Crestwood Park Pupil Premium Strategy Statement

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	Crestwood Park Primary
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mrs Liz Kennedy
Pupil premium lead	Mrs Liz Kennedy
Governor / Trustee lead	Mr Joshua Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,400
Recovery premium funding allocation this academic year	NA
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	£89,400

Part A: Pupil premium strategy plan

Statement of intent

At Crestwood Park Primary School, our aim is to use Pupil Premium funding to improve and sustain higher attainment for disadvantaged pupils, thus leading to the closing of the attainment gap between them and their non-disadvantaged peers.

During the period of this strategy plan, we will be focusing Pupil Premium funding on the challenges we have identified as negatively impacting on our disadvantaged pupils' attainment: pupils' lack of self- efficacy (motivation, aspiration, resilience, concentration, confidence and self-organisation), parents'/ carers' difficulty in providing support with learning (due to their own academic ability, because of work commitments or because they have become disengaged with their child's education), reduced exposure to high-quality enrichment opportunities, lateness and attendance, poor communication and language skills, disrupted home lives and social, emotional and mental health issues.

Our approach draws on common challenges disadvantaged pupils may face, but also considers challenges that have been identified as those that particularly impact on disadvantaged pupils at Crestwood Park.

To ensure our strategy is effective, we will:

- adopt a whole-school approach, which is linked to our School Improvement Plan, where all staff will take responsibility for promoting high standards of achievement for disadvantaged pupils.
- ensure early identification of challenges impacting on disadvantaged pupils' ability to engage with school life and implement personalised strategies to help them overcome these.
- regularly review the effectiveness of our Pupil Premium Strategy and make changes to provision where necessary and appropriate

Challenges

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

Challenge number	Detail of challenge
1	Pupils lack of self- efficacy (motivation, aspiration, resilience, concentration, confidence and self-organisation).
2	Parents'/ carers' difficulty in providing support with learning (due to their own academic ability, because of work commitments or because they have become disengaged with their child's education).
3	Pupils' reduced exposure to high-quality language, reading and writing opportunities.
4	Pupils' reduced exposure to high-quality enrichment opportunities.
5	Pupil lateness and poor attendance.
6	Pupils' poor communication and language skills.
7	Disrupted home lives.
8	Pupils' and/ or parents' social, emotional, mental health and well-being issues.

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	Action/Evidence
More pupils (particularly those who are disadvantaged) have high levels of self- efficacy (motivation, aspiration, resilience, concentration, confidence and self-organisation).	Improved levels of self-efficacy are recorded through pupil interviews, parent and pupil survey responses, teacher feedback and observations. Where poor self- efficacy is identified, opportunities within the classroom, interventions and wider experiences specifically target these personal skills and these aid accelerated progress.	Pupil Progress meetings always include a section to discuss PP.
More parents and carers feel confident and are able to support their children with their learning.	Surveys (anonymous and targeted) demonstrate that parents who have been identified as less confident or engaged with their children's learning feel more confident and able to make a positive difference because of the support and encouragement they have received from the CPPS community.	Parents Evenings Extra meetings with staff/parents when needed. Positive survey feedback.

More pupils (particularly those who are disadvantaged) have increased and deliberate exposure to high-quality language opportunities.	Children who have been identified as being 'word poor' receive additional, targeted interventions and language rich opportunities resulting in progress and attainment in line with or above that of their peers.	Intervention programmes targeting reading- use findings from Accelerated Reader reports. Precision teaching for vocabulary. Use of WellComm See Reading Progress Data for PP. Use of reading Ambassadors Increased exposure to competitions/rewards
More pupils (particularly those who are disadvantaged) have increased exposure to high-quality enrichment opportunities and facilities	Additional opportunities (within and beyond the school day) mean that children's school experience and curriculum is enriched and this results in progress and attainment in Re, Wr and Ma, in line or above with that of their peers.	Forest school. Entitlement and extra support to access enrichment days. No cost for after school clubs. Purchase of equipment to be utilised by PP children.
Pupils (particularly those who are disadvantaged) are rarely late for school and have very good attendance.	The percentage of children who arrive late or who have attendance less than 90% is reduced compared to the last academic year. The attendance data for disadvantaged children is in line with or better than that of their peers.	Attendance data.
More pupils (particularly those who are disadvantaged) who have poor communication and language skills on entry, are given support through quality first teaching and interventions, enabling them to make accelerated progress thus attaining standards in line with their peers.	Assessments and observations demonstrate that children with poor communication and language skills identified on entry, are quickly supported so that progress and attainment is above or in line with that of their peers at the end of KS1/ KS2	Extra interventions provided for those whose attainment is below that of their peers.

More pupils (particularly those who are disadvantaged) who have disrupted home lives are supported in a variety of ways so that they can access and enjoy their education with minimal worry and reduced or removed barriers.	Where challenges at home are identified as a barrier for children to do well in school, the Pastoral team work with the child and the family with the aim of enabling the child to enjoy a full and worry-free school experience.	Engagement and involvement with nurture groups always occurs when needed.
Pupils (particularly those who are disadvantaged) who have social, emotional, mental health or well-being issues are supported so that they are able to develop a positive mental health and to be comfortable and confident in their own skin. Pupils who struggle with their mental health will learn strategies to support them with life beyond CPPS.	Where children are identified as having a SEMH or wellbeing difficulty (either through parents or teacher observation) the Pastoral team carry out a Boxall assessment and work with the child and the family using recommended interventions as suggested by the toolkit. Repeated assessments after a period of intervention demonstrate an improved profile.	Pastoral lead ensures this is taking place. See Pastoral Tracking sheets.
Pupils (particularly those who are disadvantaged) whose parents who have social, emotional, mental health or well-being issues are helped so that they are able to access additional support networks, enabling them to then be in a strong position to be able to parent their children well.	Where parents are identified as having an SEMH or wellbeing difficulty (either by making contact with school or by observations and conversations with staff which lead to an offer of support) the Pastoral team make contact with the parent and offer support from within school and/ or signpost support from other agencies.	Case study accounts available from Pastoral Lead.

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: £39,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team is led by a full time, dedicated teaching assistant. **In addition to delivering personalised nurture groups, Pastoral TA works closely with all staff on strategies/practices to adopt within the classroom** Pay for online Boxall toolkit.	The EEF reports that Social and Emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. Five core competencies at the heart of SEL include: • Self-awareness; • Self-regulation; • Social awareness; • Relationship skills; and • Responsible decision making On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	7, 8

All staff to use designated resources with pupils to improve their language and reading experiences. Resources: WellComm- Reception-Year 1 Accelerated Reader Years 2-6, Drawing Club/Curious Quests- Reception-Year 3 Poetry Basket- Reception and KS1 Rising Stars- 'Read into Writing' KS2. Links to SIP Priority 2- Writing Expectations Links to SIP Priority 8- Quality Foundations	Vocabulary deficits tend to begin early in life and can have a pervasive negative effect on learning. Research with children in their earliest classes shows that children with the largest vocabularies (highest 25%) know twice as many word meanings as children with the smallest vocabularies (lowest 25%) (Biemiller & Slonim, 2001). Children with low vocabularies at the end of the primary school are likely to have poor academic outcomes as late as secondary school (Cunningham & Stanovich, 1997).	3,6
Give additional leadership time to the DHT coordinator to allow them to support staff across phonics lessons, therefore ensuring there is a consistently high standard of phonics teaching. Links to SIP Priority 8	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. By giving additional release time to our KS1 and Phonics lead, the implementation and delivery of our phonics programme can be closely monitored, teachers can have access to immediate support and any issues with the quality of phonics teaching can be quickly addressed and rectified.	3,6

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

Budgeted cost: £13,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions delivered. Links to SIP Priority 1,2,3 and 4	On average, one to one and small group targeted interventions are very effective at improving pupil outcomes. Interventions and pre-teaching can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. They are more likely to make an impact if they are additional to and explicitly linked with normal lessons. Interventions that are led by teaching assistants, assistants who are experienced, well-trained and supported are likely to be particularly beneficial.	1,3,6

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

Budgeted cost: £36,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in Year 1 and 2 will have a weekly & Years 3,4,5 and 6 will have a fortnightly 'forest school' session with a trained Forest School Lead.	There is a great deal of evidence and research demonstrating the positive effects of outdoor learning, and in particular, a forest school approach. https://earlyimpactlearning.com/benefits-of-forest-school/	1,4

Student Council meetings, House Team Challenges and implementation of leadership roles (where older pupils support younger pupils) to take place regularly throughout the school year. Links to SIP Priority 6- Curriculum Enrichment	The Nine Pillars of Great Schools 2018 (Woods, Macfarlane and McBeath) For the student voice to be justified as a priority, a commitment is required to develop the personal skills of young people…These skills have to be learnt, practised and developed. In great schools this is done as a matter of course and pupils are encouraged to be curious and imaginative, to seek challenges and to question. Dynamic form tutors involve their classes in planning assemblies, discussing the books they are reading and holding votes on which charity they should collect for... In vertical tutor groups, this can work particularly well, then methods employed in tutor time can be deployed to other lessons so that student voice takes on a whole-school dimension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,4
Incentives to encourage good attendance and rewards for children who maintain very high levels of punctuality and attendance. Links to SIP Priority 5- Respectful Relationships	There is a strong evidence base that demonstrates the importance of high levels of attendance for pupil achievement. https://www.childrenscommissioner.gov.uk/report/back-into-school-new-insights-into-school-absence-evidence-from-three-multi-academy-trusts/	5
Workshops and drop-in sessions to be held, plus increased parental engagement opportunities for parents and key family members. Links to SIP Priorities 1,3,6 and 7	There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement. Cotton and Wikelund (1989) in their study on parental involvement in education propose that the more intensely parents are involved in their children's learning, the more beneficial are the effects on pupil achievement. Moreover, they state that this holds true for all types of parental involvement in children's learning and for all types and ages of pupils.	2,8
Improve opportunities for our pupils to be able to access and use 'play'	The EEF report that, on average, the studies of play that measure impact found that play-based	1, 4

facilities that encourage self-efficacy. **Plan to develop new areas around school with facilities/ equipment that motivate pupils and enhance their education.** Links to SIP 1- Providing an Ambitious Inclusive Curriculum and SIP 7 Quality Foundations	learning approaches improve learning outcomes by approximately four additional months. Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. Although there are not a wealth of studies to explore the relationship between play-based learning and disadvantage, there are examples of studies that have been successful in improving educational outcomes in settings with a high proportion of children experiencing socio-economic disadvantage.	

Total budgeted cost: £94,160

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Ofsted Inspection Report: 15 September 2026:

"Pupils experience a broad and engaging curriculum. They speak confidently about their learning, particularly in English and mathematics. By the end of year 6, pupils are ready for secondary school. Pupil achievement in national tests and assessments reflect this, especially for disadvantaged pupils."

Disadvantaged pupils' performance:

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	58%	46%	Above
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average
2024/25 (final)	75%	63%	Above
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	46%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (final)	75%	59%	Above
2023/24 (final)	75%	58%	Above
2022/23 (final)	54%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25 (final)	81%	61%	Above
2023/24 (final)	83%	59%	Above
2022/23 (final)	54%	59%	Close to average

Actions that supported the progress included-

Ensuring that language and quality interactions are a sharp focus for teaching and learning.

Ensuing that all classroom-based staff know who the PP children are in their classes so that adaptive teaching and support is given to these children daily (including pre-teaching and other tailored interventions).

Ensuring our disadvantaged children access intervention/ clubs as appropriate.

Ensuing our disadvantaged children are given pastoral support and that any children who have an identified mental health or wellbeing difficulty are given a programme of support.

Ensuring all disadvantaged children who have concerning rates of absence are placed on an attendance support plan which is coproduced with parents and any other appropriate agencies.

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
Supersonic Phonic Friends	Anna Lucas
Accelerated Reader	Renaissance Learning
TT RockStars	Maths Circle Ltd