

Crawley Ridge Junior School

Pupil Premium Strategy Statement 2025–26

This statement details Crawley Ridge Junior School’s use of pupil premium funding to help improve the attainment, progress and wellbeing of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in the current academic year and the impact of last year’s pupil premium expenditure.

School Overview

Detail	Data
School name	Crawley Ridge Junior School
Number of pupils on roll	234
Proportion of pupil premium eligible pupils	20 (include one service child)
Academic year covered	2025–2026
Date published	Autumn 2025
Date for review	Autumn 2026
Headteacher	Mrs Vicky Egan
Pupil Premium Lead	Mrs Vicky Egan
Governor / Trustee Lead	Edd Bartlett

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,936
Pupil premium funding carried forward from previous years	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Crawley Ridge Junior School, we believe in excellence every day for every pupil. We do not accept that disadvantage defines destiny. Our pupil premium strategy is driven by high expectations, strong relationships and a relentless focus on high quality teaching. Every member of staff takes collective responsibility for the progress, attainment and wellbeing of our disadvantaged pupils.

We place particular emphasis on identifying pupils who have the potential to attain Greater Depth standards and ensuring that they receive targeted challenge and intervention so that they are supported to excel academically.

Challenges

Challenge number	Detail of challenge
1	Emotional wellbeing, self-regulation and resilience

2	Language acquisition and communication, including EAL
3	Academic gaps, particularly in writing
4	Limited access to enrichment and cultural capital
5	Overlapping vulnerability, including SEND

Activity in This Academic Year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £_10,978_____

Activity	Evidence that supports this approach	Challenge(s) addressed
Quality First Teaching CPD for all staff	EEF research identifies high quality teaching as the most effective way to close attainment gaps.	2,3,5
Training in inclusive practice and emotional literacy including us of AI for accessibility	Improved understanding of the whole child leads to improved engagement and outcomes.	1,2
Greater Depth planning and challenge moderation	Targeted challenge ensures high prior attaining disadvantaged pupils are supported to excel.	3
National College		

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

Budgeted cost: £__10,978_____

Activity	Evidence that supports this approach	Challenge(s) addressed
Targeted interventions informed by pupil premium tracker	Precise monitoring enables timely intervention and rapid impact.	2,3,5
Interventions for pupils capable of Greater Depth	EEF evidence shows structured challenge benefits high attainers.	3
Regular reading and writing conferencing with adults	Reading and writing underpin access to the wider curriculum.	2,3
Use of FFT reading programme to assess and provide resources for children working below ARE	Reading unpins the whole curriculum, if a child cannot read in line with ARE they will experience further barriers to	2,3,5

or to target those capable of achieving to a higher standard	learning so we prioritise reading and want to make best use of resources which will identify exact area of reading difficulty so we can tackle this and allow our children to make accelerated progress.	
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Wider strategies (for example, attendance, behaviour, wellbeing)

Budgeted cost: £ _____ 10,978 _____

Activity	Evidence that supports this approach	Challenge(s) addressed
ELSA, Zones of Regulation and emotional literacy support	Social and emotional wellbeing supports engagement with learning.	1
Tracking enrichment and cultural capital through PP tracker	Equal access to opportunity supports aspiration and engagement.	4
Attendance monitoring and early intervention	Improved attendance is closely linked to improved outcomes.	1,4
Forest school provision	Improved engagement, wellbeing and attendance through outdoor learning experience	1,4
Library visits	Children able to access the library –equal opportunities to support with engagement, learning.	4

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TTRS	Maths Circle Ltd
Reading Assessment Programme	FFT

National College CPD	National College
Trick box	Trick Box
Primary Maths Hub	Primary Maths Hub
Twinkl	Twinkl
Whit Rose Maths	White Rose Mtahs
Kapow	Kapow
Jigsaw	Coram

Part B: Review of outcomes in the previous academic year – 2024-25

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Out of the 2024-2025 Year 6 cohort of 60 pupils, 3 were Pupil Premium.

Those pupils were provided with revision materials for homework in preparation for the Year 6 KS2 SATs.

They were also provided with access to our extra-curricular activities, including internally and externally run clubs before and after school. Their school trips and residentials were paid for as well as internal workshops offered to enrich our ancient Maya topic.

Our Pupil Premium pupils also had access to our ELSA support and Senior Mental Health Lead to ensure good mental health. One Pupil Premium pupil used our ELSA service last year for 1:1 sessions. The other two pupils had access to our drop in session. All three Pupil Premium pupils in Year 6 were offered interventions during the school day. All three pupils were in literacy based and maths based interventions. The year group also benefitted from secondary transition workshops by a Leader in Me practitioner.

Internal Data Analysis

Attainment:

100% of our Year 6 Pupil Premium pupils achieved EXS in Maths

33.3% of our Year 6 Pupil Premium pupils achieved EXS in Reading

0% of our Year 6 Pupil Premium pupils achieved EXS in Writing

Progress:

100% of our Year 6 Pupil Premium pupils made expected progress in Maths

100% of our Year 6 Pupil Premium pupils made expected progress in Writing

33% of our Year 6 Pupil Premium pupils made expected progress in Reading