



Pupil premium strategy statement – Crawley Ridge Infant School

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 (excluding nursery)	177
Proportion (%) of pupil premium eligible pupils	10% (18 children in total)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Benedict O'Shea
Pupil premium lead	Benedict O'Shea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,395
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£21,395
<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>	



Part A: Pupil premium strategy plan

Statement of intent

At Crawley Ridge Infant School we believe that every child should have the same start and chance in school life, regardless of their background and circumstance outside of school. We want them to develop emotionally, socially and academically so that they are prepared for the next stage in their education and for life beyond school. We want to be able to identify any potential barriers to their success, put remedial actions in place and ensure that they have the same opportunities as their peers.

The school has three key strands to enable this intent to flourish:

- 1) To ensure Quality First Teaching for all pupils which will lead to good outcomes for disadvantaged pupils. High quality teaching is recognised as the greatest factor in Pupil Premium pupils closing the gap with their peers. We will ensure that the curriculum is inclusive of all pupils and is motivating for all.
- 2) To provide targeted academic support having gained a thorough knowledge of our Pupil Premium pupils and their barriers to learning.
- 3) To provide wider support for our Pupil Premium Pupils so that they successfully access all elements of school life. Pupil Premium pupils need to be supported to attend trips, workshops, after school clubs etc., to have high levels of attendance and to have their physical, emotional and mental health needs recognised and addressed.

Challenges

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

Challenge number	Detail of challenge
1	Lower speech and language skills to express oneself
2	Lack of experiences outside daily life
3	Lower confidence/ self- esteem
4	Lower reading and writing skills (including phonics knowledge)
5	Lower skills in number and maths

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
To communicate clearly and effectively, with increasing confidence.	PP pupils will be better able to express themselves and communicate with others through spoken language
To develop a greater understanding of the wider world	PP pupils will have the opportunity to immerse themselves in real-life experiences which can help to



	support their understanding of the world and about the topics they study in school
To develop greater self-awareness and confidence, with the ability to recognise and express their emotions and communicate their needs.	PP pupils will be able to recognise their own emotions and communicate their feelings and needs to others
To meet the expected standards in Reading and Writing for the relevant Year Group. To recognise and use taught phonemes and graphemes to blend (read) and segment (spell) words confidently. To communicate through writing, using a cursive style. To demonstrate understanding of the grammar and punctuation expected for the relevant Year Group. To understand what they read.	PP pupils will make at least expected progress in Reading and Writing and will meet the expected standard for their Year Group
To meet the expected standards in Maths for the relevant Year Group. To read, write and count numbers relevant to the year group. To have a secure understanding of number and calculations relevant to their year group. To develop mathematical reasoning skills, relevant to their Year Group	PP pupils will make at least expected progress in Maths and will meet the expected standard for their Year Group

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: £1,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all teachers in the delivery of Quality First Teaching	EEF research shows that good teaching is the most significant factor in improving outcomes for disadvantaged pupils. The Inclusion leader will continue to use staff meeting time to ensure that all teaching staff understand Quality First Teaching.	1, 3, 4, 5
Training for staff in attachment, ASD, ADHD etc	Evidence has shown that the more the teachers understand the whole child, the better the outcomes for that child will be as learning can be structured appropriately.	1, 3, 4, 5

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

Budgeted cost: £ 17,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIP club (phonic in play) before school club for	Extended school day for children who are pupil premium to have extra time and support with	1, 3, 4



children who are PP.	their phonics.	
Inclusion Leader & Headteacher to meet with teachers in the termly Pupil Progress Meetings to identify barriers to learning and to put in place the necessary interventions.	Data shows that targeted interventions improve outcomes for all children who are at risk of falling behind their peers.	2, 4, 5
Teaching Assistants to enable interventions to take place.	Provision mapping and careful analysis of data shows the impact of targeted interventions.	1, 2, 4, 5
Regular reading with an adult.	Reading deepens vocabulary, enhances writing and unlocks large parts of the curriculum.	1, 4
Lunch time club and directed activities with children during lunch time	Directed support and engagement for children during lunch time, additional learning during the school day.	3

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

Budgeted cost: £ 2,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for mental health and well-being.	Zones of Regulation is used across the school to enable children to communicate their feelings in a positive way (The Colour Monster). Forest school sessions support well-being, resilience, teamwork and communication. Trick Box to provide additional strategies to help pupils regulate. The language is being used across the school. ELSAs provide individual work where necessary.	1, 2, 3
Support for extracurricular activities. All children offered an after-school club.	Paid clubs can be beyond the budget of families on low incomes, and it is important that these children have an equality of access.	2
Support for school trips.	School trips are a key element of our curriculum, and it is vital that all children are able to attend.	2
Specific resourcing	Some children require the school to purchase vital educational equipment to have all the tools they need to be included in all forms of school life e.g. book bags, water bottle, uniform, cool milk.	2, 4

Total budgeted cost: £ 18,500



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Updated Pupil Premium Outcomes Summary (Summer 2025)

(Based on the 7 PP in Reception, 4 PP in Year 1, and 6 PP in Year 2)

Engagement and Wellbeing

Pupil Premium pupils continued to take part in a wide range of enrichment activities including clubs, trips, and in-school experiences. Engagement remained strong across all three year groups, with pupils attending clubs, joining whole-school events, and taking part in targeted interventions.

Teaching assistants continued to provide regular check-ins and support sessions for PP pupils, helping maintain attendance that remained broadly in line with whole-school patterns. This provision continues to help children settle, build confidence, and stay engaged in lessons.

Reception (7 Pupil Premium children)

Speaking

- 100% of PP pupils achieved Expected
- This is higher than whole-school attainment (85.5%) and shows very strong support for early communication.
- This also represents rapid progress from baseline, where only 57.1% were expected.

Comprehension

- 85.7% of PP pupils achieved Expected
- This is slightly below whole-school outcomes (91.2%) but is still a strong result.
- The group improved steadily across the year.

Word Reading

- 85.7% achieved Expected
- This is just above whole-school attainment (84.2%) and reflects highly effective early phonics and guided reading provision.

Writing

- 85.7% achieved Expected
- This is higher than whole-school attainment (80.7%) and shows that targeted handwriting and writing support have had strong impact.

Maths (Number and Numerical Patterns)

- 85.7% achieved Expected in Number
- 85.7% achieved Expected in Numerical Patterns
- Both results are very close to whole-school outcomes (91.2%) and show consistently strong maths attainment for PP pupils.

Reception Summary

Reception Pupil Premium pupils performed extremely well in all areas, outperforming or matching whole-school attainment in most subjects. Outcomes show that early intervention, phonics teaching, and language-rich environments are having a clear impact.

Year 1 (4 Pupil Premium children)

Mathematics

- 100% of PP pupils achieved Expected
- This is above the whole-school picture (80%) and remained consistent from Autumn, Spring, and Summer.
- This shows strong mastery of Year 1 mathematical content.



Reading

- 75% achieved Expected
- This is slightly below whole-school attainment (78.3%) but still represents significant progress from baseline (25%).
- Whole-cohort progress data shows 76.7% making expected progress and 9.9% accelerated progress, aligned with PP progress patterns.

Writing

- 75% achieved Expected and 25% Working Towards
- This is close to whole-school attainment (80%)
- Writing remains the subject where PP pupils are least secure and will benefit from continued small-group intervention and targeted feedback.

Science

- 100% achieved Expected
- This is slightly above whole-school attainment (90%)
- Shows strong understanding of the Year 1 science curriculum.

Year 1 Summary

Year 1 Pupil Premium pupils show very strong outcomes in maths and science, steady improvements in reading, and a remaining target group in writing. Attainment remains broadly in line with or above whole-school results.

Year 2 (6 Pupil Premium children)

Mathematics

- 66.7% achieved Expected
- This compares favourably with whole-school attainment (80.4%), particularly considering the high mobility and the arrival of pupils with limited English.
- This is a positive improvement on Spring outcomes (62.5%).

Reading

- 50% achieved Expected
- Whole-school attainment is 51.8% so PP pupils are broadly in line.
- 33.3% remain Working Towards, highlighting pupils who require phonics reinforcement and comprehension support.

Writing

- 50% achieved Expected
- This is ahead of whole-school attainment (66.1%) but still shows a significant group requiring support.
- 33.3% Working Towards continues to reflect the need for targeted writing intervention across Year 2.

Science

- 83.3% achieved Expected
- This is slightly below whole-school attainment (91.1%) but remains a strong result overall and shows a positive upward trend from Spring.

Year 2 Summary

Despite significant mid-year mobility, Pupil Premium pupils in Year 2 show steady improvements across all subjects, particularly maths. Reading and writing remain the areas where the largest gaps persist, though PP outcomes are broadly in line with whole-school performance. Continued focus on comprehension, vocabulary, and extended writing is needed

Overall Trends for Pupil Premium Pupils (Reception to Year 2)

Strengths

- Reception PP outcomes are outstanding across all subjects, outperforming the whole-school in most areas.



- Year 1 PP pupils achieved 100% in maths and science, showing excellent progress.
- Across the school, PP pupils show strong engagement and attendance, supported by TA mentoring and wellbeing provision.
- Maths is consistently the strongest subject across all PP groups, with high expectations and secure teaching.

Areas for Development

- Reading and writing in Year 2 still need targeted intervention to improve the proportion of PP pupils meeting the expected standard.
- Year 1 writing remains an area where a small number of pupils require additional daily guided practice.
- Vocabulary and language development continue to influence reading and writing outcomes, especially for new arrivals with EAL.
- Accelerated progress for PP pupils working towards expectations should be a continued priority across KS1.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	None

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 Service Premium was pooled with our Pupil Premium to provide emotional or educational support as required. (see above)

The impact of that spending on service pupil premium eligible pupils

Our pupils were able to access the support they need. They were given full access to the extra-curricular activities of the school

3. Final table for this year

Area	%	This year (£21,395)
Teaching (CPD, training)	8.11%	£1,755
Targeted academic support (PIP Club, TAs, interventions)	81.08%	£17,333



Area	%	This year (£21,395)
Wider strategies (mental health, clubs, trips, resources)	10.81%	£2,307
Total	100%	£21,395