

Crown Meadow First School and Nursery Pupil Premium Strategy Statement

For 2024-2025



School overview

Detail	Data
School name	Crown Meadow First School & Nursery
Pupils in school	292
Proportion of disadvantaged pupils	33 11.3% (excluding nursery)
Academic year or years covered by statement	2022-2025
Publish date	September 2022
Review date	January 2023, July 2023, July 2024
Statement authorised by	M.Hague (Interim Head teacher) T.Davis (Chair of Governors)
Pupil premium lead	R.Reed
Governor lead	T.Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48, 170
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,170

Part A: Pupil premium strategy plan (2022-2025)

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
- hold 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.
- provide 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
- offer subsidised access to out of school clubs and enrichment activities
- 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, (Phonics and Spelling)	Formative and summative assessments indicate that Writing attainment among disadvantaged pupils is below that of their non-disadvantaged pupils. The Phonics and Spelling 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 all disadvantaged pupils met the expected standard, unless there are specific additional needs. EYFS attainment of disadvantaged pupils in line with non-PP peers, EYFS pupils enter KS1 with sufficient skills to start independent writing in Y1.
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 2024/25

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
<p>On-going training and CPD for teachers</p> <p><i>(CUSP curriculum, Phonics/ Spelling, Assessment and moderation ,)</i></p>	<p>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.</p> <p>The EEF Guide to the Pupil Premium (Updated September 2024)</p>	1,2,3,4,5,6
<p>Teaching Assistant support embedded within quality first teaching for disadvantaged learners</p>	<p>Additional teaching Assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum including same day keep up activities.</p>	1,2,3,4,5,6
<p>Develop language activities across the EYFS curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will use Wellcomm to assess, plan and monitor EYFS language skills.</p> <p>Resources to support a language rich environment <i>eg. Talking tins, talking cards, listening centre, roleplay</i></p> <p><i>Include subscription/resources (£200) and TA time</i></p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of assessment for Phonics and Spelling</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p><i>Include Phonics Tracker/Spelling Shed subscription (£), staff training</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning to focus on support and challenge.</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>	2,3,4,

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,	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	
Marking and feedback Sharing good practice	Giving information to the learner about their performance should aim to improve pupil's skills by refocussing the learning. It can be verbal, written or using digital technology. Feedback Teaching and Learning Education Endowment Foundation EEF EEF Teacher feedback to improve pupil learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2,3,4,
Budgeted cost: £10,000		

B: Targeted academic support/intervention

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Attainment for Disadvantage Youngster (RADY) project and Thinking Differently for Disadvantaged Learners (TDFDL) resources will be used to inform our approach to ambitious target setting, tracking and monitoring systems that will close the gaps in attainment	Worcestershire Virtual School are working with Challenge education to address the persistent attainment gap. We will consider the Equality vs Equity model to raise aspiration for all learners	1,2,3,4,5,6
Daily targeted intervention by teachers linked to classroom teaching and the curriculum to meet the specific needs of disadvantaged pupils All PP children to receive some intervention to enable them to reach their full potential, not just low attaining PP.	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 Small group tuition EEF (educationendowmentfoundation.org.uk) Or by teaching assistants Teaching assistant interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6
Purchase of a Wellcomm 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.	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)	1, 2,3,4,5

<i>Include intervention time & resources</i>		
Purchase of ELS spelling resources and time for intervention for small group and 1:1 interventions to secure stronger phonics teaching for all pupils. <i>Include intervention time & resources</i>	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	2 3
Purchase of practical maths resources and time for intervention for small group and 1:1 interventions to secure stronger maths teaching for all pupils. <i>Include intervention time & resources</i>	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	3 4
Personal, emotional and social interventions (e.g. <i>Calm Minds, Talkabout, ELSA, Growth mindset</i>) <i>Include intervention time & resources</i>	Social and emotional learning approaches have a positive impact on progress in academic outcomes as well as the personal benefits like managing emotions and effective social interactions with peers Social and Emotional Learning Education Endowment Foundation EEF	5
Targeted intervention based on a rigorous assess 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 Teaching Assistant Intervention EEF	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
Embed practice from Trauma Informed Schools and Senior Designated Mental Health Lead with the aim of developing our school ethos and improving understanding of additional needs .	Both targeted interventions and universal approaches can have positive overall effects. TIS aims to provide vulnerable learners with adult	5 7

<i>Including training and cover costs, purchase recommended resources</i>	support to aid attachment, relationship and mental wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Trauma Informed School (TIS)	
Access to external services and advisory teachers support using PP funding <i>Including Specialist referral, release time for staff, resources recommended (£500 per referral)</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> <i>Link with funding via Sports Premium</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
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents. <i>Including subsidised costs for clubs, additional staffing costs/resources to run school clubs,</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 Pastoral TA, Welfare and Pastoral (including Attendance) Lead, resources to support individual needs identified</i>	The Department for Education's guidance on improving school attendance provides useful advice on this issue. Working together to improve school attendance – GOV.UK	7
Budgeted cost: £28,000		

A: Quality First Teaching	£ 10,000
B: Intervention	£ 10,000
C: Wider strategies	£ 28,000
Total budgeted cost:	£48,000