



Critchill School

Pupil Premium Strategy Statement 25.26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Critchill School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 *Due to the nature of our pupils we allocate PPG funding dependent on current cohort and level of need in order to meet students at their current point of learning.
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Emma West
Pupil premium lead	Hayley Kitching
Governor / Trustee lead	Emily Carkeet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48.7k
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	£48.7k

Part A: Pupil premium strategy plan

Statement of intent

At Critchill School ensuring that all of our pupils receive an outstanding education, profoundly personalised to their individual needs and centred on preparing them for their journey into adulthood is at the centre of everything we do. We are committed to being a school community that promotes collaboration, challenge, and the sharing of expertise between all professionals in order to ensure the very best outcomes for all of our pupils

We ensure that the Pupil Premium funding will be used to both enrich the curriculum at Critchill School as well as providing alternative targeted support for those pupils/students. Furthermore at Critchill School we will:

- Endeavour to ensure that those pupils, whom the PPG supports, make rapid and sustained progress over time.
- Use PPG to overcome barriers to learning, including reading, writing, mathematics and social and emotional literacy
- Pupil's (eligible for PPG) attainment in English and Mathematics, is regularly monitored and evaluated.
- Ensure that the PPG spending is evaluated and effectively and efficiently used to ensure best value for money.

Challenges

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

Challenge number	Detail of challenge
1	At Critchill School pupils who are eligible for the Pupil Premium Funding may experience the following barriers to achievement: • Learning difficulties • Delayed literacy and numeracy skills • Poor attendance • Low aspirations and low expectations • Narrow or limited experiences of life outside school. • Delayed emotional development • Poor community links/community cohesion

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
Pupils who are eligible for PPG are able to make sustained progress, in relation to their starting point, alongside their peers at Critchill.	Progress shown through PPG PLI's and /or termly personalised reports from providers.
Pupils who are eligible for PPG are able to use skills learnt during targeted support sessions across different contexts.	Progress shown through PPG PLI's and /or termly personalised reports from providers.
Whole school access to high quality English teaching and learning, to support communication and language development.	Progress shown through Core and Thematic PLIM data.

Improvement of individual wellbeing and access to sensory activities, in order to regulate and calm ready to access learning opportunities.	Progress shown through Core and Thematic PLIM data. Improved attendance and participation for all. Decreased behaviour incident data.
---	---

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost : £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD such as: • Sign along • Math mastery • Early Phonics / AAC • Attention Autism	PLIM Data SALT progress reports Pupil engagement Parental engagement Annual Reviews Amendments to outcomes in EHCPs	1
Emotional based support teacher	Termly reports	1

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

Budgeted cost: £35,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 emotional support sessions in the Den	PLIM data Pupil engagement	1
SALT : To promote language, communication and interaction skills	PLIM Data SALT progress reports Pupil engagement	1
1:1 Music Therapy sessions	Music Therapy reports Pupil engagement	1

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

Budgeted cost: £6,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group based physical activity-gymnastics	Evidence against personalised targets (PLI's)	1
1:1 Emotional support sessions	Termly reports from therapists	1
Live music sessions	Evidence against personalised targets (PLI's)	1
Physical activities	Evidence against personalised targets (PLI's)	1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. During the year 2024- 2025, all students at Critchill made sustained progress based on their individual points of learning.

Thematic Data

Data demonstrates consistency across classes. Within thematic PLIMs pupils made on average between **89-100%** progress.

Core Data

Data demonstrates consistency across classes. Within Core PLIMS pupils made on average between **86-100%** progress (on average) in their core learning.

PPG Data

Students that had personalised PPG PLI's, on average made **91%** progress.

Reports from external professionals also showed in a more qualitative form that students made sustained progress.

PPG Eligible students make at least as good progress as their peers.

Interventions were supportive of their overall and individual PPG PLIM progress.