premium is 82.3%

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
Increased parental engagement in reading	Teacher assessment will show that more parents are engaging with reading at home. Pupils that are not engaging in reading at home will be supported to engage in extra reading in school.
Increased engagement in after school clubs and extracurricular activities	PE lead audit will show that more disadvantaged pupils are attending after-school clubs.
Increased social and emotional resilience	Teacher assessment and SDQs will show that pupils have increased social and emotional resilience.
Improved attendance and punctuality	Attendance figures will show that Pupil Premium attendance is in line with who school attendance

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To access expert skills and training to support barriers to learning.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/Ensuring-a-balanced-PD-design.pdf	1, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision for individual pupils where needed	EEF toolkit – social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
Using Widgit	Supporting EAL and SEND learners	1, 3
Targeted 1:1 support in lessons	Supporting SEMH needs and looked after children	1,2,4

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide learning mentor support and targeted play therapy for pupils who are struggling with barriers to learning.	EEF toolkit – social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Family Support Worker to provide support identified families (joint funded by school and Church).	EEF toolkit – social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4
To cover cost of residential for children to attend.	Providing children with the opportunity to join their peers on the residential trip.	2,3
Support families with funding to participate in extra-curricular activities - Swimming lessons - After-School Clubs Budget for acute issues that may arise	Supporting children with curriculum lessons.	2,3
Providing an Education Welfare Officer to improve attendance and readiness to learn. Support with cost of uniform.	EEF toolkit – parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

Total budgeted cost: £77, 000

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 2024-2025 academic year.

<u>Assessment</u>	<u>Pupil Premium</u> Expected standard	<u>Non-Pupil Premium</u> Expected standard
Year 1 Phonics	43% (7 pupils)	84%
Year 2 Phonics Retake	75% (4 pupils)	93%
Year 2 Reading Teacher Assessment	50%	66%
Year 2 Writing Teacher Assessment	50%	50%
Year 2 Maths Teacher Assessment	50%	64%
Year 4 MTC	29% (7 pupils)	30%
Year 6 Reading SATs	33%	74%
Year 6 Writing	66%	80%
Year 6 Maths SATS	33%	79%

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
Accelerated Reader	Renaissance
White Rose Maths	White Rose
Charanga Music	Charanga
Education Shed	Education Shed
Kapow Primary	Kapow Primary
Classroom Secrets	Classroom Secrets
TimesTables Rockstars	Maths Circle
Language Angels	Language Angels
Twinkl	Twinkl
Widgit	Widgit