

Pupil premium strategy statement

The Crescent Primary

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	330
Proportion (%) of pupil premium eligible pupils	42.73%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	1/12/25
Date on which it will be reviewed	1/12/26
Statement authorised by	Verity Denman
Pupil premium lead	Emma Crane
Governor / Trustee lead	Claire Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,990
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>	£241,990 (Including PP Plus (LAC))

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, independent strategies and skills 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 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 broad and balanced curriculum, enriched with opportunities to enable our pupils to understand the world around them and be internationally minded and responsible citizens. Through developing their resilience, independence and confidence, our pupils see learning as a way to realise their full potential. Through adapted learning techniques and a 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 which support social interactions and receptive understanding. With vocabulary gaps among many disadvantaged pupils from EYFSs through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers throughout the school. Historically baseline assessments in reception are indicating a decreasing trend over the last three years from 11%, 9% to currently 6%, these children were born in 2020/2021.
3	Diagnosed and undiagnosed additional educational needs. 71% 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, of which 37% are on the SEND register currently. These challenges particularly affect disadvantaged pupils and children require additional support with social and emotional needs. Some of which attend part-time nurture provision, one-to-one counselling, empowerment and small group therapy sessions. Some children also currently require 1:1 support/mentoring throughout the day to achieve their potential.
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 and the increased need for planned interventions and booster groups to close the gaps.

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
Improved oral language skills and vocabulary among 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.

	Little Wandle's keep up and catch up programme will ensure the most disadvantaged children will be identified and supported in addition to their peers
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard. 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. Ongoing improvement seen in newly introduced Renaissance AI assessments Autumn Term 2024.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard. 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by 1%. • Monitoring of attendance by the Head Teacher brings about an increase in PP attendance and a decrease in persistent absence. • Learning Together Partnership meetings with class teacher and two PP families with poor attendance/ punctuality held termly
Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	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.

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: £ 152,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects is of the highest quality, well planned to support and challenge all with differentiation and variation throughout • Exposure to a broad and balanced curriculum • Year group provision maps ensure children have access to appropriate support throughout the week. • Small groups given opportunities through pre and post-teaching close gaps identified by teachers through AFL. • Closing the vocabulary gap through quality first teaching <p>Reading comprehension strategies (+6 months) EEF</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>School continue to support those teachers who took part in the DFE Early Career teachers' framework – staff are supported by colleagues across the trust.</p> <p>The school supports 4x ECT. EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Reading comprehension strategies (+6 months) EEF</p>	<p>1, 2, 3 &5</p>
<p>Phonics teaching in EYFS/KS1 through consistent use of Little Wandle and intervention support as identified.</p>	<p>Phonics (+4 months) EEF 1, 2 and 3</p>	<p>1, 2, 3 &5</p>
<p>High quality CPD for all teaching teams across the school. • Increased subject knowledge across teaching and support staff team • Improved outcomes as a result of improved practice.</p>	<p>Guidance report – EEF – Effective Professional Development 1, 2 and 3</p>	<p>1, 2, 3 &5</p>
<p>We will frequent opportunities for internal skills sharing and modelling/ coaching/collaborative planning with Heads of Subjects, experienced</p>	<p>Guidance report – EEF – Effective Professional Development</p>	<p>1, 2, 3 &5</p>

teachers. We will visit other excellent schools/MATs.		
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	1,2,3 &5
Improve the quality of social and emotional (SEL) 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	There is extensive research associating childhood social and emotional skills with higher academic outcomes. EEF Social and Emotion Learning PDF Counsellor& therapy MHST Zones of Regulation Nurture Intervention Empowerment Project	4

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

Budgeted cost: £23,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To narrow the attainment gap between PP and Non PP in all year groups through small group teaching for key pupils who are working below age related expectations through:</p> <ul style="list-style-type: none"> • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions) • Deputy Headteachers/ provide training for staff at all levels on reading and phonics • Providing school-led tutoring for pupils. • Gaps swiftly identified use of SHINE intervention • EYFS and KS1 double phonics to target speech and language barriers • IDL interventions to support _reading and writing 	<p>(+4 months – EEF Toolkit) Teaching Assistant Interventions (+4 months – EEF Toolkit)</p> <p>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</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both oneto-one: 2 11 A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	1,2,3 & 5

<ul style="list-style-type: none"> • Catch up phonics and interventions for children in Year 2 who have not passed phonics screening • Bottom 20% reading focus throughout the school with reciprocal reading interventions and phonics support. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children are emotionally supported and ready to learn in the mainstream classroom.</p> <ul style="list-style-type: none"> • Run The Lighthouse nurture provision and use to support children in developing life skills and learning skills to allow them to move forward in their education. When needed counselling provided for vulnerable children and wellbeing groups run. • Social skills groups • Wellbeing FSW to support children who may have behaviour as a barrier to learning Group and 1 to 1 mentoring in empowerment group 	<p>Social and Emotional learning (+4 months – EEF Toolkit) Behaviour Interventions (+3 months – EEF Toolkit). There is evidence to suggest that targeted schoolbased interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009).</p>	4
<p>Pupils have the opportunity to participate in extracurricular clubs and develop their cultural capital.</p> <ul style="list-style-type: none"> • 50% reduction in residential trips in years 4 and 6 • 50% reduction in educational visits • Free experiences as part of The Pioneer Passport • Wider opportunities including extra curricular clubs and learning a musical instrument • Nurture breakfast to set children up ready for the day 	<p>Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)</p>	
<p>Pastoral support for individuals and small groups provided by both learning mentor and family worker in</p>	+4 months – EEF Toolkit)	4

<p>order that pupils have the key skills required to be able to learn.</p> <ul style="list-style-type: none"> • Social skills • P2B Social and Emotional learning bespoke to Year 6 transition • Therapeutic support through Better Together groups, Lego Therapy, Snack and Chat • group therapy – Place2Talk • Counselling - Place2Be 1-1 • Educational Psychology • Inclusion Support 		
<p>Increase parental engagement with school so they feel more empowered to support their children</p> <ul style="list-style-type: none"> • Class Dojo for communication between school and home • Half termly coffee mornings run by Family support worker • Engagement event held with outside agencies so parents can see the school offer and services outside promoted • Parent Workshop for every area of curriculum. 	<p>Parental Engagement (+2 months – EEF Toolkit)</p>	<p>4</p>

Total budgeted cost: £241,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At The Crescent, our goal is for all pupils, regardless of their needs and starting points, to achieve well. We recognise that many of our pupil premium students still require additional support. Despite the disruptions caused by COVID-19 during the 2020-2021 academic year, we were pleased to see that children made progress in line with expectations or better. Our outcomes in Key Stage 1 and Key Stage 2 were in line with or just below national average. When comparing the progress of Pupil Premium and Non-Pupil Premium students in core subjects, we observed that, in some areas, the achievement gaps were narrowed compared to previous years. However, there were also instances where the gap is still apparent. The primary reason for these results appears to be the impact of the pandemic, which disrupted all areas of learning. The closure of schools was especially detrimental to our disadvantaged pupils, who were unable to fully benefit from our pupil premium-funded initiatives aimed at improving teaching and delivering targeted interventions. Where the gap remains, we have introduced additional interventions for the current academic year, building on the support already provided, such as Keep Up, Catch Up, and additional tuition. Well-being and mental health will continue to be a priority, with our nurture provision showing significant success in reintegrating children back into full-time class attendance. Our assessments and observations reflect these positive outcomes. We also recognise the importance of enriching the cultural capital of our students, especially those eligible for Pupil Premium. To support this, we are committed to ensuring that every Pupil Premium student has the opportunity to participate in an extracurricular club or attend a trip which builds their culture capital. We will utilise Pupil Premium funding to make this possible. We believe that this holistic approach will positively influence the future prospects of our pupils. Attendance and punctuality remain a focus for the 2024-25 academic year. The attendance gap between Pupil Premium and Non-Pupil has narrowed this year and we are committed to further reducing this gap. The Pupil Premium statement has been reviewed and updated, and we have developed a clear action plan for the next years based on the needs of our pupils. This plan is designed to ensure that the gap between disadvantaged and non-disadvantaged students continues to narrow

Externally provided programmes

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

Programme	Provider
Little Wandle	Little Wandle
Place 2 Be Counselling	Place2Be
CPOMs	CPOMS
Times Tables Rock Stars	Maths Circle
Renaissance	Renaissance AI

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 funding.