

Pupil premium strategy statement – Crowdys Hill School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	348
Proportion (%) of pupil premium eligible pupils-	Primary- 30.77 Secondary- 49.74
Academic years covered- 3 year cycle	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	E Hibbard- Acting Headteacher
Pupil premium lead	B North
Governor / Trustee lead	N Read

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,860
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£140,860

Part A: Pupil premium strategy plan

Statement of intent

Crowdys School is in Swindon and is based on two sites. The school currently has 348 students on roll. Children who attend Crowdys school have special educational needs, with significant and complex barriers to learning, which include autism, sensory impairments, complex medical needs and physical disabilities.

The curriculum is based on a pupil centred approach, enabling all students to make progress and achieve. Children who attend Crowdys have specific, diverse and individual needs and the curriculum reflects these. Through personalising the curriculum, using their Education Health and Care Plan (EHCP) outcomes, we aim for all children to progress appropriate to their developmental level.

At Crowdys, we are committed to supporting disadvantaged pupils in developing independent life and social skills. We also ensure that high-quality work experience opportunities, comprehensive careers guidance, and tailored advice on further and higher education are readily available. This commitment reflects our school ethos, '*Learning for Life*', which underpins every aspect of our curriculum and prepares students for success beyond the classroom.

As a school, we recognise that students attending Crowdys School who are eligible for Pupil Premium often face extra challenges, stemming from both socio-economic disadvantage and the additional complexities associated with having special educational needs (SEN). Research, including the 2025 Sutton Trust report on 'Double Disadvantage,' highlights how these overlapping barriers can significantly impact educational outcomes. This finding is highly relevant to our setting, as many of our learners experience this dual challenge. We are committed to addressing these issues through targeted interventions, personalised support, and strategies designed to close gaps in attainment and ensure every student can thrive.

The overarching goals for disadvantaged pupils at Crowdys Hill include:

- **Closing the attainment gap** between disadvantaged pupils and their peers.
- **Improving progress** across all subjects, especially in core areas like reading, writing, and maths.
- **Enhancing engagement and attendance**, reducing persistent absence.
- **Supporting wellbeing and mental health**, ensuring pupils are ready to learn.
- **Raising aspirations**, helping pupils to envision and work towards ambitious futures.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement across all phases of the school is a significant challenge, majority are transported in my bus, so opportunities to meet parents is limited in addition number of our parents have their own communication challenges. Parents are therefore not fully engaged in their child's education.
2	Staff voice indicates that staff are fully aware of students SEN needs but are less aware of challenges some students face due to the disadvantages they experience. Following a Pupil Premium Review in September 2025, it was evident that the PPG may not have been used in the most effective and impactful way.
3	Through observations and conversations with pupils and their families, we found that disadvantaged pupils had fewer opportunities to develop cultural capital outside of school which impacts on their wider knowledge and understanding.
4	Some disadvantaged pupils and post CLA students at Crowdys have attachment issues which result in emotional barriers, low self-esteem and engagement difficulties.
5	Our assessments, observations and conversations with pupils indicates that disadvantaged students often require additional support to develop reading and writing skills. This is partly due to lack of parental educational support at home.

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
Student timetables are designed to reflect individual aspirations, ensuring that their goals and interests are actively considered in the planning process.	Timetables to reflect students' aspirations , Sixth form to look at current offer and for this to reflect current cohorts needs. Information to be gathered at transitions. PP to be included to asses if any barriers by be found before students join Crowdys so that support can be put in place, so that students attend school full time and ready to learn.

<p>Parental engagement is consistently embedded across all phases of education, ensuring that families are actively involved in supporting student learning, development, and wellbeing from early years through to post-16</p>	<p>Increased attendance at parent events, workshops, or meetings.</p> <p>Improved communication and relationships with families- speak to PP parents/survey and find out how the school can support.</p> <p>Website has dedicated space where parents can find relevant information.</p> <p>Information is sent out every long term on PP and how to access this.</p> <p>Create PP information poster to be displayed in reception and at parent evenings (all sites)</p>
<p>Governors are actively engaged in the life of the school, contributing to strategic decision-making, monitoring progress, and supporting staff and students across all phases to ensure accountability and continuous improvement.</p>	<p>PP lead to meet with the PP governor 3 x a year and for governors to receive a PP report.</p> <p>Ensure that leaders and governors can articulate a clear rationale for why the PPG is allocated as it is. This should be reflected in the PP statement.</p>
<p>Staff demonstrate a strong understanding of the needs of Pupil Premium (PP) students and apply effective strategies within the classroom and wider school setting to ensure equitable access to learning, progress, and wellbeing.</p>	<p>The PP leader will work with all staff to collaboratively review, adapt agree the school's vision, expectations and strategies for disadvantaged/PP pupils. Together come up with a CPD plan for the school. Create a detailed induction for all new staff related to disadvantage, PP and the school's vision, strategies and expectations.</p> <p>PP lead to work with the PP network set up by the compass collaboration to create a toolkit where PP students can be easily identified and then needs can be met.</p>
<p>Post-CLA pupils are supported to overcome attachment-related emotional barriers, enabling improved engagement, participation, and progress within the classroom and wider school community.</p>	<p>Pupils demonstrate improved emotional regulation and resilience.</p> <p>Access to and impact of pastoral support (e.g., counselling, mentoring) is tracked and evaluated.</p>

<p>Pupil Premium (PP) students develop stronger communication skills and a greater enjoyment of reading, enabling them to participate confidently in classroom discussions and engage meaningfully with texts across the curriculum.</p>	<p>Pupils demonstrate increased vocabulary use in everyday conversation and structured activities.</p> <p>Pupils can express needs, ideas, and feelings clearly and confidently in classroom settings.</p> <p>Pupils receiving speech and language support show measurable gains in identified areas</p> <p>Pupils receiving interventions show measurable gains in identified areas.</p> <p>Pupils have access to books both in class and at home.</p> <p>Pupils are given opportunities to experience books through the use of ICT</p>
<p>Disadvantaged pupils receive targeted support that addresses overlapping challenges—such as poverty, unstable home environments, limited access to resources, and social/emotional needs—so that barriers to learning are reduced and they can thrive academically and personally.</p>	<p>Pupils are given opportunities to experience real life situations through school trips/school visitors.</p> <p>Students experience live music/theatre through the safety of the school environment. Students are given opportunities to visit local area i.e. church, parks</p> <p>Students are able to attend sports clubs/college gym within school time and through this make links with outside clubs/groups.</p> <p>Interventions are led and planned to suit the needs of the PP students so that they are able to access all lessons.</p>
<p>Pupil Premium (PP) funding is managed strategically and transparently, ensuring that expenditure is directly linked to evidence-based interventions which improve outcomes for disadvantaged pupils. Impact is regularly monitored, evaluated, and reported to demonstrate value for money and sustained progress.</p>	<p>The PP leader to lead the allocation of the PPG and base it on the school’s vision for PP pupils, the present priorities and needs of the pupils.</p> <p>The SBM and governors to challenge the LA to provide more detail of the monthly lump sums , so that amounts can be monitored.</p> <p>School to look into communicating PP to parents, to maximise uptake.</p>

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)

Budgeted cost: £66,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching opportunities- CPD for staff to ensure 'Quality first teaching' is happening consistently throughout all phases.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment- EEF Sept 2022.	4,5.1
Embed new assessment tool within the school and for all staff to be trained to use the system.	Diagnostic assessment /EEF When used effectively assessments can indicate areas for all students. School track evidence through use of the assessment tool and use this to deliver high quality teaching for all students.	1
School to continue to employ pastoral lead and family support worker to cover across primary and secondary phases.	Evidence kept has shown reduction in behaviour incidents following pastoral interventions. Evidence of continuity in pastoral care as pupils transition from primary to secondary shown smoother transitions and reduced anxiety for pupils moving between phases. Role inline with school SDP where students' wellbeing is a whole school priority. Improving Social and Emotional Learning in primary schools/EEF	3.4

Continue to train Staff on therapeutic approaches that we can use as a school to enhance wellbeing for all.	Improving Social and Emotional Learning in primary schools/EEF There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life.	3.4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40.600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable a full range of interventions overseen, monitored and assessed for effectiveness for data collection, pupil and teacher voice.</p> <p>These interventions include-</p> <p>Elsa</p> <p>Re bound Therapy</p> <p>Music therapy</p> <p>Targeted interventions around personal care/relationships/keeping safe online</p> <p>Additional SALT Interventions</p> <p>Alternative provision- BEST</p>	<p>Evidence within school has shown that by offering support in a range of contexts, is supporting the overall health of students and ensuring that students feel safe well at school.</p> <p>Within the year interventions are adjusted based on evidence gathered, showing a cycle of continues improvement.</p> <p>Small group tuition/ teaching and learning toolkit EEF.</p>	3.4.5
<p>Communication resources will be updated and be of the highest quality.</p>	<p>EEF's Early Years Toolkit shows that communication and language approaches can lead to up to seven months of additional progress for young children, especially when resources and strategies are well-designed and implemented.</p> <p>These approaches include teaching and modelling</p>	3,4,5

	vocabulary, interactive reading, and collaborative talk , all of which require high-quality materials and resources to be effective.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school empowers all students to develop personalised strategies that promote their mental health and wellbeing, fostering resilience, self-awareness, and confidence in managing challenges both in and beyond the classroom.	“EEF evidence shows that social and emotional learning approaches, combined with metacognitive strategies, significantly improve pupils’ ability to manage emotions, build resilience, and develop confidence. Guidance recommends explicit teaching of these skills, integration into daily practice, and personalised support tailored to individual needs, all within a whole-school ethos that prioritises wellbeing.” EEF’s Teaching and Learning Toolkit	3.4.5
Parental engagement is embedded as a whole-school approach across all phases of education, with structured opportunities for families to actively support student learning, development, and wellbeing from early years through to post-16	EEF evidence shows that parental engagement is associated with significant improvements in learning outcomes and wellbeing. The EEF recommends embedding engagement across all phases through practical strategies for home learning, tailored communication, and sustained support for families. Consistent, evidence-informed approaches help ensure that parents remain active partners in education from early years to post-16	3.4.5

Total budgeted cost: £ 137, 248

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All staff training on increasing communication skills and the SALT team delivered AAC and disseminated further support to increase being a total communication school . All staff completed ELKAN training and school are currently being verified to be an ELKAN school.

Quality Assurance on communication: All staff aware of SALT targets for individuals.

Pupil comprehension and reading – little difference in comprehension between non PP and PP.

Increasing pupil self-regulation

Yearly training on Zones of regulation training for all new staff and a continued focus on THRIVE approach. School also looking at the schools relational practise and how we speak to students. All staff to continue to have regular training throughout the year on this.

All staff are starting to have a better understanding of emotional state to begin to self-regulate. School undertook whole school Trauma informed practise training and have adapted these approaches into school lessons and how we speak to staff and students.

No significant differences in behaviour identified in PP pupils. Strategies now widely used across the school with success.

Increased attendance and engagement No significant gaps identified in PP and non-PP attendance.

Across the school English lead and lead teacher identified and supported extra literacy support. Significant increases in individual reading ages. No significant differences with PP and non-PP. PP improved engagement in lessons.

Attendance of PP and non PP on school trips the same as in other opportunities provided for pupils.

Head of care supported families with additional funding for food in the home through the Greggs Foundation and applying for household items such as whitegoods/beds etc as needed for PP families

Post CLA and PP to have rapid response to issues arising.

Pastoral support carried out for targeted pupils and this demand continues to be high. ELSA lead ensured access for PP. No significant difference between needs for PP and non-PP in terms of use of this service.

School counsellor is available for identified pupils and demand for sessions is high. Izone being used daily by all students. High increase of PP students accessing the room to speak to pastoral lead or to get food/hygiene products (not brought with PP budget)

PP review carried out by William Jerman in September 25, actions and points raised will be actioned in this plan and will be used to improve how we collect evidence for our PP students.

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
Best Mentoring	BEST Swindon (charity based business)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

The school is undertaking a comprehensive overhaul of its Pupil Premium provision as part of a whole-school development priority. This initiative follows the recent Pupil Premium review and will involve a thorough evaluation of all areas, including classroom practice, teacher support, and the strategic management of school funds, to ensure maximum impact on outcomes for disadvantaged pupils.