

# Pupil premium strategy statement – Crown Meadow First School and Nursery

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	290 (333 inc Nursery)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 in readiness for September 2026
Statement authorised by	Hilary Allan
Pupil premium lead	Rebecca Hanson
Governor / Trustee lead	Tess Davis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,115.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£47,115.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Crown Meadow First School, we are committed to ensuring that every child, regardless of their background, achieves strong academic progress, develops rich language skills and gains the cultural knowledge and confidence needed to thrive. As part of this, a rigorous focus is placed on the highest quality of teaching and the curriculum, recognising the link between language and deprivation. Acting early to intervene at the point need is identified with a strong emphasis in early years establishing strong foundations.

Our three-year Pupil Premium strategy places **language, vocabulary and oracy development** at its core, recognising that a strong command of spoken and written language underpins success across the curriculum and enhances children's capacity to learn, express ideas and participate fully in school life.

We continue to do well compared to national figures, for example, whilst our vulnerable children achieve less well than non-vulnerable children, they still achieve more than the national average. For example, 2025 phonics data shows an average score of 33 – the same as non-disadvantaged children nationally. Being ambitious, we are striving to close our school gap.

Building on the EEF's guidance and tiered approach, our strategy is shaped around creating consistently strong classroom practice where vocabulary, structured talk, retrieval and rich language experiences are woven into everyday learning. Alongside this universal focus, we ensure that children who need additional help receive timely, well-matched support to strengthen their maths, reading, writing, communication and oral language skills.

At the same time, we recognise that children learn best when they are present, confident and ready to engage, so our work also promotes good attendance, wellbeing and the wider conditions that help every child to thrive. We support children to recognise and build upon their unique sense of self, recognising their character strengths and developing their independence. Relationships and knowing our children well is at the heart of this, so we are deeply committed to pastoral care and the simple things in school, such as greeting every child by their name at the door each morning.

We aim to remove barriers to learning through precise assessment, timely intervention and a whole-school culture that maintains ambitious expectations for disadvantaged children. Our strategy also recognises the needs of children who face additional challenges, such as those new to school, who have siblings with SEND and those supported by social care, ensuring that all learners can succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Wellcomm assessments</b> , triangulated baseline data, observation and discussions with children <b>indicate underdeveloped oral language skills and less retention of taught vocabulary</b> for our most vulnerable children.
2	Disadvantaged children have <b>lower starting points in phonics and achieve less well</b> .
3	Assessments, observations and discussions with children suggest vulnerable children <b>typically have greater difficulties with reading and, hence writing</b> , than their peers: transcription and composition being key elements.
4	Disadvantaged children achieve less well in maths in all year groups. Baselines show that maths foundational knowledge is lower on entry compared to other subjects: children in Reception class enter with increased children working below ARE compared to literacy (24% literacy compared to 34% working below in maths).
5	A number of Pupil Premium children struggle with <b>self-regulation</b> , emotional expression and sustaining <b>readiness to learn</b> , which negatively affects engagement, behaviour, and progress.

## 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
Vulnerable children will develop stronger oral language skills, including vocabulary, sentence structure, and listening comprehension, supporting improved communication, reading, and writing.
Success criteria
WellComm and other baseline language assessments show measurable progress for targeted pupils.
Teacher observations and learning walks indicate increased confidence and clarity in spoken language.

Children use a wider range of vocabulary and more complex sentence structures in both oral and written tasks.

Targeted children demonstrate improved listening and comprehension skills during lessons.

Child voice reflects increased confidence in expressing ideas and participating in discussions.

#### **Intended outcome**

Disadvantaged children will make rapid progress in phonics so that gaps close and a greater proportion reach age-related expectations in early reading.

#### **Success criteria**

The proportion of disadvantaged pupils passing the Phonics Screening Check increases and the gap with peers narrows.

Ongoing phonics assessments show accelerated progress in sound recognition, blending and segmenting.

Disadvantaged children apply phonics strategies more confidently during reading and writing tasks, evidenced in books and observations.

Reading fluency improves, demonstrated through regular fluency checks and teacher-led assessments.

Child voice shows increased confidence and enjoyment in reading.

#### **Intended outcome**

Vulnerable children will develop stronger reading skills, particularly decoding, fluency and comprehension, leading to improved writing outcomes in both transcription and composition.

#### **Success criteria**

The gap in reading and writing attainment between vulnerable children and their peers reduces by the end of the year.

Assessments show improved decoding accuracy, reading fluency and comprehension skills for identified children.

Writing assessments demonstrate clearer sentence construction, improved spelling accuracy, and increased stamina in extended writing.

Teacher observations show vulnerable children applying reading strategies more confidently and independently.

Child voice indicates increased confidence and motivation in reading and writing.
<b>Intended outcome</b>
Disadvantaged children will make accelerated progress in maths so that gaps in attainment close and a greater proportion meet or exceed age-related expectations.
<b>Success criteria</b>
<p>The attainment gap between disadvantaged and non-disadvantaged children in maths reduces by the end of the year.</p> <p>At least <b>X%</b> (school-defined) of disadvantaged children meet or exceed age-related expectations in maths.</p> <p>Disadvantaged pupils show improved fluency, reasoning, and problem-solving skills evidenced through assessments and teacher observations.</p> <p>Pupil progress meetings show that disadvantaged pupils are making <b>at least expected</b>, and where needed <b>accelerated</b>, progress.</p>
<b>Intended outcome</b>
Children receiving play therapy will develop stronger self-regulation skills, enabling them to sustain readiness to learn and engage more positively and consistently in classroom learning.
<b>Success criteria</b>
<p>SDQ (Strengths and Difficulties Questionnaire) pre- and post-intervention shows improvement.</p> <p>Teacher observations show increased self-regulation and reduced incidents of dysregulation.</p> <p>Improved attendance and engagement in learning activities.</p> <p>Children voice indicates improved emotional wellbeing and confidence.</p>

## 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: £24,615.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Retain Phonics Lead who has demonstrated strategic impact.	<p>Retain highly effective leadership of Phonics for consistency across school.</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><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1,2,3,4
Purchase of standardised diagnostic assessments (NTS x 3 rounds, Salford, Thrive). Training for staff to ensure assessments are interpreted and administered correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment</a>   EEF</p>	3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will release our Deputy, who is a Maths Lead, fund teacher release time to embed key elements of guidance in school and to access Glow Maths Hub resources and CPD (including Teaching for Mastery training).</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><a href="#">Mathematics guidance</a>: key stages 1_and 2</p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics</a> in Key Stages 2 and 3</p>	

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

Budgeted cost: **£10,432.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional <b>SALT</b> support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition</a>   Teaching and Learning Toolkit   EEF</p> <p><a href="#">Small group tuition</a>   Teaching and Learning Toolkit   EEF</p>	<p>1,2,3</p>
<p>Additional <b>phonics</b> sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics</a>   Teaching and Learning Toolkit   EEF</p>	<p>2,3</p>
<p>Invest in CUSP <b>Spelling and Oracy</b> programmes with targeted academic support.</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><a href="#">Oral language interventions</a>   Teaching and Learning Toolkit   EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£12,010.00**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Engage the services of a reputable and proven Play Therapist to work with our most vulnerable children.	<a href="#">EEF</a> +3 months for social and emotional learning strategies. <a href="#">Sage Journal March 2025</a> , research evidence on benefits of cognitive, behavioural and play therapy in children aged 3-12.	5
Extend the music provision for our most vulnerable children with funded peripatetic sessions.	National Library of Medicine: <a href="#">Evidence of Music Based Therapy</a>	5

**Total budgeted cost: £ 47,057.00**

## 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%).

Whole School Years 1 to 4	-1	No change	+1
<b>Pupil Premium</b>			
<b>PITA Progress</b>			
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)
<b>Difference:</b>	<b>-4.8%</b>	<b>+5.3%</b>	<b>-0.6%</b>
Reading - PP	7.9% (4)	83.3% (22)	6.6% (1)
Reading – non-PP	7.0% (14)	86.1% (173)	7.0% (14)
<b>Difference</b>	<b>0.6%</b>	<b>-2.8%</b>	<b>-0.4%</b>
Writing - PP	11.1% (3)	74.1% (20)	14.8% (4)
Writing – non-PP	9.0% (18)	83.1% (167)	8.0% (16)
<b>Difference:</b>	<b>2.1%</b>	<b>-9.0%</b>	<b>6.8%</b>

### 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
Essential Letters and Sounds	Oxford Owl
Wellcomm	GL Assessment
CUSP	Unity Schools Partnership
Bereavement Support	Touchstones

## Service pupil premium funding (optional)

*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***

**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 funding.*