

Pupil Premium Strategy Statement

Crazies Hill C of E Primary School - 2025/26



This statement details our school's use of pupil premium (and recovery 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	83 (105 capacity)
Proportion (%) of pupil premium eligible pupils	7.2% (6 children) in receipt of PP Grant
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr Luke Henderson
Pupil premium lead	Mrs Jo Shell
Governor / Trustee lead	Mrs Lesley Turville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,545
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£4,545

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Part A: Pupil premium strategy plan

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the Crazies Hill CE Primary Christian values:

- Relationships
- Resilience
- Respect

At Crazies Hill Church of England Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, our strategy aims to utilise staff, learning resources and funding to provide equity of opportunity and, where appropriate, additional provision for disadvantaged pupils to ensure that they learn and achieve in line with their peers.

In the 25-26 financial year, Crazies Hill CE Primary School will be managing the PPG annual grant using the following principles:

- All Pupil Premium Grant will be spent to enhance the education, learning and outcomes of children in our care
- The grant will be utilised to ensure equity of access to extra-curricular and enrichment opportunities available to all pupils
- Decisions related to spending allocations will be made in partnership with parents to ensure the intended outcomes for the pupils

Challenges

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

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Challenge number	Detail of challenge
1	Social and emotional needs, self-esteem and low confidence can impact engagement and participation in the broader school offer. This can, in turn, impact on their development and academic attainment
2	Of the children in receipt of pupil premium, 67% (4 of 6) have additional needs resulting in them requiring adaptive teaching in order to enable them to achieve their full academic potential
3	The vocabulary gap between some of our disadvantaged children and their peers impacts on writing, reading comprehension and spoken contributions
4	Pupils in receipt of pupil premium do not have equity of access to a range of experiences and opportunities outside the core school offer, including extra-curricular clubs, trips and resources

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
Ambitious individualised programmes of support (e.g. social and emotional, academic, SEN support plans) are in place to address the needs of the pupils. Specialist support supplements school expertise in meeting needs.	<p>Disadvantaged pupils will make at least expected progress towards their targeted outcomes and attain at least in line with their peers.</p> <p>Monitoring will demonstrate that the pupils are more resilient and confident. Pupils will demonstrate positive learning attitudes and barriers to learning related to self-esteem will be reduced</p> <p>Parents will share that their children have increased self-confidence in out of school situations, included approaching homework tasks</p>
Adaptive teaching and individualised provision results in accelerated progress and improved attainment	Pupils in receipt of pupil premium continue to make progress and achieve their full potential in line with their peers
Access to social and emotional support e.g. nurture is provided in order to ensure children have the confidence to participate and engage in all aspects of school life	Analysis demonstrates that children in receipt of pupil premium are engaging and participating in all opportunities in line with their peers, and are confident to do so

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Through additional support, pupils develop a broad vocabulary, including Tier 2 and 3 vocabulary, to express their understanding and ideas in a more confident and articulate way	Children’s spoken and written language develops at least in line with their peers They obtain vocabulary that will enable them to engage in and interact in all aspects of life successfully
Extra-Curricular and Enrichment opportunities are equitably offered and financially supported when appropriate	Pupils in receipt of pupil premium funding receive the same access to all opportunities outside of the school core offer and beyond, in line with their peers
Parents and school staff are working closely in partnership, ensuring parents are fully informed about the provision and strategies used to support their child’s learning and development	Throughout the school year parents feel fully informed and supported with their child’s academic and emotional development Parental engagement is in line with other parents in the school e.g. volunteering, attendance at school events, parent consultation events

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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance at local area pupil premium conferences and strategy meetings	Conference notes and pupil premium strategy documentation	1,2,3,4
TKAT pupil premium strategy training and CPD	TKAT pupil premium strategy, School Improvement Plan (based on EEF research)	1,2,3,4
Specialist Training for Adaptive Teaching	Staff training records. Staff CPD summary, EEF research	2,3

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

Budgeted cost: £2,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading and maths resources	EEF research Improving Literacy in Key Stage 2 EEF	2,3
Targeted intervention support	Additional small group support within lessons to secure understanding of key information. Focused questioning allows challenge and assesses progress towards ARE. Sensory circuits, Speech and Language support	2,3
High quality vocabulary is embedded and reinforced across all learning with additional support and check-ins with vulnerable pupils	EEF research Vocab in Action Poster v1.0.pdf Write Stuff Writing Approach	3
Small group / 1:1 sessions: Pre-learning / over-learning sessions to clarify understanding and allow time for pupil questions	Impact of pre-learning evident in previous units of work and assessments. Child reports that it helps prior to whole-class learning. Over-learning sessions to help retention of knowledge	2,3
Opportunities to share work and raise self-esteem. Tilt to engage and ensure more vulnerable learners feel rewarded in their learning	EEF Research Social and emotional learning EEF	1,2
1:1 reading and comprehension support. Encouragement to read for pleasure. Opportunities to widen reading and additional books to go home	EEF Reading comprehension strategies EEF The wide variety of books on offer in the reading scheme help to engage children and nurture a love for reading.	2,3

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

Budgeted cost: £1,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support in place to provide social and emotional individualised support	Independent advice/Reports	1
Offer a wider range of extra-curricular enrichment activities	Without the school's support children would not benefit from a rich variety of learning experiences. Practical support is sometimes necessary for children to have the same equipment and resources which adds to this feeling of identity Children feel a strong sense of belonging and identity in the school. They experience being challenged in a wide range of contexts	4
Admin and payments related to peripatetic music, sport and other extra-curricular opportunities.	Research PPG research/spend guidance The EEF Guide to the Pupil Premium EEF	4
Admin and payments related to residential and other trips	Equality Act 2010	4

Total budgeted cost: £4,762



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- *Lateness for PPG children was in line with school averages*
- *100% disadvantaged pupils were supported to access extra-curricular provision during the 24-25 academic year*
- *100% disadvantaged pupils participated in interschool activities and opportunities*

PPG Outcomes 24-25

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	4	75%	46%	Small cohort	68%	7	Not applicable	Not applicable
2025	1	100%	47%	Small cohort	69%	31	Suppressed	-
2024	2	100%	46%	Small cohort	67%	33	Suppressed	Low - Stability
2023	1	0%	44%	Small cohort	66%	-66	Not available	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	4	100%	62%	Small cohort	80%	20	Not applicable	Not applicable
2025	1	100%	63%	Small cohort	81%	19	Suppressed	-
2024	2	100%	62%	Small cohort	80%	20	Suppressed	Low - Stability
2023	1	100%	60%	Small cohort	78%	22	Positive gap	-

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Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	4	100%	59%	Small cohort	78%	22	Not applicable	Not applicable
2025	1	100%	59%	Small cohort	78%	22	Suppressed	-
2024	2	100%	58%	Small cohort	78%	22	Suppressed	Low - Stability
2023	1	100%	58%	Small cohort	77%	23	Positive gap	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	4	75%	60%	Small cohort	80%	-5	Not applicable	Not applicable
2025	1	100%	61%	Small cohort	80%	20	Suppressed	-
2024	2	100%	59%	Small cohort	79%	21	Suppressed	Low - Stability
2023	1	0%	59%	Small cohort	79%	-79	Not available	-

The limited amount of PPG funding received by the school has been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- For the 24-25 academic year, most of our disadvantaged pupils are at least achieving ARE in reading, writing and maths
- Pupils have had equality of access to extra-curriculum provision
- Targeted pastoral support has enabled the children to have equality of access to all aspects of school life
- Feedback from the children is that they enjoy school, with good attendance in place across the school

The previous pupil premium strategy, which ended in July 2024, was extremely effective in supporting our most disadvantaged pupils. Monitoring and evaluation indicate that the children are making good progress in relation to expectations and have had equality of access to support in school and throughout the COVID-19 pandemic. The school has proactively worked in partnership with Trust colleagues and utilised DfE initiatives to support the children. This included the national tuition programme.

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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
Mobius Maths Hub (Mastery approach)	Mobius Maths
RWI	Ruth Miskin Literacy