

Pupil premium strategy statement 24-27

This statement details our school's use of pupil premium (and recovery premium for the 2025/2026 academic year) 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	Crookhorn College
Number of pupils in school	945
% of Pupil Premium students	32.49% (NA 24.6%) South East 19.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	25-26. 3-year plan started in September 2024 and ends in Sept 27.
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Bennett
Pupil premium lead	Michaela Bishop
Governor / Trustee lead	Margo Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£291,795

Part A: Pupil premium strategy plan

Statement of intent

Through the College ethos, all students are encouraged to develop their responsibility as thriving members of the local community with ambition for their future. The Cornerstones provide the foundations for who we are and how we behave and GO WEST provides us with a framework for how we look after ourselves. With these two vital strands of the College ethos in place, our students are then ready to follow OPEN MIND for how we learn.

Our intention is that all students at Crookhorn College, irrespective of their socio-economic background, prior attainment or current challenges, will become resilient, effective and confident learners who achieve the very best outcomes. With the support of our excellent pastoral system, we intend to overcome any potential barriers to attendance, participation and inclusion to ensure that all students want to be in College feel valued and empowered to make a difference to their own future.

Quality First Teaching is at the heart of our strategy with the evidence showing that this makes the biggest positive difference for disadvantaged students. Through this strategy we seek to develop the SEN friendly classroom and teacher expertise in the mixed attaining classroom to ensure that all learners, but specifically the disadvantaged and SEN students, can access their learning effectively and with increasing confidence. To this end we aim for all students to be confident enough to learn independently through the guidance on the itslearning platform.

We also seek to increase the breadth of student experience through engagement with extra-curricular and enrichment activities, particularly for those whose opportunities outside of the College might be reduced. Through increasing our understanding of Executive Function Skills, we aim to be able to provide bespoke support and interventions for students presenting with complex behaviours thereby reducing the suspension rate for SEN and Pupil Premium students.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils in 2024 for this 3-year plan.

Challenge number	Detail of challenge
1	Disadvantaged students' confidence and commitment to completing work independently through the itslearning platform: Disadvantaged students in each Year group:

	<p>Cohort 25: 34.15%</p> <p>Cohort 24: 37.56%</p> <p>Cohort 23: 30%</p> <p>Cohort 22: 29.14%</p> <p>Cohort 21: 30.95%</p> <p>Reduce the itslearning 'engagement' gap between disadvantaged and non-disadvantaged students to 12% (2023-24 gap was 15.4%).</p>
2	<p>The number of students presenting with complex behaviours has increased significantly over the last three years.</p> <p>Disadvantaged student suspension is significantly higher than non-disadvantaged student suspension. The average over the last 3 years is 65% of all suspensions in the College have been for disadvantaged students. A high % of these students also have SEN Our challenge is to work out an effective way of supporting students who demonstrate repetitive behaviour patterns that act as serious inhibitors to learning.</p>
3	<p>From our FFT data, we have significant numbers of disadvantaged students in the low attaining band:</p> <p>Over the last 3 years (2022-2025), on average, 10.8% of students at Crookhorn are disadvantaged and in the low attaining band. To put this figure in context, 27% of students overall are in the low attaining band.</p> <p>Below is the number of disadvantaged students who are also SEN:</p> <p>For the last 3 years (2022-2025), on average, 13% of students.</p>
4	<p>Our attendance data from the past year indicates that attendance among disadvantaged is significantly below non-disadvantaged and has also been one of the groups that is below the national average. Average disadvantaged attendance in the College over 3 years = 84.7% National average = 85.6%</p> <p>Non disadvantaged College attendance over last 3 years has been 93.8% which has consistently year on year has been higher than national where the average is 92.6%</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>To reduce the APS (Attainment 8) gap between disadvantaged students and non-disadvantaged students</i>	Improve the APS of disadvantage students to 4.0 by 26/27
<i>Teachers to be confident in supporting SEND students and lower attaining students in a mixed attaining classroom.</i>	APS of SEND students to be 3.0 by 26/27 Itslearning plans to clearly demonstrate challenge and support as part of differentiation.
<i>To improve the attendance of disadvantaged students, so that they are in College to engage with quality first teaching, which will help their progress.</i>	The disadvantage attendance in the College to be in line or above national by 26/27
<i>To reduce the number of PP students being suspended and to reduce the number of disadvantaged SEND students who receive repetitive suspension sanctions.</i>	Target: To reduce the number of disadvantaged suspensions by 26/27 by 10% compared to the average of 65% of all suspensions in the previous 3 years being disadvantaged.

Activity and funding distribution in this academic year 25/26

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

1. Teaching (for example, CPD, recruitment and retention)

Total budgeted cost for teaching: £138,874

SENECA: £5,670

GCSE POD – English: £1,160

Itslearning: £11,508

CPD: £650

Teaching assistant: £20,790

Coaching: £99,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure the high-quality planning of all lessons and specifically the planning of the week-by-week revision plans for all year groups ensuring differentiation and adaptation</p> <p>To ensure that teachers start to embed the blended learning pedagogy to greater depth with the launch of the 1 to 1 device scheme in Year 7 and 8.</p> <p>Teachers to deploy strategies to support SEN learners in the classroom through the use of the laptops in Year 7 and 8.</p>	<p>EEF guidance report: Metacognition and self-regulated learning. Metacognition and Self-Regulated Learning. Guidance ...</p> <p>OFSTED research on curriculum: https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsteds-approach-schools</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>The philosophy of ‘Check for understanding’ is key when teaching mixed attaining groups. Leverage Leadership quote: <i>“Effective teaching is not about whether we taught it. It’s about whether the students learned it”.</i></p> <p>Hampshire TSEND training modules: Supporting Complex Learners in Mainstream Schools - eLearning package https://sen.hias.hants.gov.uk/course/index.php?categoryid=33</p> <p>Cambridge Assessment alongside the London Metropolitan University found evidence that a Blended Learning approach improves retention specifically for students from non-traditional backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Revision Revolution – Helen Howell with Ross Morrison McGill</p> <p>Leverage Leadership – Paul Bambrick-Santoyo.</p>	1,3 and 5
<p>Coaching of all teaching staff to enable the successful delivery of OAP which is based around quality first teaching</p>	<p>Rosenshine Principles: https://files.eric.ed.gov/fulltext/EJ971753.pdf</p> <p>EEF Professional development report. The report focusses on a strategic approach to teacher CPD based on diagnosis of need, planned approach and review.</p>	1 and 3

<p>and the Rosenshine principles.</p> <p>Working with teachers and TA's on how to scaffold effectively in the classroom to support learners is a key focus. This includes the use of live marking to support disadvantage and SEN learning in the moment.</p>	<p>Leverage Leadership – Paul Bambrick-Santoyo</p> <p>Supporting the attainment of disadvantaged pupils - briefing for school leaders November 2015. Quality First Teaching (QFT) is proved to be the single most important factor in closing the gap between disadvantaged and non-disadvantaged students (EEF research). QFT benefits all learners but disproportionately benefits the disadvantaged. One of the key steps to QFT is quality planning that takes into account student response to learning which can be gauged through progress made in a lesson, which in itself is checked through a variety of check for understanding activities that are specifically planned in. Reviewing the learning of a previous lesson and adapting future planning based on this ensures that plans are dynamic and adaptive to the needs of the students in the class.</p> <p>An Updated Practical Guide to the Pupil Premium – Marc Rowland.</p> <p>EEF document on the effectiveness of TAs in the classroom: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’: https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>Hampshire TSEND training modules: Supporting Complex Learners in Mainstream Schools - eLearning package https://sen.hias.hants.gov.uk/course/index.php?categoryid=33</p> <p>Teach Like A Champion – Doug Lemov – Chapter 4 ‘Planning for success’.</p>	
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<p>Staff to grow their knowledge and expertise of operating SEN friendly classrooms in line with the OAP and Adaptation strategy introduced in 25/26.</p>	<p>The development of the SEN friendly classroom is critical to the delivery of an ambitious curriculum that is the entitlement of all students (OFSTED - quality of education through curriculum, intent, implementation and impact.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Quality of feedback to students makes a significant difference to student progress and confidence in learning. The use of live feedback is proven to be highly successful:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Hampshire TSEND training modules:</p> <p>Supporting Complex Learners in Mainstream Schools - eLearning package</p> <p>https://sen.hias.hants.gov.uk/course/index.php?categoryid=33</p> <p>Reaching the Unseen Children – Ch3, p35 – Setting/Streaming, myths and wrong turnings. Chapter 7 – Self-efficacy.</p> <p>Nasen SEND Gateway – Differentiation why and how?</p>	<p>1 and 3</p>
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Targeted academic support budgeted cost: £82,524.24

Study club: £10,556.55

Reading coach: £22,847

SEN teacher £41,234

GL assessments: £7,886.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring of Key students by SLT and HOH. The 25/26 mentoring programme	Changing attitude to learning has a significant impact on the progress that students make. Starting the mentoring in Year 7 has proved over the last year to have a significant impact on the attitude to learning of key students. Poor attitude to study and	4,

<p>is being delivered in key groups focussing on H/W, behaviour, attendance, coursework, A2L.</p> <p>There is also specific mentoring of CWSW. SLT continue to run the 20:20 programme.</p> <p>R2T has been incorporated into our mentoring programme. This is focussed on the mentoring of students who are presenting with specific barriers to learning as a result of ACE.</p> <p>A further more intense version of this is the STAC mentoring of 4 - 5 key students by 2 HLTA's to ensure that these students remain in education.</p>	<p>the resulting drop in confidence has not become entrenched if mentoring is started earlier and carried out consistently according to a clearly defined plan. Mentoring also has a particular focus on the impact of LLD which has been found to have a higher incidence among disadvantaged students.</p> <p>Reaching the Unseen Children – Chapter 7 – Self-efficacy, Chapter 8 – No excuse for no excuses – intervening early p163.</p> <p>Curious not Furious- Kit Messenger https://www.everand.com/book/676638735/Curious-Not-Furious-Empowering-children-to-take-charge-of-their-brains-and-behaviour-a-practical-toolkit</p> <p>Reach2Teach https://www.reach2teach.net/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p>	
<p>Extension of intense SEN interventions to support students with increasingly complex cognitive barriers to learning, this is to include:</p> <ol style="list-style-type: none"> 1. the thorough and proactive reading action plan which incorporates the reading coach. 2. the Year 11 booster group being run for English and maths; 3. the KS3 group- which alternates on half terms 	<p>In the College we have 12% of students who are SEN and disadvantaged - we therefore need to focus specifically on our SEN strategies to ensure the right level of differentiation for students to be able to access the learning in the classroom: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Reaching the Unseen Children – Jean Gross – Chapters 4/5/6 - The Word Gap/The Literacy Gap/The Maths Gap</p> <p>Supporting our reading strategy: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Benefits of Alternative curriculum:</p>	<p>3,2</p>

<p>between Year 7 and Year 8.</p> <p>4. Morning interventions including KS3 and 4 morning maths, spelling, Handwriting, touch typing, reading.</p> <p>5. Nurture</p> <p>6. SEMH interventions.</p> <p>The focus of the alternative curriculum this year is specifically on the blending of 2 year groups into one programme and expanding this programme to include work experience.</p>	<p>https://www.21kschool.com/blog/what-is-alternate-education/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</p>	
<p>Extending face to face study time through holiday school and study club</p>	<p>https://www.gov.uk/government/publications/review-of-time-in-school-and-16-to-19-settings</p> <p>Holidays Activities and Food (HAF) Programme: https://www.hants.gov.uk/socialcareandhealth/children-andfamilies/connectforcommunities/holidayactivities</p>	<p>2</p>

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

Wider strategies budgeted cost: £135,008.24

FSW: £27,501

Extra-curricular co-ordinator role: £7,054

Support for canteen: £15,438.24

Support from Y services: £4,980

Counselling & ELSA: £80,035

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Professional reading: Curious not Furious by Kit Messenger and Lost Boys by Alex Blower.</p> <p>This academic research has led to the development of the Study skills sessions in Year 8 as part of an executive function skills project aimed at helping students build their own strong foundations for behaviour for learning and emotional regulation.</p> <p>The Year 7 into 8 transitions plan this year sees the launch of the I4C the Next Generation. This is focussed on building of the 4 key skills of communication, creativity, collaboration and critical thinking. The aim is to build a sense of belonging to the College community and build intrinsic motivation.</p>	<p>Reaching the Unseen Children – Jean Gross – Practical strategies for closing stubborn attainment gaps in disadvantaged groups.</p>	<p>1,2</p>
<p>Implementation of GO WEST strategies – This is to include enrichment and extra-curricular activities as well as the extension to student voice particularly with regards to the service from the canteen and the participation in #Beewell.</p> <p>Key staff are also to engage with the ARC audit which will focus the College drive on the sense of belonging and relational practice.</p>	<p>Use of extra-curricular to support social mobility: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p> <p>Reaching the Unseen Children – Jean Gross.</p> <p>Importance of diet on education: https://www.kumon.co.uk/blog/studies-show-diet-can-affect-school-performance/</p> <p>Y services support for students/ELSA and counselling sessions:</p>	

	<p>https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people</p> <p>https://yservices.co.uk/</p>																																										
<p>Embedding principles of good practice set out in DfE's Working together to improve school attendance – DfE – May 2022 advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>School research – Summer 2024 results (2019 in brackets):</p> <h3 style="text-align: center;">Cohort Attendance Disadvantage</h3> <table border="1" data-bbox="517 546 1281 822"> <thead> <tr> <th>Attendance Group</th> <th>% of Cohort (C18)</th> </tr> </thead> <tbody> <tr> <td>95+</td> <td>40% (33.3)</td> </tr> <tr> <td>90-95</td> <td>14% (25)</td> </tr> <tr> <td>85-90</td> <td>10% (11.7)</td> </tr> <tr> <td>-85</td> <td>36% (30)</td> </tr> </tbody> </table> <p>Disadvantaged students</p> <table border="1" data-bbox="517 887 1259 1162"> <thead> <tr> <th>Attendance band</th> <th>A8</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>95+</td> <td>42.90</td> <td>44.95</td> </tr> <tr> <td>90-95</td> <td>46.36</td> <td>48.43</td> </tr> <tr> <td>85-89</td> <td>29.80</td> <td>40.10</td> </tr> <tr> <td>Below 85%</td> <td>17.56</td> <td>39.44</td> </tr> </tbody> </table> <table border="1" data-bbox="517 1227 1248 1480"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non Disadvantaged</th> <th>Internal Gap</th> </tr> </thead> <tbody> <tr> <td>Basics 'Standard'</td> <td>42.9% (41.8%)</td> <td>66.7% (60%)</td> <td>-23.8% (-18.2%)</td> </tr> <tr> <td>Basics 'Good'</td> <td>24.5% (20%)</td> <td>45.8% (36.4%)</td> <td>-21.3% (-16.4%)</td> </tr> <tr> <td>Attainment 8</td> <td>33.27 (32.69)</td> <td>44.63 (43.31)</td> <td>-11.36 (-10.62)</td> </tr> </tbody> </table> <p>https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPORT-V02.pdf</p>	Attendance Group	% of Cohort (C18)	95+	40% (33.3)	90-95	14% (25)	85-90	10% (11.7)	-85	36% (30)	Attendance band	A8	Target	95+	42.90	44.95	90-95	46.36	48.43	85-89	29.80	40.10	Below 85%	17.56	39.44		Disadvantaged	Non Disadvantaged	Internal Gap	Basics 'Standard'	42.9% (41.8%)	66.7% (60%)	-23.8% (-18.2%)	Basics 'Good'	24.5% (20%)	45.8% (36.4%)	-21.3% (-16.4%)	Attainment 8	33.27 (32.69)	44.63 (43.31)	-11.36 (-10.62)	4
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<p>Embedding the practices of the Mental Health Support Team within the College to support and proactively deal with the increasingly complex wellbeing, mental health and EBSA attendance issues. Counsellor and ELSA's to complete the Simon Says</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>ATIP behaviour strategies - https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf</p>	4, 5																																									

training for bereavement support.		
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Total budgeted cost: £356,406.48

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Outline the performances of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

The outcomes of last year's Pupil Premium strategy can be seen in the document entitled Pupil Premium strategy Impact 2024/2025 and can be accessed on the College website under the Pupil Premium section.

This has included data from national assessments and qualifications.

Information from summative and formative assessments Crookhorn has undertaken.

Disadvantaged APS gap for Cohort 20

This has closed to -10.36

However, the predicted gap for Cohort 21 is 11.28 so there is work to do to ensure that the gap does not open again.

Disadvantaged attendance improved last year to 86.2% which is in line with NA. Persistence absence dropped to 3% below national.

Suspensions

In 24/25 The number of disadvantaged suspensions dropped from 41 to 35 and the number of days suspension dropped from 44.5 to 30.

Disadvantaged pupil performance overview for last academic year

Attainment 8	39.55 (33.96 from 2024 so a 4.97point improvement)
Percentage of Grade 4+ in English and maths	45.5% (43.8% from 2024 so a 1.7% improvement)
Percentage of Grade 5+ in English and maths	24.2% (25% so a 1% drop from 2024)

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	