

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	213
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23, 2023-24, 2024-25
Date this statement was published	12.10.2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Liz Kennedy
Pupil premium lead	Mrs Liz Kennedy
Governor / Trustee lead	Mr Brian Roe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,385.00
Recovery premium funding allocation this academic year	*£10,295.00
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	£110,680.00

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 reading and 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 and reading 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
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.
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.
More pupils (particularly those who are disadvantaged) have increased and deliberate exposure to high-quality language and reading 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.

More pupils (particularly those who are disadvantaged) have increased exposure to high-quality enrichment opportunities.	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.
Pupils (particularly those who are disadvantaged) are rarely late for school and have very good attendance.	By 2024/25 the percentage of children who arrive late or who have attendance less than 90% is reduced (compared to Summer 2022). The attendance data for disadvantaged children is in line with or better than that of their peers.
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.	By 2024/25, 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.
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.
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.
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.

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: £39,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the capacity of the pastoral team with a full time, dedicated teaching assistant.</p> <p>Purchase online Boxall toolkit.</p>	<p>EEF evidence base for mentoring; +4 for behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>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. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	7, 8
<p>Train all KS2 staff in the use of Accelerated Reader thus improving the reading experience of our 7-11 year olds.</p>	<p>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). https://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf</p>	3
<p>Give additional leadership time to the EYFS/ KS1 coordinator to allow them to support staff across phonics lessons, therefore ensuring there is a consistently high standard of phonics teaching.</p>	<p>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 early implementation 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

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

Budgeted cost: £10,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition organised through school-led tutoring	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,3,6

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

Budgeted cost: £60, 635

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.	<p>There is a great deal of evidence and research demonstrating the positive effects of outdoor learning, and in particular, a forest school approach.</p> <p>https://earlyimpactlearning.com/benefits-of-forest-school/</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	1,4

House 'tutor groups' and class activities focus on charitable work and challenges. (no cost)	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,4
Incentives to encourage good attendance and rewards for children who maintain very high levels of punctuality and attendance.	<p>There is a strong evidence base that demonstrates the importance of high levels of attendance for pupil achievement.</p> <p>https://www.childrenscommissioner.gov.uk/report/back-into-school-new-insights-into-school-absence-evidence-from-three-multi-academy-trusts/</p> <p>https://www.childrenscommissioner.gov.uk/report/voices-of-englands-missing-children/</p> <p>https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</p>	5
Workshops, drop-ins, coffee and chat and craft sessions for parents and key family members.	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement. Cotton and Wiklund (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.</p> <p>How to involve hard to reach parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2
Reception and Key Stage One Library refurbishment	<p>The National Literacy Trust (2019) found that children and young people who have access to an inviting and inspiring school library showed:</p> <ul style="list-style-type: none"> • Better reading attainment. • Better mental wellbeing. • Higher levels of reading enjoyment, reading for pleasure and reading confidence. • Higher levels of writing confidence and writing for pleasure. 	3,6

	<ul style="list-style-type: none"> • A tendency to read and write a greater range of material. <p>For children and young people who receive free school meals, these outcomes were even more significant.</p> <p>https://literacytrust.org.uk/research-services/research-reports/understanding-impact-and-characteristics-school-libraries-and-reading-spaces/</p>	
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Total budgeted cost: £110,680.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our end of year pupil data demonstrated that our disadvantaged children generally made good progress in reading and even outperformed other children in years 1 and 4. Progress in writing and maths was in line or above all other children.

Pupils Making **Expected (or accelerated) Progress from their Start of Year Starting Points**

	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Year 1	82%	77%	82%	70%	91%	77%
Year 2	42%	55%	67%	66%	42%	72%
Year 3	71%	97%	100%	86%	86%	90%
Year 4	100%	97%	100%	93%	100%	100%
Year 5	83%	83%	83%	93%	83%	90%
Year 6	69%	81%	77%	81%	77%	81%

Pupils Making **Expected (or accelerated) Progress from their Statutory Starting Points**

	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Year 1	82%	83%	82%	73%	91%	83%
Year 2	42%	62%	58%	66%	58%	76%
Year 3	86%	72%	71%	66%	100%	90%
Year 4	93%	87%	47%	57%	87%	83%
Year 5	58%	67%	50%	53%	67%	80%
Year 6	54%	59%	62%	59%	62%	59%

Generally, our disadvantaged children have not yet closed the attainment gap with all other children. However, in reading and maths there are signs that our disadvantaged children are beginning to close the attainment gap in several year groups. In Writing they remain below the attainment of all other pupils.

Pupils at or above their **expected attainment point**

	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Year 1	73%	77%	64%	63%	64%	80%
Year 2	42%	66%	50%	62%	50%	72%
Year 3	71%	66%	57%	62%	71%	76%
Year 4	80%	80%	47%	63%	87%	83%
Year 5	58%	67%	58%	63%	50%	70%
Year 6	54%	69%	69%	78%	69%	75%

Actions that supported this progress included-

Ensuing that all classroom- based staff know who the PP children are in their classes so that support is given to these children daily (including pre-teaching and other tailored interventions) and that, where possible, children who are 'word poor' have increased opportunities to work with children who we may consider as 'word rich'.

Ensuring our disadvantaged children access homework/ SATS and G&T clubs as appropriate.

Ensuing our disadvantaged children are supported by our dedicated pastoral team 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 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