

Our Pupil Premium Strategy Statement

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This statement covers the academic year 2020-2021	The next internal review will be September 2021	The next full review is planned for September 2023
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Review of 19-20

One of our School Improvement Priorities during the 19-20 academic year was to improve the way we supported children and their acquisition of language, particularly in Reception. We had recognised an increasing ‘trend’ in our intake; more of our youngest children had issues around speech and language. Over the last few years, we could also see that these same children struggled to access the phonics screening check and later the KS1 SATs. Although the education and well-being of our pupils as whole children is our priority (and not purely passing tests), the relationship between children who had early S&L difficulties and then struggled to keep up with their peers later on in school was clear- so too was the link between children who struggled with reading (and language acquisition) and those needing pastoral and nurture support. On reflection we found that our Pupil Premium Strategy was more focused on ‘catching up’ further on in school and this was often too late. Part way through the year, we knew that the PP strategy for 20-21 needed to be much more about our youngest learners, their language and their ability to read.

In addition to this, time was spent learning more about the impact poor language acquisition has on mental health. As a nurturing school we were keen to understand the very early signs of mental ill-health and whilst we knew we could support children struggling at the time, we wanted to be able to give children the tools they needed to prevent this from happening as early on in a child’s life as possible. School leaders also spent time looking at the barriers Crestwood Park children face; by studying our cohort and identifying the reasons why children might be ‘disadvantaged’ we understood clearly that although the pupil premium fund calculation is based on set criteria, our *educationally* disadvantaged children have many more wide ranging obstacles which slow them down or stop them from achieving the very best outcomes. We spent time looking at our poorest learners and their home and family situations. Predominantly we saw that educationally struggling children have families that are in some kind of need. Finally, we looked at ‘poverty proofing’ and how this sits alongside the theory behind the PP strategy.

With each barrier and obstacle identified for a child or a family, we also looked at those children who were ‘bucking the trend’ or whose families (although financially or otherwise disadvantaged) had become increasingly engaged in school and their children’s education. These success stories were vitally important in our Pupil Premium Review and learning from these families was and will be valuable.

COVID-19 and School Closures

Closing the school in March had a huge effect on all our children; regardless of age, ability or family circumstance many of our parents talked to us about the difficulties their children had during different stages of the lock down and during the partial reopening in June. As school leaders we quickly realised that (apart from our vulnerable families) our financially disadvantaged PP children were not engaging with home learning (online or paper) as much as non PP children and some families were in danger of ‘disappearing from the radar’ altogether if we were not proactive in keeping communication open and regular. A clear relationship emerged between those families in receipt of FSM vouchers and children who were rarely responding to any home learning tasks set. We also saw a shift in some parents’ perception of our school; for some it became source of childcare and for others, when certain year groups were invited back, attendance was not seen as the priority. For many parents, sending their children in to school was an incredibly difficult decision. For many families home-schooling became very stressful but for others, it was productive and pleasurable.

Summary

When we plan our strategy for 20-21 the short and long term effects of the pandemic need to be carefully considered. We need to reflect on what we have learnt about our families and children and our strategy needs to combine the priorities derived from both ‘pre’ and ‘post’ pandemic learning. Just because a child is ‘disadvantaged’ they may not be underachieving in primary school but they are far less likely to do well with grades at secondary school. Working to support those who are eligible for PP and those who are not, but are still educationally disadvantaged. Also recognising that some PP children are not ‘disadvantaged’ in any way other than financially. Raise the attainment of disadvantaged pupils.

Living document that will evolve over the course of the school year.

Written for parents and in being completely transparent, we seek to engage parents honestly. Clear demonstration of our intentions and aims, yet within the school building and in our day-to-day practice, the additional provision we give our disadvantaged children is ‘invisible’ i.e. these children are not identifiable as being any different to our non-disadvantaged children.

Our School Context and Key Information

Total Number of Pupils 214 (PAN 210)	Number of pupils eligible for PP at time of publishing 55	Number of CLA pupils 1 Number of post CLA pupils 3	Indicative PP Grant £76,840 Indicative LAC Grant £2,345
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Typical no. of pupils who join mid-year who are eligible for PP (3 year average)		PP School	PP National	non PP school	Non PP National
How well do our PP children do typically at the end of KS2? (derived from a 3 year average) and how do we compare with schools nationally?	% children achieving at or above the expected level in Re, Wr & Ma				
	% children achieving at the expected level in Re, Wr & Ma	60%	44%	72%	66%
	% children achieving at the expected level in Reading	71%	58%	82%	66%
	% children achieving at the expected level in Writing	63%	62%	74%	81%
	% children achieving at the expected level in Maths	74%	59%	84%	79%
	% children achieving at the expected level in SPaG	77%	61%	86%	80%

This data tells us that our Pupil Premium children do not do as well as our non Pupil Premium children. This gives us a clear focus and the aim for this strategy is to use funds in ways that give our Pupil Premium children the very best chances of attaining standards in line or above that of their non PP peers.

**What are the barriers that some children at Crestwood Park face?
Why are some of our children educationally disadvantaged?
Why do our children eligible for PP perform less well than our non PP children?**

A	Their parents struggle to support them with learning because of their own academic ability.
B	Their parents struggle to support them support them because of work commitments (working shifts/ caring for elderly relatives etc) or their parents have become disengaged with their child’s education.
C	The level of deprivation affecting many families in our school community leads to some children having little or no academic aspirations or ambitious goals in life.
D	Their parents struggle to support good attendance at school and/ or they are often late arriving at school.
E	They don’t have the ‘cultural capital’ (velcro) that they need in order to extend their language, knowledge and understanding.
F	They have SEND including emotional or mental health related difficulties.
G	They live in disrupted homes and they/ their families might have a degree of social worker support (EH/CIN/CP).

H	They are 'looked after'.
I	They don't have English as their first language.
J	They struggle with their behaviour in school.
K	They have low levels of self-efficacy (self-organisation, motivation, confidence, concentration, aspiration and resilience).
L	They have moved schools several times
M	The experience of loss (routine, structure, friendship, opportunity and freedom as well as bereavement) as a result of the COVID-19 pandemic has caused them lasting anxiety and trauma.

Priorities	Why?	So?	Addressing which specific barriers?	What do we expect to see as an outcome? (Remembering that outcomes will be for individual pupils). (Link back to academic outcomes even if they are pastoral at heart)	What proportion of the PP grant do we intend to use?
(WAVE 1) Improve the quality of teaching	All children need effective teachers in front of them.	<ul style="list-style-type: none"> plan high quality CPD for all, including working to increase teachers' understanding of pedagogy give additional support to 'Early Career' teachers develop opportunities within school to help retain the best teachers introduce a 30min weekly CPD slot for TAs 	ALL	<p>The monitoring of Teaching and Learning shows that there is a consistently high standard of teaching across the school and pupil progress in line or above that expected.</p> <p>Early career teachers receive additional support from a member of SLT.</p> <p>Opportunities for established staff to develop further are given e.g. leadership training, mentoring etc.</p>	25%

(WAVE 1) improve the opportunities for disadvantaged children to broaden and enrich their language acquisition (for all age groups but in Reception and KS1 in particular).	Two thirds of the 'gap' between PP and non PP pupils that develops in primary schools, develops during reception and KS1. <i>The size of a pupil's vocabulary is a significant indicator of academic attainment in later schooling and success in life.</i>	<ul style="list-style-type: none"> • build cultural capital. Give children 'word power' by making language a sharp focus for T&L planning and monitoring. • ensure 'word poor' children spend as much time as possible working alongside 'word rich' adults and other children by using mixed ability groups where this will have the most benefits. • Promote the love of reading by running a range of 'book' based clubs and activities. • Investigate the 'Language First ' project embedded within neighbouring local authorities. 	ALL	The monitoring of Teaching and Learning shows that there is an improvement in children's outcomes, particularly in Reception and KS1 and for children entitled to Pupil Premium.	25%
(WAVE 2) Understand the barriers every PP child faces on an individual basis.	<i>There is no such thing as a Pupil premium child. Some children will face many barriers- others one or none. Teachers need to understand the barriers on a case-by-case basis.</i>	<ul style="list-style-type: none"> • Ts and TAs to know who the educationally disadvantaged children are in their classes and target support for these daily. 	ALL	Staff have a clear understanding of the needs of each individual PP child and as a result, they make progress either in line or above that expected.	5%
(WAVE 2) Give targeted support for disadvantaged children who are not making good progress within a whole class context.	Disadvantaged children can operate across the spectrum of achievement. <i>Higher ability PP children are less likely to do as well when they move to secondary school.</i>	<ul style="list-style-type: none"> • Monitor progress of educationally disadvantaged children • Work with PP children specifically in Years 5 and 6, to increase their capacity to continue learning and doing well when they move to Year 7. • Pre teaching / re-teaching • Homework/ Booster clubs • Ensure PP pupils in Year 5 and 6 receive whole-school responsibilities. 	ALL	PP children are monitored closely, especially those who are higher ability. Children who engage with G&T/ SATs/ Homework clubs make progress in line or above that expected.	10%
(WAVE 2) Give individual and small group support for disadvantaged children who are not making good progress	Structured 1:1 and small group intervention programmes that are delivered alongside other strategies work well for children who are not making the progress they should be.	<ul style="list-style-type: none"> • Regular teaching of reading • Focused, tailored interventions delivered 3-4 times a week (each session around 30 mins). 	ALL	Children who struggle with the act of reading, become fluent and are able to move from learning to read, to reading to learn. Our poorest readers make progress in line or above that expected.	10%

(WAVE2) Give specific targeted support to children who move to our school at times other than the start of Reception.	40% of children fail to make expected progress during the year immediately following a change of schools.	<ul style="list-style-type: none"> Children who have moved to our school at a point other than the start of Reception are monitored closely and interventions are planned regardless of academic starting point when they join CPPS. 	L	Children who move to the school at a point other than the start of Reception quickly make up for any loss of learning and achieve outcomes in line or above those expected (at least from their starting point) and reaching age expected outcomes by the end of KS2.	7.5%
(WAVE 3) Give effective social and emotional support to children with this need. Improve children's mental health.	We believe that the Nurture and pastoral support we can offer our children forms our 'inner curriculum'; children need this core stability before they can effectively learn in the classroom.	<ul style="list-style-type: none"> Dedicated pastoral team to support 1:1 and 'check in' sessions Nurture groups for children identified (through Boxall Profile assessments) as having a need Activities to support pupil wellbeing and good mental health to form part of every classroom curriculum. 	G, K, L, M	Children who are identified as having a pastoral need are supported appropriately and as a result, they have improved Boxall profile Assessments at the end of any block of sessions. Academically, they make expected or accelerated progress from their starting points.	2.5%
(WAVE 3) Adapt our practices to support a recovery for children in response to the COVID-19 pandemic.	All children will have experienced some losses and these will generate anxiety and trauma on different levels.	<p>As above</p> <ul style="list-style-type: none"> Whole school CPD to support classroom staff with knowledge and understanding of the Recovery Curriculum 	M	All children, in response to school closures, are supported appropriately. Staff receive training to increase awareness of the losses associated with the pandemic and pastoral staff are trained in the most effective ways to support children in need.	2.5%
(WAVE 3) Encourage good attendance	If children aren't in school regularly, their progress will be affected.	<ul style="list-style-type: none"> Develop a clear understanding of the individual family circumstances for children who have poor attendance and use this information to build strong relationships that support families and in turn, promote improved attendance. Use additional initiatives to reward 100% attendance. 	D	The number of children classed as a 'persistent absentee' is reduced (compared to 19-20).	2.5%

(WAVE 3) Expect excellent behaviour	If children display poor behaviour, it often leads to disrupted learning.	<ul style="list-style-type: none"> Use SPARKS rewards across the school to encourage good behaviour Use the behaviour charts consistently across the school Investigate initiatives that support parental engagement in SPARKS related rewards. 	1	Teachers support children's good behaviour consistently. Expectations are clearer and all children know the school 'code of conduct'. Parents can engage with their children's rewards.	2.5%
(WAVE 3) Give children a calm and structured start to the school day.	Children don't learn well if they are hungry/ upset/ have regularly disrupted mornings	<ul style="list-style-type: none"> Investigate the possibility of hosting a Breakfast Club 	D, G	Different possibilities for offering a calm start to the day, in the form of a breakfast club, are identified.	2.5%
(WAVE 3) Better prepare disadvantaged pupils for long term learning, adult life, the world of work and a sustainable future as an active member of society.	Without intervention, if children begin school as educationally disadvantaged their 'gap' will continue to grow as they don't have the foundational knowledge needed in order to access the school curriculum.	<ul style="list-style-type: none"> Build cultural capital. Give children 'word power' (see Wave 1) Advocate the use of community facilities including places of worship Form relationships with local secondary schools, colleges, organisations (inc sport) and businesses and plan opportunities for pupils visit these community settings. Investigate Primary Careers Hub opportunities 	ALL	<p>Pupil Premium children's spoken language and written work demonstrates little or no word gap.</p> <p>Children experience a range of places of worship with and around the community as part of the Local Area study and our R.E. curriculum.</p> <p>Pupil Premium children (especially those in Years 5 and 6) visit a range of local schools and organisations.</p> <p>Children have a greater awareness of opportunities and careers available to them- this is evidenced within pupil interviews and questionnaires.</p>	2.5%
(WAVE 3) Encourage parents to engage in their children's education and to appreciate the power of reading and literacy.	Parents are children's primary teachers. Children do better when their parents can support and encourage them.	<ul style="list-style-type: none"> A series of parent/carer workshops is planned – parents of PP children are invited, regardless of children's ability and starting point. 	A	<p>More parents engage in workshops/ surgeries.</p> <p>More parents feel confident in supporting their children with reading and this is evidenced through parent surveys and questionnaires.</p>	2.5%