

Pupil Premium Strategy Statement – Crest Infant & Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kerry Seales
Pupil premium lead	Karen Munson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,650

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our pupil premium strategy is an integral part of our whole school development plan.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach for all learners, with a focus on areas in which disadvantaged pupils require the most support. Evidence, (EEF Toolkit), has proven this to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. For this reason, a portion of the funds is invested in continuous professional development.

Our strategy is also integral to wider school plans for education recovery, including non disadvantaged pupils. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have also considered the challenges faced by vulnerable pupils, such as those whose attendance needs to improve, have special educational needs or those with poor emotional wellbeing and mental health. A portion of our funding is spent on Wider Strategies, specifically targeting pupils with social, emotional & mental health needs and pupils with attendance issues. Removing these barriers to learning is crucial to our pupils' learning and success. EEF Guidance reports on Improving Social & Emotional Aspects of Learning and Metacognition & Self-Regulation, shows how supporting pupils emotional development has a very high impact for a moderate cost.

Challenges

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

Challenge number	Detail of challenge
1	The % of PP pupils attaining the Early Learning Goal for reading and writing at the end of Reception is lower than 'other' pupils within the school.
2	Emotional development continues to be a key area for development for some children. There are a number of children who are eligible for PP funding whose specific SEN needs are particularly SEMH.
3	There are not yet enough children who are eligible for PP funding who are attaining the standard in writing at the end of KS1.
4	Attendance rates, persistent absence and punctuality of children entitled to Pupil Premium is poorer than that of non-pupil premium, reducing their hours in school and causes them to fall behind on average.
5	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many pupils including many disadvantaged pupils.
6	Parental capacity to support learning, for the majority of parents of pupil premium children is low. Some of the parents find it difficult to engage with the school for a variety of reasons. This can have an impact on the way in which families can support learning, including home reading, PIP home learning, attending school events to find out how their child is progressing and workshops to give guidance on how to support learning.

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
To support disadvantaged children to make accelerated progress across all area with the EYFS curriculum.	GLD for disadvantaged pupils will be in line (or above) local and national and averages. Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers. Attainment for disadvantaged pupils will be at least in line with 'others' nationally. Sustained high levels of wellbeing from 2024/25 demonstrated by: Having robust diagnostic assessments (EYFS framework) in place that provide opportunities to reflect on pupils' thinking, strengths and areas for development.
Increased levels of Emotional Wellbeing & Mental Health	Pupils will demonstrate greater levels of resilience towards learning & setbacks in general.
A larger amount of our Pupil Premium cohort working at a level of Greater Depth across subjects or working closer to a level of Greater Depth across subjects.	PP children who are working at Greater Depth specifically identified across all subject areas. PP children who could be targeted for Greater Depth specifically identified across all subject areas. Tracking shows progress of PP children who are working at this level of depth. Tracking shows a rise in numbers of PP children working at a level of Greater Depth. Tracking will be recorded via SIMS and analysis shown through school analysis template discussed at pupil progress meetings each term.
To support disadvantaged children to make progress in phonics and reading, writing and maths towards end of year expectations	Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations. Pupils will make accelerated progress from their starting points. The gap between pupil premium and non-pupil premium pupils will lessen. Attainment for disadvantaged pupils will be at least in line with 'others' nationally. Sustained high levels of wellbeing from 2024/25 demonstrated by: Embedded high quality, carefully planned professional development – fortnightly focus and research practice based lesson study approach for all teachers

<p>Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.</p>	<p>Attendance figures show a slight downward trend in attendance and fairly consistent in numbers of disadvantaged pupils who are persistently absent. HSSW and Attendance office staff to meet weekly to identify and track families in need of support including persistent absentees. Class staff to be aware of persistent absenteeism. HSSW and Attendance office staff and SLT attendance lead to identify barriers to attendance and punctuality for pupils and families. HSSW to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism)</p>
<p>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils. To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills</p>	<p>Communication and Language prime area of EYFS framework in-line or above local and national averages. Systematic Synthetic Phonics 'Little Wandle' scheme embedded throughout the school and cycles of evidence to support impact. Phonics screening results in line with or above local and national averages for disadvantaged pupils. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Sustained high levels of wellbeing from 2024/25 demonstrated by: All staff have are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. Phonics teaching is effective and that phonics progress is linked to progress in reading and writing.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and maintenance costs of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will purchase resources and fund ongoing teacher training and release time.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) Early research by Camden LA indicates that a focus on a synthetic systematic programme for Early Readers which supports all pupils to be readers by the age of 7. Tight ongoing focus of the lower 20% of readers within each year group. EEF focus on 'keep up' rather than 'catch up' approach which is a strength of Little Wandle program. Where pupils make insufficient progress, additional practice and support will be put into place immediately.	1,3,5
HIGH QUALITY TEACHING: HT/SLT led CPD informed by EEF Toolkit on effective pedagogies	EEF Research shows improving teachers' pedagogy is effective in raising pupil standards. Learning Walks, books and training materials used to focus on Questioning (EEF toolkit), Scaffolding & Effective Feedback (EEF toolkit).	1,3,5
HIGH QUALITY TEACHING: SLT monitoring of teaching	EEF Implementation Guide – making sure plans are implemented.	1,3,5

HIGH QUALITY TEACHING: Impact Conversations – progress review meetings between SLT & teachers	Internal evidence – Impact Conversations with SLT hold staff to account. Opportunity for coaching staff in effective practice.	1,3,5
HIGH QUALITY TEACHING: Deputy Head teacher mentoring Early career and new-to-school teachers	EEF Implementation Guide – coaching/mentoring and routines to ensure implementation of school policies.	1,3,5
To develop the teaching of vocabulary and comprehension in EYFS and KS1 (based on research and working with external agencies to improve provision).	EEF- There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF - Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1,2,3,4,5,6

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

Budgeted cost: £32,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children falling behind in phonics to receive additional support to accelerate progress.	EEF -Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,5
Teaching assistants are used to deliver small group interventions across school	EEF -Small group tuition has an average impact of four months' additional progress over the course of a year.	1,3,5
Therapeutic sessions – music therapy, sensory room, ELSA, Speech and language sessions Forest school sessions supported by trained forest school lead. Opportunities for outdoor learning on school sites	EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress. 2, 6 8 Children in crisis: the role of public services in overcoming child vulnerability. Access to a range of programmes to support a child's school readiness...such as speech and language therapy.	2,4,5
Oracy intervention	EEF EY Toolkit: The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be online with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1,3,5

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,4
Engagement, and capacity to support learning, of majority of parents of pupil premium children is low <ul style="list-style-type: none"> • HSSW records • Family intervention programmes • Parent Consultation forms • Targeted support precision teaching shared with parents 	Parents feel comfortable to come into the school environment. Parents are better equipped to support their children in school. Support learning initiatives at school in the home through the school forum, HSSW, class teacher and SLT. Raised parental aspirations for their children.	1,2,6
Use of ELSA trained staff	School anecdotal evidence.	2
Parents to be invited to parental support workshops to offer advice on how to support children at home.	EEF -Providing practical strategies with tips, support, and resources to assist learning at home is beneficial.	6
To subsidise/part subsidise trips for pupil premium children	Pupil premium children across the school may be supported through funding for school. Wikeley (2009) found that through the lack of participation in out of school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.	2,6

To supply a school uniform and PE kit for all PP children in need. Forest' school equipment and other equipment supplied (e.g. PE kits) for those who do not bring their own kit.	All PP children are able to access a uniform. Uniform available through 'swap shops' via the Crest Community Kitchen. This helps to engage parents and eases the financial burden of buying new uniform.	6
Attendance Officer Support.	It is widely recognised that the educational out-comes and future life chances for children and young people is significantly impacted upon by periods of absence and poor punctuality. Therefore, we want to encourage parents to ensure that their child attends school every day and on time. Use attendance, pastoral and staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Create action plans in partnership with families and other agencies that support.	4
School to run school food bank, uniform bank and toast time initiative.	Evidence shows that children who start school without eating will have poorer concentration and behaviour for learning.	4,6
For a member of SLT to train as mental health lead, then build up a team of mental health first aiders and arrange for workshops for parents with mental health nurse.	Evidence shows Healthy Minds Healthy Minds - trial EEf (educationendowmentfoundation.org.uk) Mental health has an impact upon learning and attendance for both child and carer	2,4

Total budgeted cost: £107,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2023/24

The school has identified persistent absentees and gaps in pupil attendance for some pupils, which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues, this is continuing to be a concern for the academic year 23/24 due to the changes in home working of some parents and the change in attitudes of parents towards attendance in school. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Planning has been reviewed and rewritten to ensure that the interests of all children are captured and this remains a priority for the duration of this plan. Cultural capital is addressed throughout the year, we are striving to embed this throughout the curriculum and as a school with a diverse intake, and there are many experiences and some different cultures to embrace. Continuous provision continues to be used in Reception and is also becoming more embedded in Year 1. In Year 2 aspects of continuous provision are being introduced as this proved beneficial to the current cohort of which there is a significant % of PP Early Years. Data is showing us that our PP children arrive in school below where they are expected for their age and by the end of year 2 they are matching, or just below, non PP children across the curriculum. Writing continues to be a focus for improvement.