Pupil premium strategy statement 2026 – St. Crispin's Infant School

This statement details our school's use of pupil 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	167
Proportion (%) of pupil premium eligible pupils	26.8% (52)
Academic year/years that our current pupil premium strategy plan covers 26-27	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	Term 3 2027
Statement authorised by	Victoria Acors
Pupil premium lead	Victoria Acors
Trustee lead	Simon O'Keefe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,600
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£80,600

Part A: Pupil premium strategy plan

Statement of intent

At St Crispin's Infant School, our vision is to ensure that every child succeeds, regardless of their background, starting point or circumstances. Guided by our school values of LEARN and our 2026-27 School Development Plan, we are committed to removing barriers to learning so that disadvantaged pupils continue to achieve highly, attend regularly, develop confidence and wellbeing, and are fully prepared for the next stage of their education. Whilst significant improvements have been made in the year 2026, since the school joined The Stour Academy Trust in December 2026, this now needs to be embedded and continued to maintain and then improve above national outcomes.

Our pupil premium strategy is informed by careful analysis of school data and the evaluation of our previous pupil premium strategy. These sources show that outcomes for disadvantaged pupils are improving, particularly in phonics and communication and language, and that attendance remains broadly in line with national figures. However, we recognise that further work is required to secure consistently strong attainment over time, reduce any remaining gaps between disadvantaged pupils and their peers, and strengthen attendance for vulnerable groups, including children with SEND and Pupil Premium.

The strategy for 2026-27 aligns closely with the priorities within our School Development Plan, particularly:

- Strengthening communication and language development across the curriculum.
- Ensuring high-quality adaptive teaching so that all pupils, including disadvantaged pupils and those with SEND, access ambitious learning.
- Improving attendance and reducing persistent absence through early intervention and strong partnerships with families, with a focus on children with SEND and Pupil Premium children and families.
- Promoting pupils' wellbeing, belonging, leadership and personal development through enrichment opportunities and wider curriculum experiences.
- Continuing to develop inclusive practice so that disadvantaged pupils with additional needs receive effective support whilst accessing the full curriculum.

High-quality teaching will remain at the heart of our approach because evidence shows this has the greatest impact on improving outcomes for disadvantaged pupils. We will continue to invest in staff development, robust assessment systems and evidence-

informed approaches to teaching reading, language, writing and mathematics. We will identify pupils' needs early and provide targeted support where required, ensuring that intervention complements rather than replaces high-quality classroom teaching

Alongside academic achievement, we recognise the importance of attendance, wellbeing, personal development and cultural capital. We will ensure disadvantaged pupils have access to leadership opportunities, enrichment activities, educational visits and wider experiences that broaden aspirations and support the development of confidence, resilience and independence. This reflects our belief that success for disadvantaged pupils extends beyond attainment alone.

Through this strategy, we aim to ensure that disadvantaged pupils achieve outcomes that are at least in line with their peers and national expectations, attend school regularly, develop a love of reading, and thrive socially, emotionally and academically. All staff will share responsibility for achieving these outcomes and maintaining consistently high expectations for every child.

Challenges

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

Challenge number	Detail of challenge
1	**Speech, language and communication development.** Assessments, observations and discussions with pupils show that a significant proportion of disadvantaged pupils enter school with lower levels of communication and language development than their peers. While outcomes in Communication and Language have improved over the past year, a gap remains for some disadvantaged children, impacting their ability to access learning successfully across the curriculum.
2	**Early reading attainment.** Despite improved outcomes in phonics in 2026, disadvantaged pupils continue to achieve less well than their peers. The school has identified the need to continue embedding effective early reading practice to ensure all disadvantaged pupils become fluent readers and develop a lifelong love of reading.
3	**Limited vocabulary, language acquisition and oracy.** Some disadvantaged pupils have fewer opportunities to develop rich vocabulary and language experiences outside school. This can affect reading comprehension, writing composition, confidence in speaking and listening, and access to the wider curriculum.

4	**Attendance and persistent absence.** Although attendance for disadvantaged pupils significantly improved in 2026, it is now broadly in line with national figures. Persistent absence remains a barrier for some pupils. Lost learning time can impact both academic progress and social development. The school recognises the need for continued early intervention and strong partnership working with families.
5	**Access to wider opportunities and cultural capital.** Some disadvantaged pupils have fewer opportunities to access enrichment activities, educational visits, leadership opportunities and wider experiences outside school. This can impact confidence, aspiration, communication skills and personal development.

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
Continue to embed improve Phonics outcomes for Y1 children and Y2 children who re-take the phonics screener.	The percentage of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check continues to improve and remains at least in line with national disadvantaged outcomes. • Gaps between disadvantaged pupils and their peers reduce year on year. • Regular assessment demonstrates that disadvantaged pupils who fall behind receive timely support and rapidly catch up.
Continue to improve outcomes for Communication and Language and continue to reduce the gap	Children entitled to Pupil Premium demonstrate improved oral language, vocabulary and communication skills across the curriculum. • Reception disadvantaged pupils achieve outcomes in Communication and Language that are closer to those of their peers. • Pupil voice, lesson observations and work scrutiny demonstrate confident use of vocabulary and language structures.
High-quality adaptive teaching consistently meets the needs of disadvantaged pupils, including those with SEND.	Monitoring demonstrates that adaptive teaching strategies are embedded and effective in all classes. • Disadvantaged pupils with SEND access the full curriculum and make strong progress from their starting points. • Staff demonstrate confidence in identifying and addressing barriers to learning through the graduated approach

Improved attendance for disadvantaged pupils and a reduction in persistent absentees	Attendance for disadvantaged pupils is at least in line with national figures. • Persistent absence among disadvantaged pupils reduces year on year. • Families identified as requiring support engage positively with attendance processes and early intervention strategies.
Increased opportunities and participation in enrichment activities for disadvantaged pupils	The participation rate of disadvantaged pupils in clubs, trips, leadership opportunities and enrichment activities is in line with or exceeds that of their non-disadvantaged peers. Financial barriers do not prevent disadvantaged pupils from accessing educational visits, residential experiences, clubs or curriculum enhancement activities. Pupil voice demonstrates that disadvantaged pupils feel included, valued and able to participate fully in school life. Teachers report increased confidence, engagement and aspiration among disadvantaged pupils as a result of enrichment opportunities. Attendance and engagement of disadvantaged pupils involved in enrichment activities show sustained improvement over time. A greater proportion of disadvantaged pupils take on positions of responsibility, including participation in the Children as Leaders initiative and other leadership opportunities aligned to the school's LEARN values.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement and embed Little Wandle Letters and Sounds Revised, including coaching, regular assessment, keep-up interventions and leadership monitoring.	The EEF states that phonics has a very high impact for a low cost (+5 months) and is particularly effective when delivered systematically in the early years and Key Stage 1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Embed Language through Colour, CLPE and vocabulary-rich teaching approaches across the curriculum. Provide ongoing CPD for staff to improve oracy, vocabulary instruction and communication and language development.	EF evidence shows oral language interventions can provide approximately +6 months additional progress, particularly benefiting disadvantaged pupils. Explicit vocabulary instruction is also identified as a key component of effective teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3
Strengthen adaptive teaching through professional development focused on SEND, formative	The EEF identifies high-quality teaching as the most important lever for improving outcomes for disadvantaged pupils. Effective professional development can improve pupil outcomes by improving classroom practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium	1,2,3

assessment, scaffolding and responsive teaching. Ensure disadvantaged pupils are prioritised during pupil progress meetings.		
Maintain robust assessment and pupil progress systems to identify barriers to learning early and implement appropriate support.	EEF guidance on Special Educational Needs and classroom practice highlights the importance of accurate assessment and responsive teaching to identify and address barriers to learning at the earliest opportunity.	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Little Wandle keep-up and catch-up interventions for pupils at risk of falling behind in phonics and early reading.	EEF evidence indicates that targeted phonics interventions delivered promptly alongside high-quality classroom teaching are effective in helping pupils catch up. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Provide targeted speech, language and communication interventions, including Language Through Colour and bespoke programmes identified	The EEF Teaching and Learning Toolkit reports that oral language interventions have a **high impact (+6 months)** on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3

through assessment.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the work of the Family Support Worker and Children's Champion to support attendance, family engagement, wellbeing, safeguarding and access to services.	EEF guidance highlights the importance of building strong relationships with families and removing non-academic barriers that can affect attendance and engagement.	4,5
Implement the school's attendance strategy, including monitoring, attendance reviews, home visits and targeted family support.	The EEF notes that improving attendance is likely to improve attainment because pupils benefit from increased learning time and engagement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4
Ensure disadvantaged pupils have access to leadership opportunities including Children as Leaders, School Council and	Evidence from the EEF's Personal Development and Social and Emotional Learning guidance suggests that participation, leadership and belonging can positively influence confidence, motivation and engagement in learning. ttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium	5

other pupil leadership roles linked to LEARN values.		

Evidence sources: Education Endowment Foundation (EEF) Teaching and Learning Toolkit; EEF Guide to the Pupil Premium; EEF Improving Literacy in Key Stage 1; EEF Special Educational Needs in Mainstream Schools; EEF Effective Professional Development Guidance Report.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics outcomes- trend over 3 years:

	Pupil Premium	Cohort (all)	National
Phonics Screening Check 2023	57%	67%	79%
Phonics Screening Check 2024	52%	65%	80%
Phonics Screening Check 2025	47%	65%	80%
Phonics Screening Check 2026	66.7%	88.9%	81.8% (all) 68.3% (PP)

2026 update: Outcomes are now showing improvement in phonics for disadvantaged pupils- this has increased by 19.7% from 2025 to 2026 and is not statistically different from the national average for PP eligible children. The focus for 2026-2027 will be to continue to embed the strategies and further closing of the difference.

- **Improved oral language skills and vocabulary among disadvantaged pupils.**

	2026 cohort	2026 PP	2025 Cohort	2025 PP	2024 Cohort	2024 PP
GLD Communication and Language	85%	78.9%	73%	53%	68%	42%

- Although a gap is still present, we have seen a reduction in its size since last year.
- Teachers in KS1 have reported that since the introduction of CLPE that pupils' vocabulary has improved.

- **2026 update:**

- The % of children achieving GLD for C and L has significantly increased from 2025-2026- by 12%. The % of PP eligible children has also significantly increased by 26%, a larger increased than all which demonstrates the strategies are working extremely well and should now continue to be embedded. The gap between All and PP has decreased by 13.9%- dropping from 20% in 2025 to 6.1% in 2026.

- **To reduce the gap in attainment between disadvantaged children and their peers.**

EYFS

	2023	**2024**	**2025**	**2026**
EYFS GLD achieved in all 17 areas.	Cohort 50% PP 39%	Cohort 53% PP 33%	Cohort 54% PP 20% * 38% of the PP cohort had SEND ** PP with no SEND 33% achieved GLD	Cohort: 78.3% PP: 80%

- **In 2026-** PP children outperformed all children in GLD outcomes for the first time in at least 3 years.

- **To improve attendance for all children and close the gap between the attendance of disadvantaged children and their peers.**

Year	Whole percentage (average)	Pupil Premium
2022-2023	92%	88%
2023-2024	92.8%	90%
2024-2025	93.3%	91.6%
2025-2026	94.7%	92.92%

- Whole school attendance increased by 1.4% from 2025 to 2026. Pupil premium attendance increased by 1.3%- a similar rate of improvement. The gap has not closed any further than in 2024-2025 but this is forecast to close further in 2025-2026 as the culture of attendance in the school has begun to change with the new policy introduced from February 2026. Analysis demonstrates that the 2025-2026 Year 2 attendance was the weakest in the school, the cohort who has now left.

- **To provide extra-curricular and enrichment opportunities for all children, ensuring that disadvantaged children have the same access to school based educational and extra-curricular experiences as their peers.**

  Tracking for 2025-2026: Club break down 2025-26_6844.xlsx

- **To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.**
- In the year 2024-25 our Children's Champion and Family Support Worker (FSW) have supported families of which at least 50% are entitled to pupil premium through multifamily group, counselling, drop ins, sign posting and referrals.
- From Sept 2025, the FSW supports families with attendance, referrals, Food Bank and school health.
- **To achieve and sustain improved behaviour for all pupils.**
- Evidence from pupil conferences and subject leader monitoring of pupil voice shows that pupils feel safe and know how to seek support and self-regulate their behaviour as part of our nurture school ethos.

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
White Rose Maths	White Rose Education
Little Wandle Phonics SSP	Wandle Learning Trust
Cornerstones Education	Cornerstones
Numbots	TTRS
CLPE	Centre for Literacy in Primary Education
TEACH Computing	National Centre for Computing Education
Collinshub ebooks	Harper Collins

Boxall Profile	Nurture UK
Lucid CoPS	GL Assessment
Language Link	Speech Link Multimedia LTD
NATRE	National Association of Teaches of RE
CPOMs	CPOMs systems limited
Class Dojo	Class Dojo
Project Evolve	SWGFL (South West Grid for learning)
Jigsaw	
Get Set 4 PE and music	