

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 156 ex Nursery 176 inc Nursery |
| Proportion (%) of pupil premium eligible pupils | 38.5% ex Nursery 34% inc Nursery |
| 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 | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Kerry Seales Head Teacher |
| Pupil premium lead | Karen Munson Deputy Head Teacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ £95,565 |
| Recovery premium funding allocation this academic year | £10,005 |
| 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 | £105,570 |

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 well-being 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.

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 June 2016 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.' Whilst in our more recent inspection in February 2020 the inspector stated that, 'Everyone strives to give children the best possible start in life.'

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 the cohort of children. There are a number of children who are eligible for PP funding whose specific SEN needs are particularly SEMH |
| 3 | Higher achieving children entitled to pupil premium often make less progress than other higher ability pupils across Key Stage 1. |
| 4 | There are not yet enough children who are eligible for PP funding who attaining the standard in writing at the end of KS1. |
| 5 | 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. Our attendance data indicates that attendance for disadvantaged pupils was 89.13% (au ab 7.33% / un ab 3.53% / late before 2.43% / late after 0.27%) in the first Autumn half term 2022 compared to 94.43% (au ab 4.11% / un ab 1.23% / late before 1.14% / late after 0.09%) for non-disadvantaged pupils. |
| 6 | Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 7 | Parental engagement, including capacity to support learning, of 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, 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 |
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| 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. |
| 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. |
| Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school. | Attendance figures show an improvement in attendance and decline in numbers of disadvantaged pupils who are persistently absent. |

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| | <p>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.</p> <p>HSSW and Attendance office staff and SLT attendance lead to identify barriers to attendance and punctuality for pupils and families.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>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> |
| <p>All parents are confident in supporting their child at home with learning. They engage with the school in a positive way to discuss how to help their child progress.</p> | <p>Percentage of PP parents attending events, including parents evenings and workshops, is proportional to our percentage of PP.</p> <p>The number of PP pupils reading at home is at least as high as non PP in the school.</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: £52,176

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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.</p> <p>Tight ongoing focus of the lower 20% of readers within each year group.</p> <p>EEF focus on 'keep up' rather than 'catch up' approach which is a strength of Little Wandle program.</p> <p>Where pupils make insufficient progress, additional practice and support will be put into place immediately.</p> | 1,3,4,6 |
| HIGH QUALITY TEACHING: HT/SLT led CPD informed by EEF Toolkit on effective pedagogies | <p>EEF Research shows improving teachers' pedagogy is effective in raising pupil standards.</p> <p>Teaching Walks, books and training materials used to focus on Questioning (EEF toolkit), Scaffolding & Effective Feedback (EEF toolkit)</p> | 1,3,4, |
| HIGH QUALITY TEACHING: SLT monitoring of teaching | EEF Implementation Guide – making sure plans are implemented. | 1, 3, 4 |
| HIGH QUALITY TEACHING: Impact Conversations – progress review | Internal evidence – Impact Conversations with SLT hold staff to account. Opportunity for coaching staff in effective practice. | 1, 3, 4 |

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| meetings between SLT & teachers | | |
| 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, 4 |
| 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, 6 |

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

Budgeted cost: £27, 235

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Disadvantaged children falling behind in phonics to receive 1:1 tutoring to accelerate progress. | EEF -Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. | 1, 4 |
| 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. | 3, 4, 6 |
| 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 approached have a high impact on pupil outcomes of 6 months additional progress. | 2, 6 |

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| | <p>Children in crisis: the role of public services in overcoming child vulnerability.</p> <p>Access to a range of programmes to support a child's school readiness...such as speech and language therapy.</p> | |
| Oracy intervention | <p>EEF EY Toolkit:</p> <p>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.</p> | 6 |

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

Budgeted cost: £24, 941

| 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. | 5 |
| <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>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> | 7 |

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| Use of ELSA trained staff | | |
| Parents to be invited to parent 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. | 7 |
| To partially fund the HSSW role and safeguarding leads in school. | This member of staff regularly supports our most vulnerable families (large proportion are of PP pupils). The role includes Pastoral evidence based interventions and support for children with SEMH needs and for those dealing with trauma. | 7 |
| To subsidise/part subsidise trips for pupil premium children | Pupil premium children across the school may be supported through funding for school. This will be subsidised through pupil premium. □ 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. | 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 swaps 'swap shops' are set up throughout the school year. This helps to engage parents and eases the financial burden of buying new uniform | 5, 7 |
| 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. Working Together to Improve School attendance, 2022 Good attendance is a learned behaviour and the most effective schools recognise | 5, 7 |

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| | <p>the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete but rather that is an integral part of the school's ethos and culture.</p> <p>In building a culture of good school attendance, all schools are expected to recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school.</p> | |
| Run school food bank-community kitchen and toast time | Evidence shows that children who start school without eating will have poorer concentration and behaviour for learning | 2, 5, 7 |
| 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. | <p>Evidence shows</p> <p>Healthy Minds EEF (educationendowmentfoundation.org.uk)</p> <p>Mental health has an impact upon learning and attendance for both child and carer.</p> | 2, 5, 7 |

Total budgeted cost: £ £104, 265

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 2021 to 2022 academic year.

Our assessments during 2021-22 show that by the end of the EYFS stage the gap has closed to 9% and that by the end of KS1 in reading the gap is 1 %, writing 12 % and maths 2%. In phonics at yr1 the gap was 1% and yr2 the gap was 6%

2021/22 attendance has been measured at
88.51%-au ab 8.63%/un ab 2.86%/late before 1.61%/late after 0.18%
compared to not PP 93.38%-au ab 5.66%/un ab 0.95%/late before 0.56%/late after 0.03%

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. 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.

