



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	11.3% (20 children)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	July 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Benedict O'Shea
Pupil premium lead	Benedict O'Shea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,511
Pupil premium funding carried forward from previous years	£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>	£19,511



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: £1,600

Activity	Evidence that supports this approach	Challenge number(s)
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		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: £15,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIP club (phonic in play) before school club for children who are PP.	Extended school day for children who are pupil premium to have extra time and support with their phonics.	1, 3, 4
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: £2,104

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: £19,511



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Updated Pupil Premium Outcomes Summary (Summer 2026 / CP6)

Based on the CP6 markbook data: 6 PP pupils in Reception, 9 PP pupils in Year 1 and 5 PP pupils in Year 2 (20 PP pupils in total). Comparisons below are against non-Pupil Premium pupils only.

Percentages are rounded to one decimal place. Small group sizes mean that each pupil can have a large impact on the percentage.

Reception CP6 outcomes - PP compared with non-PP

Measure	PP expected+	Non-PP expected+	PP gap	PP progress baseline to CP6
Communication and Language	5/6 (83.3%)	46/54 (85.2%)	-1.9pp	+50.0pp
PSED	6/6 (100.0%)	48/54 (88.9%)	+11.1pp	+33.3pp
Physical Development	5/6 (83.3%)	44/54 (81.5%)	+1.9pp	+33.3pp
Literacy	5/6 (83.3%)	39/54 (72.2%)	+11.1pp	+66.7pp
Mathematics	5/6 (83.3%)	45/54 (83.3%)	+0.0pp	+66.7pp
Understanding the World	5/6 (83.3%)	42/54 (77.8%)	+5.6pp	+33.3pp
Expressive Arts and Design	5/6 (83.3%)	46/54 (85.2%)	-1.9pp	+16.7pp
GLD	5/6 (83.3%)	39/54 (72.2%)	+11.1pp	+66.7pp

Reception summary

- Reception PP GLD is 83.3% compared with 72.2% for non-PP pupils, a positive gap of +11.1 percentage points.
- PP pupils are above non-PP pupils in PSED, Literacy, Physical Development, Understanding the World and GLD, and are in line in Mathematics.
- The only slightly lower areas are Communication and Language and Expressive Arts and Design, both at -1.9 percentage points. The group remains small, with 6 pupils.



Year 1 CP6 outcomes - PP compared with non-PP

Measure	PP expected+	Non-PP expected+	PP gap	PP progress baseline to CP6
Reading	6/9 (66.7%)	36/51 (70.6%)	-3.9pp	-11.1pp
Writing	6/9 (66.7%)	36/51 (70.6%)	-3.9pp	-11.1pp
Maths	7/9 (77.8%)	43/51 (84.3%)	-6.5pp	+0.0pp
Science	8/9 (88.9%)	46/51 (90.2%)	-1.3pp	+22.2pp
Phonics Screening Check	7/9 (77.8%)	44/51 (86.3%)	-8.5pp	n/a

Year 1 summary

- Year 1 PP pupils are close to non-PP pupils in Reading and Writing, with a gap of -3.9 percentage points in both subjects.
- The largest Year 1 PP attainment gap is in phonics, where 77.8% of PP pupils met the standard compared with 86.3% of non-PP pupils.
- Science is the strongest Year 1 PP subject at 88.9%. Maths is lower than non-PP pupils by -6.5 percentage points but remains broadly secure at 77.8%.

Year 2 CP6 outcomes - PP compared with non-PP

Measure	PP expected+	Non-PP expected+	PP gap	PP progress baseline to CP6
Reading	4/5 (80.0%)	41/53 (77.4%)	+2.6pp	+5.0pp
Writing	5/5 (100.0%)	42/53 (79.2%)	+20.8pp	+25.0pp
Maths	5/5 (100.0%)	41/53 (77.4%)	+22.6pp	+0.0pp
Science	5/5 (100.0%)	47/53 (88.7%)	+11.3pp	+0.0pp

Year 2 summary

- Year 2 PP pupils are above non-PP pupils in all four assessed subjects.
- Writing, Maths and Science are all 100.0% for PP pupils. Reading is 80.0%, which is slightly above non-PP pupils at 77.4%.



- The strongest positive gaps are in Maths (+22.6 percentage points) and Writing (+20.8 percentage points). The Year 2 PP group is small, with 5 pupils.

Overall trends for Pupil Premium pupils

- Reception PP outcomes are strong, with PP GLD above non-PP GLD.
- Year 2 PP outcomes are very strong and sit above non-PP pupils across Reading, Writing, Maths and Science.
- Year 1 remains the main monitoring point, especially phonics, Reading, Writing and Maths, where PP pupils are below non-PP pupils.
- The next strategy should continue to prioritise phonics, early reading, vocabulary development, writing fluency and targeted maths support, while maintaining wider engagement and wellbeing provision.

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 (£19,511)
Teaching (CPD, training)	8.20%	£1,600
Targeted academic support (PIP Club, TAs, interventions)	81.01%	£15,807
Wider strategies (mental health, clubs, trips, resources)	10.78%	£2,104
Total	100%	£19,511