

Pupil premium strategy statement – The Crescent Primary

This statement details our school's use of pupil premium (and recovery premium for 2021 to 2022) 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	401
Proportion (%) of pupil premium eligible pupils	49%
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)	2021-22 2022-23 2023-24
Date this statement was published	12/11/21
Date on which it will be reviewed	12/11/24
Statement authorised by	V Denman
Pupil premium lead	E Crane
Governor / Trustee lead	Claire Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,725
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£36,172.50
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£319,897.50

Part A: Pupil premium strategy plan

Statement of intent

- *At The Crescent, all staff work together to ensure that every child is supported to make the best progress. Our USP 'Safe Happy Learning' ensures we put children's wellbeing and learning at the heart of all we do.*
- We are a two form entry primary school in Selhurst, Croydon, in an area of a of socio-economic disadvantaged backgrounds. One of the key challenges we have identified for our disadvantaged children is reading and language skills. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and develop practice in this area whilst also providing targeted interventions during, prior to, and at the end of, the school day. We are aware that some of our pupils have limited access to extracurricular opportunities and enriching experiences outside of school. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.
- We provide an offer of The Pioneer Passport as part of and in addition to our educational planned visits, which enrich the curriculum and enhance pupils' cultural capital. We also offer a wide range of varied extra-curricular clubs and music lessons.
- We have a strong ethos of inclusion and a compassionate approach towards supporting and engaging our children and parents. All of our staff understand the impact of disadvantage on pupils' learning and staff speak with one voice about our ambition for all our pupils. Pastoral support through our family worker, counselling, nurture and Enhanced Learning Provision (ELP) enables children to feel safe, listened to and ready to learn, developing confidence, self-assurance and self-worth.
- The leadership team put emphasis on the quality of pupils' learning experiences and play a vital role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms, provide on regular coaching opportunities, training, and immediate feedback to develop practice. This interacts positively with partnership/school-improvement work with the wider academy.
- We offer a creative curriculum, enriched with opportunities to enable our pupils to understand the world around them and be responsible citizens. Through developing their resilience, independence and confidence, our pupils see learning as a way to realise their full potential. Through a differentiated,

language rich curriculum, we provide opportunities for all to access a broad and balanced curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from EYFSs through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers through the school.
3	Diagnosed and undiagnosed additional educational needs. 25% of children receiving pupil premium are on the SEN register.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. More currently require additional support with social and emotional needs. Some of which attend part-time nurture provision, one-to-one counselling, empowerment and small group music therapy sessions. Some children also currently require 1:1 support/mentoring throughout the day.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths.

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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<p>Improved oral language skills and vocabulary among 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>Improved reading attainment among disadvantaged pupils.</p>	<p>End of summer 2022 and 2023 data will show that disadvantaged children outperform non-disadvantaged children 0.5 steps, from the previous summer. End of summer data will also show that 16% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>End of summer 2022 and 2023 data will show that of disadvantaged children have made 0.5 steps expected progress from the previous summer. End of summer data will also show that 30% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from music therapy, counselling, student voice, student and parent surveys and teacher observations • Identified pupils are invited to Nurture, Mentoring programme, counselling, • Families and pupils are supported by the SENDCo and Inclusion team and referred to Early Mental Health Care Practitioners where necessary and PIPT programme • Pupils are identified and referred to the inclusion team for therapeutic support, for group therapy/ and/or 1:2:1 counselling by the SENDCo • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/22 demonstrated by: • the overall absence rate for all pupils being no more than national (96+%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • Monitoring of attendance by the Head Teacher brings about an increase in PP attendance and a decrease in persistent absence. 5 • Learning Together Partnership meetings with class teacher and two PP families with poor attendance/ punctuality held termly</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>Whole school curriculum maps anchored in the layering and development of vocabulary, skills and knowledge. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits/curriculum launch sessions/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing visits and trips which excite and enthuse children to learn across all subjects each half term. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day through the delivery of Pioneer Passports.</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: £91,409.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation	1, 2, 3 & 4
School coaching programme for teachers and key staff (DRICE)	Coaching develops a whole a whole school approach to developing practice As a lever for the development of the team and the organisation's aligned leadership capability. It is a highly effective tool to embed change and affect impact Nieuwerburgh, C. Lane, D. (2012) Coaching in Education Getting Better Results for Students, Educators, and Parents: Routledge. EEF Pupil Premium Guidance	
Language links	Speech Link and Language Link is an assessment tool to empower SENCOs, teachers and TAs the further support for the child where required. We do this through screening, intervention, staff training and support which are all included in one yearly subscription.	
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup: Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement	1,2,3 & 4

recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts linked to the wider curriculum		
Delivery of small group reading interventions 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)	2
Enhancement of our spelling program and phonics intervention. We will fund teacher release to embed the whole school spelling approach & teacher & TA release time for CPD	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	1&2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD to ensure White Rose is embedded	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1&2
Improve the quality of social and emotional (SEL)	There is extensive research associating childhood social and emotional skills with higher academic outcomes.	4

<p>learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff on Zones of regulation. Small group work for this will take place as well as whole class learning</p>	<p>EEF Social and Emotion Learning PDF Counsellor Music therapy MHST Zones of Regulation Nurture Intervention Empowerment Project</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105000

Additional Teacher £30000, Additional TA £20000, Tutoring/Mentoring £30000 Release and CPD £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based tutoring to provide a blend of tuition, mentoring 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. Delivered through after school small group tutoring & teacher 5 days for additional intervention class in Y6 each morning.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</p>	<p>1</p>
<p>Additional phonics & spelling sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from</p>	

disadvantaged pupils who require further phonics support. This will be delivered in collaboration with English advisor.	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	
Specialist teaching. Extra release time for teachers to do one to one support with PP children.	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)	
Teaching assistant interventions planned for, monitored and reviewed every term.	EEF Teaching assistant interventions + 5 months 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 10 Education Endowment Foundation EEF	

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

Budgeted cost: £ £55000 PP breakfast club £5000, Uniform £4000, EWO £11000, £7000 trips and residentials, sports funding, + contingency for acute spending Family Liason £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve: - training and release time for staff to develop and implement new procedures -EWO one day a week to target & support officers to improve attendance -Family worker 5 mornings to target attendance and support & meet with families with poor attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</p>	
<p>Release time for SEN leader and family support worker to support families with high Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) 4 & 5 11 need SEN and Pupil Premium children. This will involve: -Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. -Vulnerable children to be highlighted and supported through Nurture sessions, and Lego Therapy sessions. -Where needed PP children are provided free school uniform & PE Kit (potential barrier to children attending school & low self esteem).</p>		
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for trips, after school club funding for pupil premium children, subsidised breakfast club, half price fee to the residential for year 6 PP children</p>	<p>Provision of a range of initiatives to extend children's experiences: Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement Education Endowment Trust Toolkit</p>	
<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</p>	

	respond quickly to needs that have not yet been identified	
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Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.