

Pupil premium strategy statement 24-27 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	992
% of Pupil Premium students	34.34% 2026 (National: 26.5%, South East: 21.1%)
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	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah Bennett
Pupil premium lead	Mitesh Patel
Governor / Trustee lead	Margo Farmer

Funding overview LT to fill in

Detail	Amount
Pupil premium funding allocation this academic year	£327,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£327,590

Part A: Pupil premium strategy plan

Statement of intent 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.

To ensure that these ambitions are realised consistently across the College, our approach is underpinned by a set of non-negotiables focused on high-quality teaching and learning. Through regular curriculum review, effective adaptation and differentiation, SEN-friendly classrooms, the promotion of metacognitive strategies, consistent checks for understanding and feedback, and the purposeful use of technology through our laptop strategy, we aim to provide an inclusive and ambitious learning experience for every student. These priorities are supported through our revised Subject Monitoring Process (SMP), which provides a structured framework for self-evaluation, professional challenge and continuous improvement. The process enables departments to evaluate the impact of their practice, identify strengths and areas for development, and ensure consistency in the delivery of high-quality teaching so that all students can achieve their full potential.

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: % Cohort 26:39.41 Cohort 25: 33.82 Cohort 24: 38.27 Cohort 23: 33.98 Cohort 22: 31.43 Leaver : Cohort 21: 30.95% Reduce the itslearning 'engagement' gap between disadvantaged and non-disadvantaged students to 12% (2023-24 gap was 15.4%).
2	The number of students presenting with complex behaviours has increased significantly over the last three years. 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 and to reduce disadvantaged suspensions.
3	From our FFT data, we have significant numbers of disadvantaged students in the low attaining band: 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. Below is the number of disadvantaged students who are also SEN: For the last 3 years (2022-2025), on average, 13% of students. Improve the performance of these students at GCSE levels
4	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% Improve disadvantaged attendance from 2024 levels.
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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 Its learning 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.

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)

Item	Cost (£)
Teaching (Total Budgeted Cost)	£110,686
SENECA	£5,935
GCSE Pod (English)	£1,489
Itslearning	£12,084
CPD	£650
Teaching Assistant	£21,049
Coaching	£69,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 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. Teachers to deploy strategies to support SEN learners in the classroom through the use of the laptops in Year 7 and 8.	EEF guidance report: Metacognition and self-regulated learning. Metacognition and Self-Regulated Learning. Guidance ... OFSTED research on curriculum: https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsteds-approach-schools 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 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>. Hampshire TSEND training modules: Supporting Complex Learners in Mainstream Schools - eLearning package	1,3 and 5

	https://sen.hias.hants.gov.uk/course/index.php?categoryid=33 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 Revision Revolution – Helen Howell with Ross Morrison McGill Leverage Leadership – Paul Bambrick-Santoyo.	
Coaching of all teaching staff to enable the successful delivery of OAP which is based around quality first teaching and the Rosenshine principles. 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.	Rosenshine Principles: https://files.eric.ed.gov/fulltext/EJ971753.pdf EEF Professional development report. The report focusses on a strategic approach to teacher CPD based on diagnosis of need, planned approach and review. Leverage Leadership – Paul Bambrick-Santoyo 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. An Updated Practical Guide to the Pupil Premium – Marc Rowland. EEF document on the effectiveness of TAs in the classroom: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants EEF blog: Moving from 'differentiation' to 'adaptive teaching': https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	1 and 3

	Hampshire TSEND training modules: Supporting Complex Learners in Mainstream Schools - eLearning package https://sen.hias.hants.gov.uk/course/index.php?categoryid=33 Teach Like A Champion – Doug Lemov – Chapter 4 ‘Planning for success’.	
Staff to grow their knowledge and expertise of operating SEN friendly classrooms in line with the OAP and Adaptation strategy introduced in 25/26.	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.) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Hampshire TSEND training modules: Supporting Complex Learners in Mainstream Schools - eLearning package https://sen.hias.hants.gov.uk/course/index.php?categoryid=33 Reaching the Unseen Children – Ch3, p35 – Setting/Streaming, myths and wrong turnings. Chapter 7 – Self-efficacy.	1 and 3

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

Item	Cost (£)
Targeted Academic Support (Total Budgeted Cost)	£86,969
Study Club	£6,987
Reading Coach	£33,511
SEN Teacher	£41,235
GL Assessments	£5,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring of Key students by HOH. The 26/27 mentoring programme is being delivered in key groups focussing on H/W, behaviour, attendance, coursework, A2L. There is also specific mentoring of CWSW. SLT continue to run the 20:12 programme. 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. 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.	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 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. Reaching the Unseen Children – Chapter 7 – Self-efficacy, Chapter 8 – No excuse for no excuses – intervening early p163. 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 Reach2Teach https://www.reach2teach.net/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)	4,
Extension of intense SEN interventions to support students with increasingly	In the College we have 12% of students who are SEN and disadvantaged - we therefore need to focus	3,2

complex cognitive barriers to learning, this is to include: 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 between Year 7 and Year 8. 4. Morning interventions including KS3 and 4 morning maths, spelling, Handwriting, touch typing, reading. 5. Nurture 6. SEMH interventions. 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.	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 Reaching the Unseen Children – Jean Gross – Chapters 4/5/6 - The Word Gap/The Literacy Gap/The Maths Gap Supporting our reading strategy: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Benefits of Alternative curriculum: https://www.21kschool.com/blog/what-is-alternate-education/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion	
Extending face to face study time through holiday school and study club	https://www.gov.uk/government/publications/review-of-time-in-school-and-16-to-19-settings Holidays Activities and Food (HAF) Programme: https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/connectforcommunities/holidayactivities	2

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

Wider strategies budgeted cost: £135,008.24 Update needed by LT 2026 2027

Item	Cost (£)
Wider Strategies (Total Budgeted Cost)	£125,601
Family Support Worker (FSW)	£28,342
Extra-curricular work with students (holiday support)	£750
Support for Canteen (FSM Top-Up)	£8,755
Support from Y Services	£4,500
Counselling & ELSA	£83,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional reading: Curious not Furious by Kit Messenger and Lost Boys by Alex Blower. 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. 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.	Reaching the Unseen Children – Jean Gross – Practical strategies for closing stubborn attainment gaps in disadvantaged groups.	1,2
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	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	

service from the canteen and the participation in #Beewell. Key staff are also to engage with the ARC audit which will focus the College drive on the sense of belonging and relational practice.	https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility Reaching the Unseen Children – Jean Gross. Importance of diet on education: https://www.kumon.co.uk/blog/studies-show-diet-can-affect-school-performance/ Y services support for students/ELSA and counselling sessions: https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people https://yservices.co.uk/	
Embedding principles of good practice set out in DfE's https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. National absence rates for disadvantaged pupils in England remain significantly higher than for their non-disadvantaged peers, with secondary disadvantaged pupils missing an average of 14.0% of sessions compared to lower overall national averages. [1] Key Statistics on Disadvantaged Attendance • Secondary Absence Gap: Disadvantaged secondary students miss 14.0% of sessions on average, compared to much lower rates for non-disadvantaged peers. [1] • Persistent Absence: Persistent absence rates (missing 10% or more of possible sessions) for disadvantaged pupils run at roughly 46% to 48%. [1] • Impact on Attainment: Research by organizations like NFER indicates that over half of the Progress 8 attainment gap between disadvantaged pupils and their more affluent peers can be linked to differences in absence and exclusion rates. • Wider Context: Overall national absence across all state-funded secondary schools hovers around 8% to 9%, but the gap for vulnerable student groups—including those eligible for Free School Meals (FSM) or with special educational needs—continues to stretch post-pandemic. [1, 2, 3]	4

	https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPORT-V02.pdf	
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 training for bereavement support.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour ATIP behaviour strategies - https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf	4, 5

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:

Information from summative and formative assessments Crookhorn has undertaken.

Disadvantaged APS gap for Cohort 20

This has closed to -10.36 which is excellent.

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

Disadvantaged students suspended:

23/24- 36

24/25 – 35

25/26 - 40

Number of days disadvantaged students suspended for.

23/24 - 39.5

24/25 - 30

25/26 - 44

Disadvantaged/SEN students suspensions

23/24 - 26

24/25 - 30

25/26 -37

Disadvantaged/SEN number of days suspension

23/24 - 26

24/25 - 26.5

25/26 -40.5

Disadvantaged pupil performance overview for last academic year

Attainment 8	39.55 (33.96 from 2024 so a 4.97 point 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)

Measure	2024/25	2025/26	Change
Attainment 8	39.55	34.27	-5.28
Grade 4+ E&M	45.50%	48.00%	2.50%
Grade 5+ E&M	24.20%	24.00%	-0.20%

- Attainment 8 declined from 39.55 in 2024/25 to 34.27 in 2025/26, indicating that overall attainment remains an area for improvement.
- Grade 4+ English and Maths increased from 45.5% to 48.0%, continuing the upward trend seen over recent years.
- Grade 5+ English and Maths remained broadly stable at 24.2% in 2024/25 and 24.0% in 2025/26.
- Attendance continued to have a significant impact on outcomes, with students attending above 95% achieving substantially stronger results than those attending below 85%.
- Overall, whilst standard pass rates improved slightly, raising attainment and improving attendance remain key priorities for disadvantaged students.

Three year trend

Measure	2023/24	2024/25	2025/26
Attainment 8	33.96	39.55	34.27

Grade 4+ English & Maths	43.80%	45.50%	48.00%
Grade 5+ English & Maths	25.00%	24.20%	24.00%

25/26- Itslearning figures on engagement

Non-dis - 34.73, Dis 27.05

Gap is -7.67