

Pupil premium strategy statement – The Crescent Primary School

This statement details our school's use of pupil premium (and recovery 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	616
Proportion (%) of pupil premium eligible pupils	31.5% (197 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 (Year 2)
Date this statement was published	Dec 25 (2 nd year)
Date on which it will be reviewed	Dec 26
Statement authorised by	Mark Wartnaby
Pupil premium lead	Talissa Thompson
Governor / Trustee lead	Katherine McNamara

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,370
Recovery premium funding allocation this academic year.	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£274,370

Part A: Pupil premium strategy plan

Statement of intent

Our inclusion principles are underpinned by our school values:

Aspire, Belong, Curious, Love

We want:

- Every child to challenge themselves in their learning
- Every child to develop into responsible citizens of the future
- Every child to try new experiences and ask questions to grow understanding
- Every child to nurture their mental and physical health

At the Crescent we believe in ALL pupils making excellent attainment and progress. Learning is tailored to all children's needs and staff have high aspirations for all pupils. We aim to decrease the gap between disadvantaged and non-disadvantaged pupils to give all children the best start to succeed. The plan focuses on high quality teaching and learning as well as pinpoint interventions to improve learning and open life opportunities.

We look at barriers that disadvantaged pupils have to face and aim to remove these in order to support their needs and increase their life chances. Our approach is to use research and proven methods to impact both group and individual challenges. We believe it is important to act early and ensure that all stakeholders are involved to give better outcomes to all of our children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that there is a gap in fluency of times tables knowledge between some disadvantaged and non-disadvantaged pupils. As of July 2024, 23 disadvantaged children scored the average MTC score of 18. This is 3.3 lower than the national non-disadvantaged cohort at 21.3. Our disadvantaged

	<p>pupils are in the 59th percentile for MTC average score when compared to other schools.</p> <p>A great improvement has been shown in the last academic year with our PP children's average score rising to 20.9- this puts the school 2.7 higher than the county average. It has also closed the gap to 0.8 to National non disadvantaged pupils.</p>
2	<p>Some pupils need to develop positive learning behaviours. This has shown through our monitoring- some disadvantaged pupils often struggle with emotional regulation and overcoming issues in their learning. Some pupils have attachment and trauma issues and lack emotional regulation to overcome these challenges both in learning and with their peers. Analysis of behaviour incidents and pastoral issues show a disparity between disadvantaged and non-disadvantaged pupils. Staff need to be trained on how to deal with attachment and trauma in pupils.</p>
3	<p>Some disadvantaged children lack opportunities for enrichment, wider life experiences which leads to reduced cultural capital.</p>
4	<p>Some disadvantaged pupils are having a lack of reading opportunities at home. This has shown through looking at reading logs.</p>
5	<p>Pupil's attendance- engaging parents to improve attendance of PP pupils. Our FSM attendance data for the Autumn term 25-26 is 94.2% which is 1.9% better than national and 1.7 below the non-disadvantaged national figure.</p> <p>Overall we are ranked 2/21 similar schools for overall attendance and 1/21 schools for persistent absence.</p>
6	<p>Children's readiness for school- A growing trend of pupils not having the expected starting points to access the curriculum and thrive in a year R setting</p>

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
To close the gap between disadvantaged and non-disadvantaged pupils in MTC tests.	<ul style="list-style-type: none"> Internal assessments tests show an increase in the percentage of children achieving their year group times tables targets Monitoring shows the gap between disadvantaged and non-disadvantaged pupils closing over time An increase in the percentage of disadvantaged pupils achieve full marks in MTC checks
Improved knowledge and CPD on attachment and trauma to improve disadvantaged pupils learning behaviours.	<ul style="list-style-type: none"> Improved staff knowledge on how to deal with attachment and trauma in children

	<ul style="list-style-type: none"> • More incidents recorded on CPOMS detailing how staff have dealt with attachment and trauma
To enhance quality of opportunity for all pupils	<ul style="list-style-type: none"> • Children have a broad range of experiences that deepen their knowledge and cultural capital • PP children have enrichment experiences throughout the year and have the opportunities to take part in clubs including lunchtime activities.
To develop a love of reading for all pupils, including those most disadvantaged.	<ul style="list-style-type: none"> • Progress is evident and consistently strong • Curriculum meets/exceeds the requirements of the new Ofsted framework • Over 75% ARE across the school in 27/28
To improve attendance for disadvantaged pupils with a focus on persistent absences.	<ul style="list-style-type: none"> • Pupils attendance is in line with all children • Parents engagement with school to tackle attendance issues is strengthened • Persistent absence of PP children cut to 10% by 27/28

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teacher coaching	Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and	1, 4, 6

	<p>understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>National College</p>	
<p>Reading support for teachers, parents and pupils</p>	<p>It is important to ensure that all pupils read regularly.</p> <p>Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum</p>	4
<p>High quality CPD to improve the teaching of times tables</p>	<p>"Lack of fluency with multiplication tables is a significant impediment to fluency with multiplication and division," the report said. "Many low-attaining secondary pupils struggle with instant recall of tables.</p> <p>"Teachers in the schools visited included fluent recall of multiplication tables as an essential prerequisite to success in multiplication."</p> <p>Jean Humphries</p>	1
<p>To continue to develop high quality feedback</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF toolkit</p>	1, 4, 6
<p>Staff CPD on how to see signs of attachment and trauma and strategies to deal with this</p>	<p>"Trauma-informed care is a strength-based framework that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment." (Hopper, Bassuk, & Olivet, 2010</p> <p>Attachment theory is valuable to help understand relationships, experiences</p>	2, 6

	<p>of trauma and explain some of the emotionally driven behaviours that may be seen in settings such as schools (Slater, 2007). Bergin and Bergin (2009) discuss the need for teachers to understand the role attachment plays in the classroom, as this can help them work more effectively with pupils. Security in attachment can influence young people's behaviour in school, including academic performance, acceptance of challenge and independence, social competence, emotional regulation, and attention (Bergin & Bergin, 2009).</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £66,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils read regularly (4 x a week) outside of normal class reading.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>EEF Toolkit</p>	1
<p>DHT to work with Y6 maths children in smaller class size</p> <p>DHT to teach reading giving Year 6 smaller class sizes</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit</p>	1,4
Whizz Maths education	<p>https://www.whizz.com/case-studies/</p> <p>Read case studies and trialled with year 5 and 6.</p> <p>Early signs are the online resource is impacting the children and improving Maths ages.</p>	1

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

Budgeted cost: £207,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential and other educational visits and – financial support	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p> <p>EEF Toolkit</p>	3
Financial support for Music lessons	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>EEF Toolkit</p>	2, 3
Holding reading Café for parental engagement	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	4
Attendance officer to track attendance and deliver family links program	<p>The parents of truants and persistent absentees often have low self-esteem, which is frequently caused by their own failure to achieve successfully while at school. Many of these parents have little idea about how to promote and encourage their children's learning, nor how to discipline them effectively, nor how to relate positively to their children's schools and teachers.</p>	5

	Attendance Matters	
To further build relationships between families offering support and using a collaborative approach to help families in order to encourage higher attendance	These adverse social, home and economic disadvantages are often exacerbated by the absence of supportive and favourable attitudes towards education in the communities in which they live. Sometimes the prevailing anti-authority and anti-schooling culture on some inner-city housing estates places further peer pressure on children from disadvantaged	5
Pastoral lead coordinating vulnerable children's pastoral provision and coordinating targeted family support and liaising with children services and other outreach support	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF toolkit	2, 3
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality.	2, 3

Total budgeted cost: £274, 370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	As of July 2025:
To close the gap between disadvantaged and non-disadvantaged pupils in MTC tests.	<ul style="list-style-type: none"> Internal assessments tests show an increase in the percentage of children achieving their year group times tables targets Monitoring shows the gap between disadvantaged and non-disadvantaged pupils closing over time An increase in the percentage of disadvantaged pupils achieve full marks in MTC checks 	<p>A great improvement has been shown in the last academic year with our PP children's average score rising to 20.9- this puts the school 2.7 higher than the county average and 1.6 higher than national. It has also closed the gap to 0.1 to National non disadvantaged pupils.</p> <p>56 percent of PP pupils got full Marks on the MTC check this is up from 12.5% the previous year.</p>
Improved knowledge and CPD on attachment and trauma to improve disadvantaged pupils learning behaviours.	<ul style="list-style-type: none"> Improved staff knowledge on how to deal with attachment and trauma in children More incidents recorded on CPOMS detailing how staff have dealt with attachment and trauma 	<p>Staff training delivered by PP lead and SENCO- staff have clear strategies to help dysregulation- this has also been shared with parents. Children are still engaged with their learning when experiencing trauma in attempt to keep the pupils up and not allow them to fall behind</p>
To enhance quality of opportunity for all pupils	<ul style="list-style-type: none"> Children have a broad range of experiences that deepen their knowledge and cultural capital 	<p>60% of PP pupils took up enrichment opportunities provided to them. The school ring-fenced club places for the pupils and communicated</p>

	<ul style="list-style-type: none"> • PP children have enrichment experiences throughout the year and have the opportunities to take part in clubs including lunchtime activities. 	with parents to encourage them to sign up for clubs and enrichment activities on top of the rich curriculum that school provides.
To develop a love of reading for all pupils, including those most disadvantaged.	<ul style="list-style-type: none"> • Progress is evident and consistently strong • Curriculum meets/exceeds the requirements of the new Ofsted framework • Over 75% ARE across the school in 27/28 	KS2 outcomes 65% of pupil premium children passed reading at or above ARE in 24/25. Up from 57% percent the year before. Books are showing stronger outcomes for these pupils. Volunteers were used to plug the gap where children have not been read to out of school.
To improve attendance for disadvantaged pupils with a focus on persistent absences.	<ul style="list-style-type: none"> • Pupils attendance is in line with all children • Parents engagement with school to tackle attendance issues is strengthened • Persistent absence of PP children cut to 10% by 27/28 	<p>Pupil's attendance-engaging parents to improve attendance of PP pupils.</p> <p>Our FSM attendance data for the Autumn term 25-26 is 94.2% which is 1.9% better than national and 1.7 below the non-disadvantaged national figure.</p> <p>Overall we are ranked 2/21 similar schools for overall attendance and 1/21 schools for persistent absence.</p>

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
Times Table Rockstars	Maths Circle Ltd
Maths - Whizz	Whizz Education

Service pupil premium funding (optional)

<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>
£350
The impact of that spending on service pupil premium eligible pupils
This money was used for a pastoral intervention to help manage anxiety and keep the pupil on track academically- this has kept the pupil on track for their end of year expectations.