

Pupil premium strategy statement – Crestwood Community 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 | 1462 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| 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) | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Krista Dawkins - Headteacher |
| Pupil premium lead | Josh Buckingham- Assistant Headteacher |
| Governor / Trustee lead | Jenny Parker/Ineke Henson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this financial year | £478,145 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in the academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £139,558 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>). | £0 |
| Total budget for this academic year <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> | £617,703 |

Part A: Pupil premium strategy plan

Statement of intent

At Crestwood, 39% of our cohort are disadvantaged pupils. We are a split-site school and the demographic shows that there is a campus differential with 43% of pupils on our Cherbourg campus being disadvantaged pupils and 35% of our Shakespeare campus being disadvantaged pupils. 6% (88 students) of the school currently have an EHCP - (national average is 4%). 38% of EHCP pupils are also disadvantaged.

Our strategic plan identifies four key elements that influence our pupil premium strategy:

- 1.1: To continually review curriculum offer and organisation cross-phase, within subjects and across the school to best challenge students and embed high expectations
- 1.2: To continue to review the Crestwood Learning Cycle to ensure an integrated approach to key strategies to meet the learning needs of our students
- 2.1: To develop early identification of need and intervention to ensure personalised approaches to inclusion
- 2.2: To continually expand our knowledge and understanding of pastoral strategies to meet the ever-changing needs of our community

Our goal is to ensure that all of our disadvantaged students can fully access the whole curriculum. This includes removing barriers for our students with literacy and ensuring that our disadvantaged students' academic performance and outcomes are at least in line with their peers. Our ethos also ensures that our disadvantaged students feel safe and confident so that they attend positively seeing Crestwood as a fully inclusive school.

High-quality teaching through the embedding of our Crestwood Learning Cycle is at the heart of what we do for all students. Ensuring staff tailor approaches to meet the needs of all students is essential, particularly with a focus on our disadvantaged students. This has a proven impact on closing any attainment and progress gaps for all students however, through our quality assurance, there is a priority focus on our disadvantaged students to monitor their attainment and progress and to take appropriate action to maximise their opportunities to be successful. We continually strive to enhance the outcomes for all of our students however, implicit in our intended outcomes is ensuring that the academic performance of our disadvantaged at least matches those of our non-disadvantaged students.

Closing any potential gaps that may have emerged prior to and through the pandemic is part of this strategy and allied to high-quality teaching. Targeted support through a range of strategies including tutoring provided by our in-house tutors aims to address gaps thereby ensuring our students have the knowledge and skills to perform well. We target a range of students through this approach however, our disadvantaged students are prioritised based on their performance and needs.

Bespoke subject-based support strategies/activities are regularly evaluated to assess and monitor impact. Those who have a proven track record in enhancing the academic performance of our disadvantaged students, most notably in their Progress 8 measure, are supported through our pupil premium strategy.

Our literacy and numeracy focus across the school ensures that our faculties and staff emphasise and build the understanding and use of key and subject-specific vocabulary. Our Drop Everything and Read (DEAR) strategy encourages a love of reading through regular opportunities for students to read as part of the school day. Consistency in approaches to

numeracy across all faculties is a drive to enhance numerical fluency and the application of key numerical skills across the curriculum.

It is an essential component of our strategy that we are highly informed about any potential gaps that our students may possess. We utilise diagnostic testing to identify and close gaps for our disadvantaged students at least in line with their peers through highly informed teaching and learning and targeted intervention. Ongoing monitoring of student performance by our Senior Leadership Team is embedded into our school improvement plan. Through this process, we ensure that any student at risk of underachieving receives targeted intervention. All faculties utilise Progress Intervention Plans (PIPs) which are reviewed by the Senior Leadership Team throughout the year with the progress of our disadvantaged students being a priority in these reviews.

Our Pupil Premium strategy promotes a culture whereby all staff take responsibility for the performance and outcomes of our disadvantaged students. Every half term a representative from each faculty meets with our PP lead to review our strategies and monitor student progress and wellbeing.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Social and Cultural Capital |
| 2 | Academic Performance |
| 3 | Literacy and Reading scores |
| 4 | Mental Health and Wellbeing |
| 5 | Attendance |
| 6 | Parental Engagement |
| 7 | Student Behaviour |
| 8 | Aspirations and KS5 Application Support |

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 |
|------------------------------|---|
| Positive Attainment/Progress | Current Year 11, GCSE 2024 <ul style="list-style-type: none"> • FFT 50 Att 8 target for 2024 to meet or exceed 4.1 for our disadvantaged students. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • FFT 50 P8 target for 2024 to be at least 0 for our disadvantaged students. • FFT 50 EM 5+ target for 2024 to meet or exceed 28% for our disadvantaged students. • FFT 50 EM 4+ target for 2024 to meet or exceed 49% for our disadvantaged students. |
| Improved literacy and numeracy skills of disadvantaged students | <p>KS4 students to achieve a 0 or positive progress score in E/M.</p> <p>KS3 students to improve reading and spelling ages to better than chronological progress.</p> |
| Improved attendance for disadvantaged pupils | Attendance is in line with the national average |
| Increased well-being support for disadvantaged students | Enhanced levels of well-being are evidenced in a reduction in the level of inclusion support referrals from our disadvantaged students and their parents. |
| Improved parental engagement | Sustained improvement in parental attendance to parents and information evenings as well as regular opportunities to triangulate communication. |
| Improved social and cultural capital | Continue to develop further opportunities for all students to increase their social mobility including trips and events. |

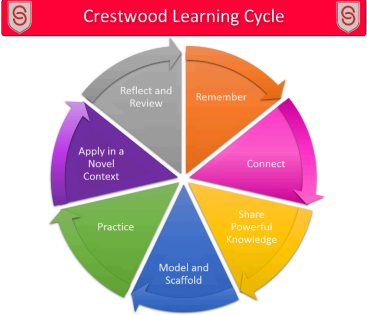
Activity in this academic year

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: £44,675


| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Quality first teaching through whole school CPD-</p> <p>The Teaching and Learning Research Group have been deployed to work within their faculties to define and exemplify what the CLC looks like in their area. The areas we are specifically focusing on are practice, applying in a novel context and reviewing and reflecting to raise the</p> | <ul style="list-style-type: none"> • DfE- Quality first teaching has greatest impact on disadvantaged progress Supporting the attainment of disadvantaged pupils • Metacognition and self-regulation EEF | 2, 3, 7 |

| | | |
|--|--|----------------|
| <p>level of challenge across the school. It is within the 'Review and Reflect' segments that metacognitive strategies are becoming more widely used, helping all of our students to self-regulate and move towards independence.</p> |  <p>The diagram is a circular flow chart titled 'Crestwood Learning Cycle'. It consists of seven colored segments arranged in a circle, each with an arrow pointing to the next stage in a clockwise direction. The stages are: Remember (orange), Connect (pink), Share Powerful Knowledge (yellow), Model and Scaffold (blue), Practice (green), Apply in a Novel Context (purple), and Reflect and Review (grey).</p> | |
| <p>Utilising CAT and other standardised diagnostic testing to identify students who require further intervention from year 7.</p> | <ul style="list-style-type: none"> • CAT4 - GL Assessment • DIAGNOSTIC ASSESSMENT | <p>2, 3, 7</p> |
| <p>Further enhance and embed approaches to support students reading and literacy development across the school.</p> | <ul style="list-style-type: none"> • Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF • Reading Between the Lines: the Benefits of Reading for Pleasure • "It's no exaggeration to say that reading can transform British society..." • Department for Education • Closing the Reading Gap : Quigley, Alex: Amazon.co.uk: Books • Disciplinary Reading • Effective Professional Development EEF • Closing The Word Gap Report • Closing the Vocabulary Gap: Amazon.co.uk: Quigley, Alex: 9781138080683: Books • Bringing Words to Life: Robust Vocabulary Instruction: Amazon.co.uk: Beck, Isabel L., McKeown, Margaret G., Kucan, Linda, Pikulski, John J., Silverman, Rebecca D.: 8601405872920: Books • Vocab maps and Tune In and Turn Up maps • EEF_Research_Here • Accelerated Reader evidence here | <p>2, 3</p> |
| <p>Enhance and embed approaches to support students numeracy development across the school.</p> | <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> | <p>2</p> |

| | | |
|--|---|--|
| | Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) EEF Improving Mathematics in Key Stages 2 and 3 EEF Mastery Learning EEF Effective Professional Development NCETM Teaching for Mastery Solent Maths Hub Teaching for Mastery Craig Barton How I Wish I'd Taught Maths | |
|--|---|--|

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

Budgeted cost: £143,505

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Tutoring <ul style="list-style-type: none"> • 1-1 • Small Group tutoring • Targetting all year groups- Mainly English, Maths and EBACC. | One to one tuition EEF Small group tuition EEF | 2, 3, 7 |
| Enhancement <ul style="list-style-type: none"> • All year 11 students each faculty once a fortnight • Enhancement sessions are targeted • Year 10 students starting in the Summer Term | Extending school time EEF <ul style="list-style-type: none"> • On average an extra three months of progress throughout the academic year. | 1, 2, 3, 7, 8 |
| App-based technology <ul style="list-style-type: none"> • Dr Frost • Tassomai • PIXL | Tassomai: Professor John Dunlovsky video  Episode 5 – Learning to Learn: Co... Tassomai Science Impact: here Tassomai_Impact | 1, 2, 6 |

| | | |
|--|--|-------------|
| <p>Academic Mentoring</p> <ul style="list-style-type: none"> • Internal mentoring for year 11 students via an ex-Deputy Headteacher • External Mentoring from professionals via Satro Business Mentoring. | <p>Mentoring EEF</p> | <p>1-8</p> |
| <p>Revision Workshops- Life skills company</p> | <p>EEF guest blog: Building study habits and revision routines</p> <p>Supporting Revision and the 'Seven-step Model' EEF</p> <p>Maximising Success Sixth Form Study Skills</p> | <p>2, 3</p> |
| <p>Inclusion support intervention</p> <ul style="list-style-type: none"> • Tutor time intervention <ul style="list-style-type: none"> ○ Phonics ○ Spelling ○ Reading ○ Vocabulary ○ Numeracy | <p>Special Educational Needs in Mainstream Schools EEF</p> | <p>2, 3</p> |

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

Budgeted cost: £460,889

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Pastoral Support</p> <ul style="list-style-type: none"> • School Based Councillor • Pastoral Support Team • Parent Support Team • Mental Health Support Team | <p>Counselling in schools: a blueprint for the future</p> <p>Why pastoral roles are absolutely critical for schools Teach First</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> | <p>4, 5, 6, 7</p> |

| | | |
|--|---|---------------|
| | Working with Parents to Support Children's Learning EEF | |
| Breakfast Club | Evaluation of breakfast clubs in schools with high levels of deprivation | 1, 4, 5, 6, 7 |
| Subject Specific funding | The EEF Guide to the Pupil Premium | 1, 2 |
| Satro Business Mentoring | https://www.satro.org.uk/ | 1, 2, 7, 8 |
| Contingency fund to support disadvantaged students financially through trips, uniform, transport etc. | Against the odds - GOV.UK - Page 31 Cultural Capital | 1, 2 |
| Attendance Officer <ul style="list-style-type: none"> Regular meetings with Heads of Year triangulated through conversations with Assistant Headteachers as part of line management. | Understanding the use of Attendance & Family Liaison Officers... EEF [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK | 2, 5 |

Total budgeted cost: £649,069

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year was the second year of a three-year pupil premium strategy plan, and below demonstrates how successfully the intended outcomes of that plan were met. Our overall Progress 8 score of -0.43 means that we have the highest progress score in the county when compared to FSM6%.

Progress 8

Our intended outcome is to reduce the percentage gap between disadvantaged and non-disadvantaged students. National Progress 8 scores show an average of -0.57 which shows an area of development for us as a school. We have reduced the gap between disadvantaged students and non-disadvantaged students since the 2021-22 exams from 0.79 to 0.43. Nationally the disadvantaged gap index has widened to its highest level since 2011,

meaning it is vital for us as a school to continue to monitor and intervene with our disadvantaged students.

| | Disadvantaged | Non- Disadvantaged | Gap |
|------------|---------------|--------------------|------|
| 2019 | -0.59 | -0.1 | 0.49 |
| 2020 CAG | -0.51 | 0.18 | 0.69 |
| 2021- Tags | 0.13 | 0.43 | 0.30 |
| 2022 | -0.73 | -0.06 | 0.79 |
| 2023 | -0.81 | -0.38 | 0.43 |

Attainment 8

Department for Education figures show that disadvantaged children in Hampshire received an average score of 30.6 in regards to Attainment 8. Contextually, this shows that our disadvantaged performance is above average for the local authority despite being lower than in previous years. With Ofqual's intention to return to pre-pandemic exams, a dip in results was expected, and this is something we are working hard as a school to improve upon. We are passionate as a school that all young people should have the same opportunities for success regardless of their background, and will continue to identify strategies to support this.

| | Disadvantaged | Non-Disadvantaged | Gap |
|------------|---------------|-------------------|-------|
| 2019 | 33.17 | 46.36 | 13.19 |
| 2020 CAG | 37.54 | 49.31 | 11.77 |
| 2021- Tags | 43.17 | 49.63 | 6.46 |
| 2022 | 36.14 | 44.4 | 8.26 |
| 2023 | 32.57 | 43.21 | 10.64 |

EM4+/EM5+

Our intended outcome is to enhance the outcomes of all students in English and Maths, whilst reducing the gap between disadvantaged and non-disadvantaged students. The data below shows the impact of the pandemic in the form of an increased gap between student groups. With exams moving towards pre-pandemic levels, we will be using the recovery premium, as well as various other methods of intervention to reduce the gap in our 4+ and 5+ results.

| | EM 4+ Disadvantaged | EM4+ Non-Disadvantaged | Gap |
|--|---------------------|------------------------|-----|
|--|---------------------|------------------------|-----|

| | | | |
|------|--------|--------|--------|
| 2022 | 46.97% | 64.16% | 17.19% |
| 2023 | 38.14% | 58.33% | 20.19% |

| | EM 5+ Disadvantaged | EM5+ Non-Disadvantaged | Gap |
|------|---------------------|------------------------|--------|
| 2022 | 22.73% | 35.26% | 12.53% |
| 2023 | 18.56% | 38.19% | 19.63% |

Attendance

| | Disadvantaged | Non- Disadvantaged | Gap |
|------|---------------|--------------------|-------------|
| 2022 | 84.93 | 90.16 | 5.23 |
| 2023 | 82.8 | 92.3 | 9.5 |

Parental Engagement

As part of our three year PP strategy we are working hard to build and develop the strongest possible relationships with parents in our Crestwood family. Throughout 22-23 parents evenings were completed both virtually and in person, information evenings were offered and literacy and numeracy sessions were provided. Throughout this academic year, we have developed further methods to increase parental engagement and will continue to do so to ensure we are working together with our parents/carers.

Externally provided programmes

| Programme | Provider |
|---|--------------------|
| Accelerated Reader in Key Stage 3 alongside Star Reader | Renaissance Place |
| Core Assessments in Year 7 | GL Assessment |
| CAT Tests | GL Assessment |
| Dyslexia Screener | GL Assessment |
| SATRO Business Mentoring | SATRO |
| PIXL Subscription | PIXL |
| Dr Frost Maths app | Dr Frost |
| Tassomai | Tassomai |
| Forest Schools | Hampshire Outdoors |

Further information (optional)

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