

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Crest Infant and Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kerry Seales, Headteacher
Pupil premium lead	Karen Munson, Deputy Headteacher
Governor / Trustee lead	Shellie Hyde, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91115
Recovery premium funding allocation this academic year	£9715
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	£100,830

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.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

The government continues to provide funding targeted at addressing underlying inequalities and aiming to tackle the disadvantages that some children experience in life. As a school we use the money carefully to ensure that our vulnerable children achieved the best support possible.

Our OFSTED inspection in February 2020 stated that, 'Pupil premium funding is used effectively to enable disadvantaged pupils to make good progress from their starting points. Clear and specific planning for the use of the funding is focused on narrowing gaps.'

Challenges

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

Challenge number	Detail of challenge
YR (21)	The % of PP pupils attaining the Early Learning Goal for reading and writing at the end of Reception is 9% lower than 'other' pupils within the school, however at 50% this is still higher than the national average of 39.7% in 2019 for PP but lower than school total of 60% in 2019. Emotional development is a key area for development for this cohort of children.
Y1(19)	Emotional development continues to be a key area for development for this cohort of children. This cohort of children came up lower for achieving ELG due to the impact of Covid. Lack of interventions due to staffing shortages from maternity and sickness has also meant interventions were only implemented from term 2.
Y2 (33)	This PP cohort had 60% achievement of ELG in 2019, this was lower than rest of school but higher than national. This year group has been significantly impacted by the various lockdowns and home learning. There is a high % of SEN amongst the PP cohort of this year group. Maths was an area where PP children achieved a lower percentage than non PP children and this will become a focus area for development. PP children were below non PP children for R/W/M at AARE.
Whole School	Higher achieving children entitled to pupil premium often make less progress than other higher ability pupils across Key Stage 1.
Whole School	There are a number of children who are eligible for PP funding who have specific SEN needs particularly SEMH.
Whole School	There are not yet enough children who are eligible for PP funding who attain the standard in writing at the end of KS1.
Whole School	Parental engagement, including capacity to support learning, of the majority of parents of pupil premium children is low. During locking the number of disadvantaged children not accessing remote learning was much higher than that of non-disadvantaged. This has led to a widening of the gap between the two groups.
Whole School	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.

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
<p>Year R</p> <ol style="list-style-type: none"> 1. Develop confident behaviours for learning and emotional resilience <ul style="list-style-type: none"> • Character education survey • Development Matters assessments/observations • Reception Baseline Assessment • Early Years Foundation Stage Profile (EYFSP) 2. Improved expressive and receptive language <ul style="list-style-type: none"> • Development matters assessments • Speech and Language link assessments • Increased local authority speech and language service • More guided oracy opportunities 3. Quality first teaching and targeted interventions as required <ul style="list-style-type: none"> • Staff training and updates as required • English leader monitors the consistency of approach for teaching writing • Phonics lead monitors the delivery of phonics across the FS including nursery. 	<p>The percentage of pupil premium pupils attaining the Early Learning Goal in R/W/M increases from the previous year so that these children exceed expectations as a result of making rapid progress.</p> <p>The attainment gap shows that disadvantaged children are not attaining at the same levels as their non-disadvantaged peers. Recent in-year data suggests the gap has widened since partial school closure. Research suggests that children make greater progress through quality first teaching and interventions at the point of teaching.</p>
<p>Year 1</p> <p>Children to be emotionally ready to engage with the curriculum at their level and be emotionally resilient.</p> <ul style="list-style-type: none"> • Character education survey • Curriculum assessments/observations • Staff training and updates as required • Character education lead to implement new resources as appropriate • Feedback is given daily (either written or verbal) • High quality texts are built into the writing sequence, ensuring these support language, vocabulary development and children's engagement with texts. 	<p>Children will be resilient to change and engage in learning, understanding that mistakes are part of the learning journey. Children will engage with the curriculum and make a minimum of expected progress at their levels.</p> <p>The attainment gap shows that disadvantaged children are not attaining at the same levels as their non-disadvantaged peers. Recent in-year data suggests the gap has widened since partial school closure. Research suggests that children make greater progress through quality first teaching and interventions at the point of teaching.</p>

<p>Writing action plan developed, incorporating key skills which are often challenging for children from disadvantaged backgrounds so these are embedded in learning sequences and provision can be directed where there is most need.</p>	
<p>Year 2</p> <p>1. Timely and effective interventions ensure PP children make progress in line with or better than non-PP children</p> <ul style="list-style-type: none"> • Pupils' work • Progress and attainment records • Feedback is given daily (either written or verbal) • Effective deployment of LSA support • High quality texts are built into the writing sequence, ensuring these support language, vocabulary development and children's engagement with texts. • Writing action plan developed, incorporating key skills which are often challenging for children from disadvantaged backgrounds so these are embedded in learning sequences and provision can be directed where there is most need. <p>2. Quality first teaching and targeted interventions as required</p>	<p>Children in receipt of PP funding make expected or better progress to close the gap with their non-PP peers.</p> <p>The attainment gap shows that disadvantaged children are not attaining at the same levels as their non-disadvantaged peers. Recent in-year data suggests the gap has widened since partial school closure. Research suggests that children make greater progress through quality first teaching and interventions at the point of teaching.</p>
<p>More able PP children are supported through targeted intervention programmes and quality first teaching.</p> <ul style="list-style-type: none"> • Assessment data (tracking of this sub-group) • Daily feedback for improvement (pupils' work) via school feedback policy <p>Character traits e.g. resilience, perseverance and high aspirations for themselves</p>	<p>An increased number of PP children reach the enriching/greater depth standards.</p>
<p>Children who have a specific learning or SEMH need will have strategies in place to enable them to make good progress.</p> <ul style="list-style-type: none"> • Provision mapping used and monitored by SENCo • Data assessments every 2 terms and analysed as part of pupil progress meetings with teachers and SLT 	<p>Children who are performing below the expected standards make good progress as outlined in the Boxall system or school assessment systems.</p>

<ul style="list-style-type: none"> Quality first teaching in place as well as bespoke strategies in place with support from outside agencies <p>Use of ELSA trained staff as required</p>	
<p>Increase the percentage of PP eligible children attaining the expected standard in writing at the end of the key stage 1.</p> <ul style="list-style-type: none"> Provision mapping used and monitored by SENCo Data assessments every 2 terms and analysed as part of pupil progress meetings with teachers and SLT <p>Quality first teaching in place</p>	<p>The difference between attainment in writing between PP and Non PP children is reduced if not diminished so that the gap is negligible.</p>
<p>Engagement, and capacity to support learning, of majority of parents of pupil premium children is low</p> <ul style="list-style-type: none"> HSSW records Family intervention programmes Parent Consultation forms Targeted support-precision teaching shared with parents <p>Use of ELSA trained staff</p>	<p>Parents feel comfortable to come into the school environment.</p> <p>Parents are better equipped to support their children in school.</p> <p>Support learning initiatives at school in the home through the school forum, HSSW, class teacher and SLT</p> <p>Raised parental aspirations for their children.</p>
<p>Increase the attendance rates, persistent absence and punctuality of all children in receipt of Pupil Premium funding.</p> <p>Outcomes of attendance initiatives</p> <ul style="list-style-type: none"> Attendance data Outcomes of meetings with focus families - Early Help / ChiN/CP Attendance advisor (LA) meetings with staff and parents Targeted parental support 	<p>Attendance for disadvantaged children increases to 95+%</p> <p>The number of unauthorised absences for disadvantaged children decreases</p> <p>In-school gap between non-disadvantaged / disadvantaged closes</p> <p>Reduce the number of persistent absentees among pupils eligible for PP so that it is in line with 'other' pupils.</p>

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: **£59,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

<p>Support for complex PP families and pupils to reduce the impact of low self-esteem and well-being.</p> <p>Additional TA nurture support in class via the ELSA training programme.</p> <p>Continued training for staff in managing children with SEMH needs.</p> <p>Use of character education vehicle to embed virtues and values</p> <p>Employ the services of outside agencies to enhance the learning opportunities and strategies for children with specific needs.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils can be effective.</p> <p>When necessary or appropriate we work with families to address particular concerns or issues.</p> <p>Supervision</p> <p>Termly Pupil Progress meetings</p> <p>Improved well-being and understanding of self for PP children – soft data collection – monitoring walks, attendance, attitudes to learning</p> <p>Some children who are eligible for PP funding have specific needs that must be addressed and met.</p> <p>We want to ensure that these children’s needs are met through teaching strategies that are specific to their needs.</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Quality First Teaching will be accessible for all children in all year groups</p> <p>The number of PP children reaching the enriching standard in Reception and Year One, and greater depth in Year Two, will maintain or increase from 2019 due to Covid repercussions</p> <p>Pupil Premium Leader:</p> <ul style="list-style-type: none"> action strategy to ensure all staff members are clear about the actions needed to improve outcomes for PP children 	<p>Evidence from EEF and Sutton Trust materials indicates that the most effective teams share a commitment to the values and aims of the organisation.</p> <p>In the most effective teams all stakeholders understand their role within the organisation and are held accountable for this.</p>	All

<p>Leadership team to:</p> <ul style="list-style-type: none"> • continue to work with local schools to champion achievement for all and identify outstanding practice, liaise with other schools for moderation purposes sharing good practice for PP children • continue to work with local schools to inform transition and ensure quality of standards are maintained • to ensure high quality staff training which focusses on achievement for all • High quality, robust Appraisal and Performance management systems • Value staff health and well-being <p>Whole staff involvement in:</p> <ul style="list-style-type: none"> • setting and evaluating the School Improvement Plan which includes roles and responsibilities • appraisal and PM targets linked specifically to diminishing the difference for children eligible for PP. 		
---	--	--

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

Budgeted cost: **£21,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Extra-curricular activities to run alongside inspirational experiences to inspire and motivate where Covid-19 restrictions allow. Forest' school equipment and other equipment supplied (e.g. PE kits) for those who do not bring their own kit. Forest school sessions supported by trained forest school lead.	Rich and creative learning environments which are conducive to learning All children will be able to experience a rich as well as broad and balanced curriculum which is taught by well trained and inspirational staff Vulnerable children are able to access external activities, including educational visits, irrespective Extra-curriculum experiences broadens children's knowledge of world around	All

<p>Opportunities for outdoor learning on school sites</p> <p>Funding for local curriculum opportunities</p> <p>The school has a part-time Home School Support Worker who monitors attendance of this group and also undertakes family and therapeutic interventions</p> <p>Attendance of PP children at extra-curricular activities</p> <p>Therapeutic music sessions. Whole school music teaching, music concerts for parents and celebration events. Outdoor learning as acknowledged in point 143 of the DfE's 'The Importance of Music', instrumental tuition can dramatically improve attainment in reading for all children, with a particular impact for those with lower starting points.</p>	<p>them and can raise aspirations. Anecdotal evidence suggests that disadvantaged children tend to spend more time indoors during periods of national lockdown. of means.</p> <p>HSSW supports vulnerable families to access educational provision effectively.</p> <p><i>Monitoring of implementation and impact during lesson obs, pupil discussions, vocab assessments / tracking</i></p>	
---	--	--

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

Budgeted cost: **£20,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>To raise pupil (and parent) self-esteem, confidence and engagement in order to equip them with strategies to improve life skills and academic learning Therapeutic work / nurture activities for identified individuals/families.</p> <p>Additional teaching and precision teaching</p> <p>To continue the ethos of the school through the vehicle of Character education to parents and carers</p>	<p>Tracking of 'soft data' through 'before and after survey' for individual pupils/families.</p> <p>Tracking of academic data for impact of intervention on learning over time.</p> <p>Tracking of soft data via the term one and term six character education surveys.</p>	All
<p>Follow the LA attendance programme to improve attendance for all.</p> <p>First day response provision.</p> <p>Regular attendance meetings to be held (KS/LC/AL) and targeted families identified.</p>	<p>Children attend school regularly to support their academic progress and also their social understanding of the world. We can't improve attainment for children if they aren't actually attending school.</p> <p>PP coordinator, support worker, head etc. will collaborate to ensure</p>	8

<p>Reward system for improving and good attendance.</p> <p>Support from HSSW</p> <p>Ensure school is a safe productive environment that children are keen to attend and engage with.</p>	<p>new provision and standard school processes work smoothly together.</p> <p><i>Attendance tracking shows the gap is narrowing</i></p>	
--	---	--

Total budgeted cost: £100,830

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, despite these being a targeted group by staff and children we had concerns about were invited in to be part of the bubble system in place so that they could be monitored both academically and emotionally, paper packs of home learning were produced for parents to collect or were delivered to parents not able to come into the school, there was however little engagement from the parents for this and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding years due to the impact of Covid and periods of isolation required. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher despite regular welfare checks by staff and support from outside attendance officers. These gaps are larger than in previous years, 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. 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.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.