

Crown Meadow First School and Nursery Pupil Premium Strategy Statement 2024-2025



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year: there are 27 children (PP) across years 1 to 4, 8 of these KS1/2 PP pupils have been identified at SEND (29.6%)

Disadvantaged pupil progress performance overview for 2024/25

Whole School Years 1 to 4	-1	No change	+1
Pupil Premium PITA Progress 27 pupils (3.7%)			
Maths – PP (27)	3.7% (1)	88.9% (24)	7.4% (2)
Maths – non-PP (201)	8.5% (17)	83.6% (168)	8.0% (16)
Difference:	-4.8%	+5.3%	-0.6%
Reading - PP	7.9% (4)	83.3% (22)	6.6% (1)
Reading – non-PP	7.0% (14)	86.1% (173)	7.0% (14)
Difference	0.6%	-2.8%	-0.4%
Writing - PP	11.1% (3)	74.1% (20)	14.8% (4)
Writing – non-PP	9.0% (18)	83.1% (167)	8.0% (16)
Difference:	2.1%	-9.0%	6.8%

Priority 1 – EYFS Oracy	
Measure	Outcome
Improved oral language skills and vocabulary among disadvantaged EYFS pupils.	<ul style="list-style-type: none"> 75% PP children (4) in EYFS attained ELG in Communication and Language, The 1 PP child (25%) that did not attaining ELG has SALT referrals/reports and individual programme being delivered. 92% non-PP children attained ELG in C&L. The 4 non-PP children who did not achieve ELG are all SEND with SALT programmes and interventions in place Every PP child shows progress from their WellComm baseline assessment

Priority 2 – Knowledge gaps	
Measure	Outcome
Reduced number of pupils with knowledge gaps for core subjects among disadvantaged pupils.	<p>READING</p> <p>EYFS 75% PP children achieved ELG in word reading and 50% achieved ELG in comprehension. All children have made progress from the baseline. The 2 PP children (50%) not achieving ELG in reading strands have been in intervention and have been identified as END with involvement from outside agencies.</p> <p>Y1 43% PP making expected progress in reading, below that of non-PP peers at 93%. They are not making beyond expected progress, so attainment gap remains with 43% PP achieving at and above ARE, compared to 91% of non-PP peers. Closing this attainment gap will be a priority for 2025/26</p> <p>Y2 All PP are making expected progress in reading, this is exceeding the progress made when compared to non-PP peers at 89%. Attainment is at 40% for PP at and above ARE, compared to 73% of non-PP peers. At Greater Depth, there are 20% PP, which is comparable with 18% of non-PP pupils. As PP are not making beyond expected progress, the attainment gap remains and will be a priority for 2025/26.</p> <p>Y3 All PP pupils are making expected progress in reading, this exceeds the progress when compared to 87% of non-PP peers. Attainment is at 40% for PP pupil at and above ARE, compared to 84% non-PP peers, showing an attainment gap. As PP are not making beyond expected</p>

progress, this attainment gap remains and will be a priority for 2025/26.

Y4 All PP making expected progress in reading, **exceeding** that of non-PP peers at 94%. Attainment is 90% PP pupils at/above ARE, which **exceeds** that of non-PP peers at 78%. At Greater Depth, there are 10% PP, which is **comparable** with 12% of non-PP pupils. These PP pupils will be in middle school in Sept 2025.

Daily reader for bottom 20% include PP pupils and give regular reading opportunities, increasing confidence and fluency seen in their average word count per minute, increased recall of CEW and miscue analysis.

MATHS

EYFS 100% PP children achieved ELG in number, but 50% did not achieve in numerical patterns. However, based on their baseline there has been progress for all children. The 50% children not achieving maths ELG are identified as SEND.

Y1 86% PP making expected progress in maths, **same as** that of non-PP peers also at 86%. They are not making beyond expected progress so attainment gap remains with 57% pp pupils at and above ARE, compared to 82%% of non-PP peers. This attainment gap will be a priority for 2025/26

Y2 All PP making expected progress in maths, **exceeding** when compared to non-PP peers at 81%. Attainment at 40% PP at and above ARE, compared to 73% of non-PP peers. At Greater Depth, there are 20% PP, which is **comparable** with 22% of non-PP pupils. As PP are not making beyond expected progress, the attainment gap remains and will be a priority for 2025/26.

Y3 All PP making expected progress in maths, **exceeding** 79% of non-PP peers. Attainment at 20% PP at and above ARE, compared to 75% non-PP peers. As PP are not making beyond expected progress, the attainment gap remains and will be a priority for 2025/26.

Y4 All PP making expected progress in maths, **exceeding** that of non-PP peers at 98%. Attainment is 90% PP pupils at/above ARE, which **exceeds** that of non-PP peers at 78%. At Greater Depth, there are 10% PP, which is **comparable** with 12% of non-PP pupils. These PP pupils will be in middle school in Sept 2025

Priority 3 – Writing	
Measure	Outcome
Improved Writing attainment among disadvantaged pupils.	<p>EYFS All PP children did not achieve ELG in writing, however from their baseline they were identified as being in need of support and intervention. These children were below in prime areas of EYFS and did not have the pre-writing skills necessary. All of these children have made progress in their prime areas of physical development, listening and attention and emotional regulation, all of which are necessary to be able to progress in specific areas like writing. This will be a priority area for these children as they move into Year 1 in 2025/26.</p> <p>Y1 86% PP making expected progress in writing, similar that of non-PP peers at 84%. Attainment remains similar with 71% of PP at and above ARE, compared to 77% of non-PP peers. 2/7 of PP pupils are identified as SEND.</p> <p>Y2 All PP pupils are making expected progress in writing, this is exceeding their non-PP peers at 92%. Attainment is at 40% PP pupils at and above ARE, compared to 73% of non-PP peers. At Greater Depth, there are 20% PP pupils, which is comparable with 18% of non-PP pupils. However. PP pupils are not making beyond expected progress so the attainment gap remains and will be a priority for 2025/26. 2/6 of PP pupils are identified as SEND</p> <p>Y3 80% PP pupils are making expected progress in writing, slightly below non-PP peers at 94%. Attainment at 80% PP at and above ARE, compared to 71% non-PP peers. As PP are not making beyond expected progress, the attainment gap remains and will be a priority for 2025/26. 2/5 of PP pupils are identified as SEND.</p> <p>Y4 80% PP pupils are making expected progress in writing, slightly below that of non-PP peers at 87 %. Attainment is 80% PP pupils are at/above ARE, which exceeds that of non-PP peers at 71%. At Greater Depth, there are 10% PP pupils, which is comparable with 12% of non-PP pupils. These PP pupils will be in middle school in Sept 2025.</p>

Priority 4 – Greater Depth	
Measure	Outcome
Improved Greater Depth attainment for disadvantaged pupils	In EYFS, Nationally there are no Greater Depth outcomes, so this is not applicable.

	<p>By the end Y2, 20% PP children (1:5) in was identified as GD in Maths and Writing, which is comparable the % to non-PP peers at GD.</p> <p>By the end of Y4, 20% PP children (2:10) were GD in Reading and 10% (1:10) of in Writing. In Y4 this % matches or exceeds that of non-PP peers attainment at GD.</p> <p>Through an equality curriculum, PP children supported and scaffolded to give opportunities to show GD skills alongside peers, provide extra problem solving and reasoning in maths and deeper comprehension skills.</p>
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Priority 5 – Learning Behaviour

Measure	Outcome
To achieve and sustain improved learning behaviours for all pupils in our school, particularly our disadvantaged pupils.	<p>Learning walks and observations showed PP children have positive attitudes to school and there are no discernible difference between PP and non-PP peers.</p> <p>Analysis of behaviour logs and pupil attitudes questionnaire does not show any difference between PP children and the whole school cohort.</p> <p>For PP children with identified needs in their personal, social or emotional development, there have been interventions in self-esteem, listening skills, understanding emotions and anger management which all show improvements in knowledge, skills or understanding against the child's baseline assessment activity.</p>

Priority 6 – Enrichment

Measure	Outcome
To achieve and sustain improved participation in extra curriculum activities for all pupils in our school, particularly our disadvantaged pupils.	In 2024/25, all PP children attended at least 1 extra curricular sports activity through All Active Academy. All PP children were able to attend school and residential trips due to PP funding support.

Priority 7 – Attendance																	
Measure	Outcome																
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance data over time for PP learners shows that PP children attendance has improved over time, with outcomes being more in line with proportional representation.</p> <table border="1"> <thead> <tr> <th></th> <th>2022/3</th> <th>2023/4</th> <th>2024/5</th> </tr> </thead> <tbody> <tr> <td>PP attendance</td> <td>92.3%</td> <td>94%</td> <td>93.8%</td> </tr> <tr> <td>% PA list that are PP pupils</td> <td>38%</td> <td>20.8%</td> <td>20%</td> </tr> <tr> <td>% PP pupils that are PA</td> <td>33%</td> <td>13.9%</td> <td>18%</td> </tr> </tbody> </table> <p>We continue to work with PA families to understand and support their barriers to school attendance. 4 PP children (3 families) are no longer on the PA list.</p>		2022/3	2023/4	2024/5	PP attendance	92.3%	94%	93.8%	% PA list that are PP pupils	38%	20.8%	20%	% PP pupils that are PA	33%	13.9%	18%
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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
CUSP curriculum	Curriculum with Unity Schools Partnership
Bereavement support	Touchstones

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

We have invested in an equity-based curriculum, where children developing their skills through daily QFT within an ambitious and evidence based curriculum that is beneficial for all, especially those from disadvantaged backgrounds.