**Pupil Premium Strategy Statement**

**Crays Hill Primary School**

**This Statement Details Our School's Use of Pupil Premium Funding**

This statement outlines how Crays Hill Primary School will use Pupil Premium funding during 2026-27 to improve the attainment, progress, attendance and wider outcomes of disadvantaged pupils.

**School Overview**

| Detail | Data |
|---|---|
| School name | Crays Hill Primary School |
| Number of pupils in school | 79 |
| Proportion (%) of pupil premium eligible pupils | 75.9% (60 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2026-27 |
| Date this statement was published | December 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Headteacher |
| Pupil Premium Lead | Headteacher |
| Governor Lead | Chair of Governors |
| Pupil Premium allocation this academic year | £109,080 |

**Part A: Pupil Premium Strategy Plan**

**Statement of Intent**

At Crays Hill Primary School, 75.9% of pupils are eligible for Pupil Premium funding. This significantly exceeds national averages and reflects the considerable socio-economic challenges experienced by many families within our community.

Many pupils face barriers to learning including low attendance, periods of interrupted education, high mobility, speech and language difficulties, social, emotional and mental health needs, and limited prior educational experiences. These barriers can significantly affect attainment, engagement and long-term outcomes.

Our strategy is designed to ensure that disadvantaged pupils receive high-quality teaching, targeted academic support and effective wider provision that enables them to make strong progress from their individual starting points.

The school's evaluation demonstrates a strong relationship between attendance and achievement. Pupils with stronger attendance achieve stronger outcomes across reading, writing and mathematics. Therefore, improving attendance and reducing persistent absence is the central thread running throughout this strategy.

Our objectives are to:

- Improve attendance and reduce persistent absence.
- Accelerate progress from individual starting points.
- Ensure all pupils become confident and successful readers.
- Develop vocabulary, language acquisition and oracy.
- Improve pupil wellbeing, engagement and readiness to learn.
- Minimise the impact of mobility and interrupted education.
- Strengthen family engagement and support.
- Ensure disadvantaged pupils receive timely intervention and support.

We will continue to use evidence-informed approaches, including guidance from the Education Endowment Foundation (EEF), alongside our own robust evaluation of impact.

**Challenges**

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

| Challenge Number | Detail of Challenge |
|---|---|
| 1 | Attendance and persistent absence remain significant barriers for some disadvantaged pupils. School evidence demonstrates a strong link between attendance and achievement. |
| 2 | Many pupils enter school below age-related expectations in communication, language, literacy and vocabulary development. |
| 3 | Some pupils require additional social, emotional and mental health support to enable them to engage fully with learning. |
| 4 | Gaps in reading, writing and mathematics remain for some disadvantaged pupils due to missed learning and disrupted educational experiences. |
| 5 | Family circumstances and limited parental engagement can present barriers to educational success. |
| 6 | High pupil mobility and interrupted education create gaps in knowledge, skills and understanding. Many pupils join throughout the academic year and require accelerated support to access learning successfully. |

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**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 |
|---|---|
| Improved attendance and reduced persistent absence | Overall attendance improves. Persistent absence reduces. Attendance gap narrows. Targeted pupils demonstrate sustained attendance improvement. |
| Improved reading attainment and progress | Pupils make strong progress through Read Write Inc. and reading interventions. Reading-age assessments demonstrate improvement from starting points. |
| Improved phonics outcomes | Increasing numbers of pupils successfully complete RWInc stages appropriate to their age and starting point. |
| Improved language acquisition and oracy | Pupils demonstrate increased vocabulary, improved oral language skills and greater participation in learning. |
| Improved writing outcomes | Pupils make expected or better progress from starting points and produce higher-quality writing across the curriculum. |
| Improved mathematics outcomes | Pupils make expected or better progress from starting points and demonstrate increased mathematical confidence and fluency. |
| Improved wellbeing and engagement | Behaviour incidents and suspensions remain low. Pupils demonstrate increased resilience, engagement and readiness to learn. |
| Reduced impact of mobility and interrupted education | New pupils settle quickly, access appropriate interventions and make strong progress from starting points. |

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**Activity in This Academic Year**

**Teaching (for example: CPD, recruitment and retention)**

| Activity | Evidence that supports this approach | Budgeted Cost |
|---|---|---|
| English Lead responsible for reading, phonics, writing, assessment, curriculum development, staff coaching and intervention oversight | High-quality teaching has the greatest impact on pupil outcomes. School evidence demonstrates strong impact from leadership of reading and writing. | £55,588.36 |

| | | |
|---|---|---|
| Three intervention LSAs delivering Read Write Inc., reading support and targeted interventions | Small-group intervention and structured literacy programmes support accelerated progress in reading and phonics. School evaluation demonstrates strong impact through Read Write Inc. | £18,275.53 |

**Total Teaching Cost: £73,863.89**

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**Targeted Academic Support**

| Activity | Evidence that supports this approach | Budgeted Cost |
|---|---|---|
| Daily Read Write Inc. delivery, phonics intervention, reading support, precision teaching and literacy intervention programmes delivered by intervention staff | Evidence from the EEF indicates that targeted academic support can provide significant gains when carefully matched to identified need. School evaluation demonstrates strong reading gains through targeted intervention. | Included within staffing costs above |

**Total Targeted Academic Support Cost: Included Above**

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**Wider Strategies**

| Activity | Evidence that supports this approach | Budgeted Cost |
|---|---|---|
| SEMH Learning Support Assistant providing attendance support, mentoring, family liaison, wellbeing intervention and behaviour support | School evidence demonstrates reductions in behaviour incidents and suspensions alongside improved engagement and wellbeing. Attendance remains the most significant factor influencing pupil outcomes. | £35,113.86 |

**Total Wider Strategies Cost: £35,113.86**

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**Total Budgeted Expenditure**

| Area | Cost |
|---|---|
| Teaching | £73,863.89 |
| Wider Strategies | £35,113.86 |
| **Total Planned Spend** | **£108,977.75** |

**Pupil Premium Allocation:** £109,080.00

**Remaining Balance:** £102.25

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**Part B: Review of the Previous Academic Year**

**Outcomes for Disadvantaged Pupils**

School evaluation demonstrates that Pupil Premium funding has continued to have a positive impact on outcomes for disadvantaged pupils.

**Attendance and Achievement**

Analysis demonstrates a clear relationship between attendance and achievement. Pupils with stronger attendance achieve stronger outcomes in reading, writing and mathematics. Attendance therefore remains the school's most significant improvement priority.

**Reading and Phonics**

Read Write Inc. continues to secure strong progress for disadvantaged pupils, particularly those entering school with lower starting points or interrupted educational experiences. Reading attainment and phonics development have remained strengths of the school's provision.

**Behaviour and Wellbeing**

Targeted SEMH support has contributed to:

- Reduced behaviour incidents.
- Reduced suspensions.
- Improved emotional regulation.
- Improved pupil engagement.
- Increased readiness to learn.

**Mobility and Interrupted Education**

The school continues to experience significant pupil mobility. Leaders recognise that attainment alone does not fully reflect success within this context. Progress, attendance, engagement and wellbeing outcomes provide a more accurate measure of the impact of Pupil Premium funding.

**Overall Evaluation**

Pupil Premium funding has had the greatest impact where pupils attend regularly, engage positively with learning and receive timely intervention. As a result, attendance, reading development, language acquisition, wellbeing and targeted support remain central priorities within the 2026-27 strategy.