The Crypt School
Pupil Premium Strategy Statement 2026-29

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the period 2026-29.

School overview

Detail	Data
Number of pupils in school	1112
Proportion (%) of pupil premium eligible pupils	2.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	Nov 2026
Date on which it will be reviewed	Sept 2029
Statement authorised by	Gemma Hargraves
Pupil premium lead	Sandra Stonyte
Governor / Trustee lead	Ruth Burchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,280
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£1,465
Total budget for this academic year	£38,745

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective, in line with our school vision, is for our disadvantaged students to flourish in every aspect of their school life, regardless of any hardship and disadvantage that they may face. Our Pupil Premium (PP) Strategy can be broken down into the following objectives:

Academic Progress - PP students access a challenging and varied curriculum, allowing them to make excellent academic progress, while ensuring there is no gap in their attainment when compared to their peers. Adaptive teaching is used in all lessons.

Raising Aspirations - PP students develop the belief, aspirations and skill set to flourish and follow their desired career path on leaving the school.

Pastoral Support - ensuring the pastoral needs of all PP students are met, ensuring PP students attend and are happy in school, with clear individual support put in place to support the wellbeing of students.

Parental Engagement - ensuring parents of PP students fully understand and access the support which is available as well as fully engaging with their child's learning at home.

Resources and Equipment - ensuring all PP students have the resources and tools to access and support their education both in school and at home.

The PP Strategy shows the challenges and barriers students may face, which could impact their ability to achieve our clear objectives. Understanding the challenges and objectives will then allow us to strategically spend our PP allocation each year as well as measuring the impact and developing the strategy further.

The strategy is designed with a student-centred approach, ensuring that each individual PP student's needs are met, whether that is academic, pastoral or wider issues such as aspirations or hardship. PP funds are split across four clear areas to support all PP students:

- Teaching & Learning (T&L)
- Pastoral Care
- Leadership & Management
- Hardship (Resources & Equipment)

Finally, the strategy also relies on partnership both across the school and with key stakeholders such as students, staff, parents/carers, and external agencies. Developing strong partnerships and ensuring PP students' progress and achievement is at the forefront of any support put in place.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of literacy and reading skills. Students need to develop their literacy skills to access all aspects of their education. As a school we need to ensure PP students overcome any challenges they may have with literacy and/or reading to perform at the same academic level as their peers.
2	Greater pastoral needs. Wellbeing, mental health, resilience and aspirations have a significant impact on student progress. As a school we need to understand and act on the individual needs of each student.
3	Relative lack of parental engagement. To ensure the success of our work with PP students, parents/carers need to fully understand and engage with the support available and support their children's learning at home. Parents/carers also need to be aware of our rich extra-curricular programme and the benefits of participating.
4	Affordability of educational resources, equipment, and opportunities Students should not miss out on any aspect of their education due to financial hardship. The nature of being eligible for Pupil Premium could mean that students do not have the tools to access the full curriculum. This could include resources or specific equipment for their lessons as well as uniform, technology or funding for school trips. These challenges are exacerbated by the cost of living crisis which many families are experiencing.

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
All PP students continue to make excellent academic progress and there is no gap in their	Progress 8 - greater or equal to non-PP Progress 8 score (2026 Progress 8 score was 1.75) Attainment 8 - greater or equal to non-PP Attainment score (2026 - 73.3 points)

attainment compared to their peers.	All Pupil Premium students achieving grade 5+ in English and Mathematics. (100% of PP students who sat exams achieved this in 2026, compared to 95% of all students). Lesson observations will show that all teachers are teaching to the top to challenge and support all students, in line with The Crypt School outstanding lesson guidance and adaptive teaching approaches. Curriculum reflects inclusive whole school and departmental visions, Programmes of Study (POS), and Schemes of Work (SOW). This is monitored through departmental reviews and regular meetings between Heads of Department (HoDs) and their SLT line manager.
Literacy and Reading	Reading ages of new Year 7 students are assessed in September each year, with an aim that all pupils' reading progresses by more than 12 months by the end of the academic year. Students become proficient with literacy and confident readers, with the end of KS3 results and GCSE results reflecting equivalent or better student attainment and progress with their peers. Students in KS3 are identified for specific intervention and support and support delivered is effective. Literacy continues to be a whole school focus, and all teaching staff encourage and model literacy skills regularly and effectively. During form time once a week in KS3, pupils are read to by their Form Tutor from a class text.
Pastoral needs of all PP students are met	All PP students receive at least two intervention interviews throughout the academic year to give a full overview of what each student needs. Parents/carers are contacted at least once throughout the academic year to ensure students' needs are met. Pupil Premium Lead is responsive to parental contact and acknowledges any emails or calls within 24 hours. Tracking and monitoring of students' attendance and academic progress will highlight any areas of concern and effective measures are put in place to ensure high levels of attendance, in line with the whole school attendance target of 97%. Heads of Year, PSW and Form Tutors effectively meet the pastoral needs of students in their particular year group. Regular contact, monitoring and intervention put in place as and when needed for individual students. MyConcern is used to record issues and identify trends.

Raising Aspirations	PP students have access to an extensive careers programme. Personal Development lessons and UniFrog effectively educate students about their options, and allow them to record their activities, as part of the whole school curriculum. Students are identified through intervention meetings, parent/ carer conversations and tracking and monitoring to understand and support their level of aspiration. Students access career presentations, talks and networking events with professionals to help encourage and ignite an interest in a chosen field or profession. PP students have priority appointments with careers advisors which can support and develop student's self-confidence and aspirations. Departments and Form Tutors promote career paths within their subject area, societies, and through form time activities. Leavers' destinations at Year 13 and Year 11 will reflect a diverse and broad range of choices/aspirations such as Oxbridge, Russell Group Universities and competitive apprenticeships.
Parental Engagement	New parents/carers are welcomed to a New Parents Welcome Evening in Year 7 which allows parents to build positive relationships with staff as well as other parents/ carers. PP Lead and HoYs/ Pastoral Support Workers complete parent meetings/phone calls to fully understand the students/families' needs and understanding of PP. Increased attendance at school events (parents' evenings, information evenings etc.) Pastoral team support where required and challenge non-attendance. Regular communication home about the support available to parents encourages parents to engage with the school. Deputy Head (Pastoral) sends a letter every term to parents to share useful resources to support students wellbeing, online safety and other key areas. Annual parent surveys will provide clear feedback and ensure success of parental engagement. Feedback will be acted on to show measurable impact.
Resources and Equipment	For all new students in Year 7 the cost of their school uniform is reimbursed. They also receive a free school iPad. Beyond Year 7, 50% of uniform costs will be reimbursed for all PP students. Departments bid for money to cover the cost of revision guides and other subject specific resources or trips for PP students. This,

	alongside provision of an after-school homework club, ensures PP students have the resources and space available for them to succeed academically and aim high. Those students who need it can access the hardship fund which is a ring fenced proportion of PP funds to support students towards costs such as school trips, subject specific resources and equipment. A Sixth Form bursary exists for those pupils who progress to Sixth Form so they continue to be supported beyond PP funding.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership and Management	Pupil Premium money contributes towards the salary and time created for the role of Pupil Premium lead. The lead teacher is responsible for overseeing and driving the whole school programme for Pupil Premium as well as working closely with HoDs, pastoral support staff and SLT as well as parents to ensure PP students' needs are met. Study on Adolescent Connectedness, published in BMJ, highlights that a supportive social network of parents, peers, and teachers has been shown to improve adolescent mental and behavioural health. The study also states that: *School programmes are most effective when they create an environment that is emotionally and physically safe, where teachers are perceived as supportive and caring, where high academic expectations are coupled with supports, and where rules and discipline are seen as fair.*	2,3,4
Teaching assistant deployment and	Strategic deployment of teaching assistants is important to ensure that	1

interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions	Pupil Premium pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision and adaptive teaching from the class teacher. See also EEF guidance: *Making the Best Use of Teaching Assistants* and *Teaching and Learning Toolkit* on teaching assistant interventions.	
CPD for Teaching Assistants	Investing in CPD for TAs to deliver structured interventions can be a cost-effective approach to improve outcomes. Evidence base in line with references above.	1

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

Budgeted cost: £8,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
English support	Pupil Premium money is used to cover the cost of specific support lessons in English. There are approximately 5 hours of support every fortnight. The support will vary between specific support sessions, 1:1 support and lessons which are organised at the department's discretion. Targeted support will target specific students across Year 7-11 with a bigger focus on Year 11 students towards external examinations. Progress of PP students is reviewed each term to decide who might most benefit from targeted support and intervention. Not all PP students will need to access academic support. Impact of the targeted support put in place is reflected by students' academic progress, exam results and department level reviews.	1
Teaching Assistant deployment and	Strategic deployment of Teaching Assistants (TAs) is important to ensure	

interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions	that priority pupils are supported. TAs must be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher. Evidence indicates that Teaching Assistants delivering high-quality structured interventions over a finite period, and link learning to classroom teaching, can have a positive impact on student progress: *Teaching and Learning Toolkit* on teaching assistant interventions.	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Pupil Premium funding contributes towards the salary of our Pastoral Support Workers (one per Key Stage) They work closely with Heads of Year and PP Lead to support pupil premium students. This support includes conducting the PP intervention interviews with students as well and tracking and monitoring their wellbeing, behaviour. and academic progress. Early Intervention Foundation report notes that s*chools are in a unique position to deliver mental health support to all children and young people.* Additionally, *taking steps to prevent and address children and teens' mental health difficulties early provides a solid base for academic achievement, which goes hand-in-hand with mental health and wellbeing.*	2
Attendance Officer monitors attendance	Pupil premium students' attendance is monitored by the Attendance Officer, who liaises closely with Heads of Year and Deputy Head (Pastoral). In line with DfE guidance: Working together to improve school attendance.	2,3

Hardship Fund	School trips which are deemed compulsory and educational - for example the Year 7 Residential, which may otherwise be prohibitively expensive - the school will cover an agreed percentage cost of the trip for Pupil Premium students (as set by the PP Lead/Deputy Head Pastoral). Students in Year 7 are entitled to the cost of their uniform reimbursed. In Year 8 upwards, for students who need to replace any uniform or kit they are entitled to 50% reimbursement. Pupil Premium funding can be used to buy specific pieces of equipment such as Art equipment, Mathematics calculator, revision guides etc. for each subject which is needed to support a student's learning. Departments will also organise Pupil Premium resources and materials as required for students. Students in Year 7 are given a free Pupil Premium iPad in line with the whole school iPad scheme. The school covers the cost of the iPad and case as well as insurance, licenses and the extended warranty that is required.	4

Total budgeted cost: £ 38,745

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Our disadvantaged students continue to make excellent progress which is supported by some superb results both at GCSE and A Level.

Academic Progress:

Year group	Whole School Progress 8	PP Progress 8	Whole School Attainment 8	PP Attainment 8
GCSE	1.75	1.18	73.3	64.0

The results above are very pleasing and it is clear that PP students continue to make good progress, however there is a small attainment gap when compared to their peers.

100% of PP students who sat GCSE examinations in 2026 achieved grade 5+ at English and grade 5+ Mathematics (compared to 95% of all pupils who sat examinations)

Subject support is offered to pupil premium students as the priority. Over 2025/2026 academic support was offered across a variety of academic subjects including, Maths, English, Sciences, History and Computer Science. Student progress was closely monitored and the support put in place for targeted students was reviewed each year. Results at GCSE with Year 11 reflect that this support was successful and had a positive impact on student attainment. Likewise, PP students in KS3 and Year 10 also benefited from individualised support and at department level their progress is monitored and reviewed.

Literacy and Reading

Reading age data shows PP students in Year 7 made more progress compared to non-PP students - the average for non-PP pupils was 8.5 months of progress, and for PP pupils 17 months of progress, although with a relatively small PP cohort this may be skewed by one PP pupil who made exceptional progress. Therefore, this continues to be an area of focus. Pupil Premium students in Year 8 on average made 4.6 months of progress in their reading compared to 6 months for non-PP students.

For 2026/7 KS3 form time reading will continue; at least once a week pupils get read to by their Form Tutor so they can develop their literacy skills and vocabulary, as well as finding the joy in stories and reading for pleasure.

We look forward to further supporting students in this academic year with a focus on challenge within the curriculum alongside the continued focus on literacy and reading.

Raising Aspirations

With a continued focus on careers and personal development, all students including Pupil Premium students were able to develop their own knowledge and aspirations on potential career paths. Students accessed several different activities and presentations which were led from a whole school perspective as well as individual lessons/assemblies and tasks which were specific to each year group. These included information sessions on T levels, Degree Apprenticeships as well as university.

All students now fully access UniFrog to track and record their career aspirations, accessing career advice as and when required. Pupil Premium students continue to be prioritised for career interviews as well as specific support with arranging work experience and other career activities. This will continue to be a whole school focus this academic year as well. All pupil premium students received a Careers Conversation with our Careers Advisor, including key transition years on Year 9, 11 and 13.

60% of PP students in Year 11 made the decision to continue their education at The Crypt Sixth Form and 75% of students in Year 13 who were eligible for PP support in previous years went on to study at university, with the remainder progressing to apprenticeships, employment or gap years.