

Crown Meadow First School and Nursery Pupil Premium Strategy Statement



2022-2023

School overview

| Detail | Data |
|---|--|
| School name | Crown Meadow First School & Nursery |
| Pupils in school | 296 |
| Proportion of disadvantaged pupils | 30 10.1% (excluding nursery) |
| Academic year or years covered by statement | 2022-2025 |
| Publish date | September 2022 |
| Review date | January 2023, July 2023 |
| Statement authorised by | S.Athey (head teacher) K.Wiseman (Chair of Governors) |
| Pupil premium lead | R.Reed |
| Governor lead | T.Davis |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £42,175 |
| Recovery premium funding allocation this academic year | £1,075 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £42,175 |

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy plan intends to ensure that all children: irrespective of their background, needs or challenges they encounter in their primary life make good progress and at reach at least the Expected standard in Reading, Writing and Maths in each year group. Our intention is to support our disadvantaged pupils to meet this target and ensuring our high attainers maintain good progress throughout their school journey.

Using the Pupil Premium funds, the school aims to:

- Maximise the % of pupils from disadvantaged backgrounds who achieve the Phonics Screening check
- Maximise the % of pupils from disadvantaged backgrounds who achieve KS1 SATS at an expected standard in Reading, Writing and Maths
- Maximise the % of pupils from disadvantaged backgrounds who achieve Year 4 Multiplication check
- Maximise the % of pupils from disadvantaged backgrounds who achieve Greater Depth across core subjects

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 approach will be responsive to common challenges and individual needs, rooted in rigorous assessment and review, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To enable disadvantaged students to 'close the gap' in their performance in Reading, Writing and Maths, we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Offer support in class lessons through the deployment of support staff
- Offer small group interventions, delivered by teachers whenever feasible
- Regular pupil review meetings with parents if underperformance is a concern.

To enable disadvantaged pupils to develop a positive self-image, effective characteristics for learning and ensure that they maintain good wellbeing, we will:

- Offer Pastoral care is provided for those pupils who require this support and intervention.
- The opportunities for disadvantaged pupils are maximised enabling access to a wide and varied diet of opportunities as part of their school life.
- Provide educational visits, trips and school experiences to the children at a subsidised cost upon request
- To offer subsidised access to out of school clubs and enrichment activities
- To monitor the children's viewpoint to ensure they are not adversely affect their mental health and wellbeing.

Challenges

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

| Challenge number | Detail of challenge |
|--|--|
| 1 Early Years Language and oracy | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among our disadvantaged pupils. These are evident from Reception where our disadvantaged children are more prevalent among our disadvantaged pupils than their peers. |
| 2 Gaps in knowledge | Our assessments and observations indicate that the education and wellbeing among some of our disadvantaged pupils has been impacted by partial school closures or by inconsistent staffing for support and intervention. These school findings are consistent with national studies post-Covid. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and spelling. |
| 3 Writing, SPaG | Formative and summative assessments indicate that Writing attainment among disadvantaged pupils is below that of their non-disadvantaged pupils. The Spelling, Punctuation and Grammar skills needed to be effective writers are not yet embedded in order to be evident in pupils independent writing across the curriculum, this weakness is more prevalent in disadvantaged learners. |
| 4 Greater Depth | Assessments, observations, and discussions with pupils have indicated that attainment of our disadvantaged pupils at a level beyond age-related expectations is lower than non-disadvantaged pupils. Disadvantaged peers are not represented as Greater Depth learners at the same rate as their peers. |
| 5 Learning behaviour | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified difficulties in readiness for learning for many pupils, notably due to lack of independence, perseverance and resilience. These challenges particularly affect disadvantaged pupils, affecting their attainment. |
| 6 Enrichment | Our observations and discussions with pupils and families have identified a lack of enrichment opportunities for some children. |
| 7 Attendance | Our attendance data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to their peers Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged EYFS pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Reduced number of SALT referrals made. Evidence of effective language seen across the EYFS curriculum, being evidenced by Speech links data, EYFS GLD, participation in lessons, class teacher feedback and ongoing formative assessment. |
| Reduced number of pupils with knowledge gaps for core subjects among disadvantaged pupils. | Tracking teacher assessment shows an increase in the pupil outcomes at the expected standard or more, so the attainment of disadvantaged pupils matches that of their peers. |
| Improved Writing attainment among disadvantaged pupils. | KS1 and Y4 writing outcomes in 2024/25 show that disadvantaged pupils met the expected standard, unless there are specific additional needs. |
| Improved Greater Depth attainment for disadvantaged pupils | Tracking teacher assessment shows Greater Depth outcomes in 2024/25 show that more disadvantaged pupils met the expected standard in line with their peers and making good or better progress over time. |
| To achieve and sustain improved learning behaviours for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of learning behaviours from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations |
| To achieve and sustain improved participation in extra curriculum activities for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of learning behaviours from 2024/25 demonstrated by 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 2024/25 demonstrated by the overall absence rate for all pupils being better than National average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being lower than the National average and the figure among disadvantaged pupils being in line with their peers. |

Activity in this academic year 2022/23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

(A) Quality First Teaching

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| On-going training and CPD for teachers (<i>Greater depth, SPAG, Assessment and moderation</i>) | Spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. EEF-Guide-to-the-Pupil-PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) | 1,2,3,4,5,6 |
| Teaching Assistant support embedded within quality first teaching for disadvantaged learners | Additional teaching Assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum | 1,2,3,4,5,6 |
| Develop language activities across the EYFS curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will subscribe to Language Link , purchase resources and fund ongoing teacher training and release time. <i>Include subscription (£180) and TA time</i> | 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1 |
| Purchase of standardised assessment for SPaG . Training for staff to ensure assessments are interpreted and administered correctly. <i>Include subscription (£240), staff training</i> | 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 EEF | 2, 3, 4 |
| Enhancement of our maths teaching and curriculum planning to focus on support and challenge. 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). Maths journaling, maths language, | 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 | 2,3,4, |
| Marking and feedback Sharing good practice | Giving information to the learner about their performance should aim to improve pupil's | 2,3,4, |

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| | <p>skills by refocussing the learning. It can be verbal, written or using digital technology.</p> <p>Feedback Teaching and Learning Education Endowment Foundation EEF</p> <p>EEF Teacher feedback to improve pupil learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> | |
| Budgeted cost: £10,000 | | |

B: Targeted academic support/intervention

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Daily targeted intervention by teachers linked to classroom teaching and the curriculum. | <p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups lead by a teacher</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Or by teaching assistants</p> <p>Teaching assistant interventions EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3,4,5,6 |
| <p>Purchase of a Language Links intervention resources and blocks of time for intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p><i>Include intervention time & resources</i></p> | <p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 2,3,4,5 |
| <p>Purchase of a Read, Write Inc resources and time for intervention for small group and 1:1 interventions to secure stronger phonics teaching for all pupils.</p> <p><i>Include intervention time & resources</i></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 3 |
| <p>Purchase of a maths resources and time for intervention for small group and 1:1 interventions to secure stronger maths teaching for all pupils.</p> <p><i>Include intervention time & resources</i></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> <p>Improving Mathematics in Key Stages 2</p> | 3 4 |
| Personal, emotional and social interventions (e.g. | Social and emotional learning approached have a positive impact on progress in academic outcomes | 5 |

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| <i>Calm Minds, Talkabout, ELSA, Growth mindset)</i> <i>Include intervention time & resources</i> | as well as the personal benefits like managing emotions and effective social interactions with peers Social and Emotional Learning Education Endowment Foundation EEF | |
| Targeted intervention based on a rigorous asses and review cycle which reflects small group and personalized needs <i>Including Teacher/TA time</i> | Personalised learning targets, even if different from classroom teaching, enables gaps in knowledge or skills to be taught and practised | 5 |
| Budgeted cost: £10, 000 | | |

C: Wider strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pastoral team work to meet the needs of vulnerable learners through being consistent caring adults, pastoral review meeting, interventions, meeting with parents and use of calm space 'The Nest' <i>Include staffing costs, resources for 'The Nest'</i> | Offering social and emotional support and intervention to enable children to deal with their individual challenges and be better equipped as learners. Being an advocate for the needs of vulnerable learners Social and Emotional Learning Teaching and Learning. | 5 7 |
| Whole staff training on Trauma Informed School with the aim of developing our school ethos and improving understanding of additional needs . <i>Including course costs (via Worcestershire Virtual School) Cover costs, purchase recommended resources</i> | Both targeted interventions and universal approaches can have positive overall effects. TIS aims to provide vulnerable learners with adult support to aid attachment, relationship and mental wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Trauma Informed School (TIS) | 5 7 |
| Access to external services and advisory teachers support using PP funding <i>Including Specialist referral, release time for staff, resources recommended</i> | Specialist support services use their skills to help children and young people with the development of learning, communication, physical and sensory needs, and social and emotional skills needed for adulthood/independence. | 1 2 3 4 5 |
| Attend PP children to attend an event via 'All Active Primary Sports partnership' <i>Including staffing and transport.</i> | There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) | 5 6 |

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| Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents. <i>Including additional staffing costs</i> | There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) | 6 |
| To work with families to provide support for issues affecting attendance and punctuality <i>Including EWO SLA</i> | The Department for Education's guidance on improving school attendance provides useful advice on this issue. Improving school attendance: support for schools and local authorities - GOV.UK Working together to improve school attendance – GOV.UK | 7 |
| Budgeted cost: £25,000 | | |

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|----------------------------------|----------------|
| A: Quality First Teaching | £ 10,000 |
| B: Intervention | £ 10,000 |
| C: Wider strategies | £ 23,000 |
| Total budgeted cost: | £43,000 |