



Pupil premium strategy statement – Crest Infants

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	124
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kerry Seales
Pupil premium lead	Kerry Seales
Governor / Trustee lead	Neil Charlwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,295
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>	£80,295

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. We are an inclusive school with aspirations to provide an outstanding, inspirational and inclusive teaching and learning environment. We believe that through our school offer no child is left behind socially, or academically, due to the barrier of social deprivation. We provide high-quality teaching at the heart of our approach for all learners, with a focus on areas in which disadvantaged pupils require the most support.

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.

Challenges

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

Challenge number	Detail of challenge
1	Children have a deficit of experiences and opportunities.
2	Emotional development continues to be a key area for development for some children.
3	Ensure progress in reading, writing and maths in line with peers.
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	Children require support to ensure they are not disadvantaged by a deficit in oracy skills; exposure to high level vocabulary and language.
6	Parental engagement.

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
Children to be exposed to a wealth of community events, vast experiences and opportunities for all despite financial circumstances.	A diverse range of enrichment opportunities both in school and on trips are experienced by children regardless of financial background. The school to employ sports coaches for PE lessons and daily lunchtime clubs to support physical wellbeing and outside learning spaces and opportunities. Children and their families are supported by the Home School Support Worker through her ELSA intervention as well as the family ethos of Crest, the signposting of outside agencies and the offer of the Crest Community Kitchen. Visits every term funded by school. Visitors in school every term funded by school. 'Medway Go' signposting.
Increased levels of Emotional Wellbeing & Mental Health.	Pupils will demonstrate greater levels of resilience towards learning & setbacks in general. Home School Support Worker input as well as ELSA sessions, Lego therapy and music therapy.
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. 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.
Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.	Currently attendance figures show that children who are in receipt of pupil premium funding have a lower group attendance figure and are more likely to be classed as persistently absent. HSSW and attendance team 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.
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.	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. Sustained high levels of wellbeing. Phonics teaching is effective and that phonics progress is linked to progress in reading and writing.
Parents have the necessary tools to engage and support in their children's learning.	Parents are supported through a variety of workshops in order to equip them with the 'know how' to support their children's learning. The SENCo and Senior Leadership Team support with training for staff, workshops for parents and in providing release time for CPD opportunities.

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: £51,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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	1,3,5,6

teacher training and release time.	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.	
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: SLT 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. 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: £18,705

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.	3,5
Teaching assistants are used to deliver group interventions across school	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2,3,5
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. Access to a range of programmes to support a child's school readiness such as speech and language therapy.	1,2,4,5
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: £10,050

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.	2,4,5
Engagement, and capacity to support learning, of majority of parents of pupil premium children is low • 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.	1,2,4,6
Use of ELSA trained staff	School anecdotal evidence.	2,4,5
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.	4,6
To subsidise/part subsidise trips for pupil premium children	Pupil premium children across the school may be supported through funding for school.	1,4,6
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 own their own kit.	All PP children are able to access a uniform. Uniform available through the Crest Community Kitchen. This helps to engage parents and eases the financial burden of buying new uniform.	1,4,6

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.	4,6
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.	1,2,4,6
DHT trained as mental health lead and support HSSW. School to run workshops in conjunction with NELFT for targeted parents to support their children.	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	2,4,6

Total budgeted cost: £80,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2024/25

Following extensive work on attendance the school has decreased the persistent absence rate by half over the last three years. The school attendance figure was at national at the end of the academic year and attendance was described as meticulous by the Inspector during the May 2025 Ofsted inspection. Pupil premium families are starting to engage more with the school and children are keen to come in to school every day. We now need to focus on parental engagement as this has been found to be a barrier in attendance for pupil premium children.

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. A continuous provision approach to learning has been embedded in Reception and Year 1 and is now beginning in Year 2. We are seeing a rise in the number of children attaining GLD from this approach. Phonics screening data is improving slowly but steadily and this will be a further focus for the school. By the end of Year 2 all home-grown children achieve the expected level for the phonics screening.

