Pupil Premium Impact Report to Governors

1. Overview

School: Crays Hill Primary School
Academic Year: 2025-2026
Total Pupil Premium Funding: £109,080
Number / % of Disadvantaged Pupils: 92.6% of pupils eligible for Pupil Premium
Report Prepared By: Headteacher
Date: September 2026

Headline Summary

Crays Hill Primary School serves a highly mobile community where almost all pupils are from the Irish Traveller community and many arrive with limited or no previous experience of formal education. Despite significant barriers including low attendance, interrupted education and mobility, disadvantaged pupils continue to make strong progress relative to their starting points and attendance.

The school's pupil premium strategy has had strongest impact through high-quality teaching, Read Write Inc. implementation, targeted interventions and substantial SEMH support. Attendance remains the greatest barrier to attainment. However, behaviour, wellbeing and engagement improved significantly across the year and the school continues to achieve strong progress outcomes despite challenging contextual factors.

Key Successes

- Nearly all pupils made expected or better progress in reading, writing and mathematics relative to attendance.
- Read Write Inc. remains highly effective in developing reading and writing skills.
- Significant reduction in behaviour concerns across the year
- Suspension sessions reduced from 64 in the Autumn Term to 0 in Spring and Summer Terms.
- Strong pupil, parent and staff feedback regarding behaviour and wellbeing.

Key Concerns

- Attendance remains significantly below national averages.
- Published attainment remains below national averages due to attendance, absence during assessment windows and mobility.
- High pupil mobility continues to affect long-term attainment outcomes.

2. Context and Key Challenges

Challenge	Summary
Challenge 1	Speech and language development
Challenge 2	Phonics and reading
Challenge 3	Writing attainment
Challenge 4	Mathematics attainment
Challenge 5	SEMH needs
Challenge 6	Attendance

These challenges remain broadly accurate and continue to be reflected in school self-evaluation. Attendance, mobility and interrupted education remain the most significant barriers affecting disadvantaged pupils.

Are these still accurate?

☑ Yes

Commentary

While progress is strong from starting points, attendance and mobility continue to limit attainment. The school's highly mobile Traveller population means many pupils experience interrupted educational journeys, impacting curriculum continuity and assessment outcomes.

3. Intended Outcomes vs Actual Impact

Intended Outcome	Outcome Achieved	Evidence	Commentary
Improved oral language	Partial	Strong emphasis on oracy across curriculum	Continued priority area
Improved phonics outcomes	Yes	School assessment showed strong phonics progress; all Year 2 resit pupils passed	Attendance impacted published results
Improved reading attainment	Yes	Nearly all pupils made expected or better progress	RWInc highly effective
Improved writing attainment	Yes	Nearly all pupils made expected or better progress	Writing remains affected by attendance
Improved maths attainment	Yes	Nearly all pupils made expected or better progress	Flexible grouping effective
Improved wellbeing	Yes	Improved behaviour and reduced incidents	Significant improvement across year

4. Attainment and Progress

Key Questions

Are attainment gaps closing between disadvantaged and non-disadvantaged pupils?

Yes. Internal assessment demonstrates disadvantaged pupils make progress comparable to their peers and, due to the very high proportion of disadvantaged pupils, most school improvement work directly benefits disadvantaged pupils.

Are disadvantaged pupils making expected or better progress?

Yes. School data shows nearly all pupils made expected or better progress in reading, writing and mathematics relative to attendance.

Summary Data

- EYFS GLD: 11% (1 of 9 pupils)
- Year 1 Phonics Screening: 27% achieved expected standard. Five pupils absent during testing.
- Year 2 Phonics Screening: 60% achieved expected standard.
- KS1 Combined Expected Standard: 10% (1 of 10 pupils). Attendance ranged from 15%-43% for pupils not achieving expected standard.
- KS2 Reading: 75% achieved expected standard among those completing assessments.

Strengths

- Strong progress from starting points.
- Effective phonics teaching.
- Consistent adaptation for highly mobile pupils.
- Strong knowledge retention among regularly attending pupils

Areas for Development

- Attendance.
- Early language acquisition.
- Sustained attendance through statutory assessment periods.

Notable Groups

- SEND pupils benefit from specialist provision and targeted interventions.
- Pupils with stronger attendance achieve significantly better outcomes.

5. Attendance, Behaviour and Wellbeing

Attendance

PP Attendance vs Non-PP

Attendance remains significantly below national averages due to travel patterns and cultural factors. School attendance in 2025-26 was approximately 64.6%.

Persistent Absence

Persistent absence remains high and is strongly linked to travelling and interrupted educational experiences.

Impact of Interventions

- Daily monitoring.
- Strong family engagement.
- Attendance challenge and support.
- Re-integration assessments following periods of absence.

Behaviour and SEMH

Trends

Behaviour incidents reduced significantly throughout the year.

Impact of SEMH Strategies

- Behaviour Support Mentor highly effective.
- Restorative approaches embedded.
- Reduced timetables and personalised plans successful.
- Suspension sessions reduced from 64 to zero.

Pupil Voice

Pupils report feeling safe, supported and valued in surveys.

6. Review of Strategies (EEF Tiered Approach)

A. Teaching

Strategy	Cost	Impact	Continue?
Read Write Inc. programme	£70,837	Strong impact on reading and writing progress	Continue
Streamed maths groups	£6,000	Improved progress and gap-filling	Continue

B. Targeted Academic Support

Strategy	Cost	Impact	Continue?
Speech and language interventions	£7,000	Improved communication and engagement	Continue
KS1 reading/writing boosters	£4,000	Improved phonics and literacy	Continue
KS2 streamed writing groups	£23,000	Supported progress despite mobility	Continue

C. Wider Strategies

Strategy	Cost	Impact	Continue?
Behaviour and Learning Support Mentor	£33,274	Major impact on wellbeing and behaviour	Continue
Whole-school behaviour systems	£500	Improved consistency and behaviour outcomes	Continue

7. Value for Money

Highest Impact Strategies

- Read Write Inc.
- Behaviour and Learning Support Mentor.
- Targeted intervention programmes.
- Teacher-led small group support.

Strategies with Limited Impact

No strategy demonstrated limited impact. The greatest limitation remains pupil attendance rather than intervention quality.

Overall Judgement

Pupil Premium funding has been used effectively and strategically. Evidence shows strong progress, improved wellbeing and improved behaviour despite substantial contextual barriers. The strongest return on investment is evident in literacy provision and SEMH support.

8. Implementation Review

Were strategies delivered as planned?

Yes. Core teaching, intervention and wider strategies were implemented throughout the year.

Were the right pupils targeted?

Yes. Provision was targeted through ongoing assessment and pupil need.

Was delivery consistent?

Yes. Staff training, leadership oversight and intervention monitoring supported consistency.

Adjustments Made

- Reassessment following travel.
- Flexible intervention groupings.
- SEMH support plans.
- Attendance monitoring and family engagement.

9. Pupil-Level Impact (Case Studies)

Case Study 1

Starting Point: Pupil joined with little or no prior schooling experience.

Intervention: Daily Read Write Inc. teaching and targeted support.

Outcome: Progressed through four Read Write Inc. levels in four months.

Lesson Learned: Targeted early intervention can accelerate progress significantly despite low starting points.

Case Study 2

Starting Point: Pupil experiencing significant SEMH difficulties and behavioural challenges.

Intervention: Behaviour mentor support, personalised plans, parental liaison and restorative approaches.

Outcome: Behaviour reduced significantly and engagement improved.

Lesson Learned: Early intervention and close home-school partnership are essential.

10. Strengths and Areas for Development

Strengths

- Strong progress relative to attendance.

- Highly effective phonics provision.
- Excellent relationships with families.
- Strong SEMH provision.
- Effective adaptive teaching and intervention.

Areas for Development

- Improve attendance.
- Strengthen early language acquisition.
- Further reduce persistent absence.
- Increase attainment in statutory assessments.

11. Priorities for Next Year

Priority 1

Improve attendance and reduce persistent absence through targeted family engagement and attendance strategies.

Priority 2

Further develop language acquisition, vocabulary and oracy.

Priority 3

Increase attainment in reading, writing and mathematics through continued high-quality teaching and targeted support.

12. Appendix

Pupil Voice Summary

Pupils report that they feel safe, cared for and valued. They enjoy enrichment opportunities and positive relationships with staff. Behaviour systems are understood and support pupils in managing their behaviour effectively. Some pupils express concerns about attending school regularly, often linked to cultural expectations and attendance patterns; however, the school continues to provide an engaging, nurturing environment that encourages participation and belonging.

Governor Assurance Statement

Based on the evidence available, leaders can demonstrate that Pupil Premium funding is being used effectively. The primary barrier to further improvements in attainment remains attendance rather than the quality of provision. The school's intervention model, SEMH support and literacy strategy demonstrate strong impact and provide good value for money.