



North Crescent Primary School

Pupil Premium Strategy 2024 - 2027

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	North Crescent Primary
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plan - as recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs S Walker Headteacher
Pupil premium lead	Mrs S Walker, Headteacher
Governor / Trustee lead	Mrs J Pickering

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,030

Part A: Pupil premium strategy plan

Statement of intent

At North Crescent Primary School, our aim is for all of our pupils to have the knowledge, skills and confidence to navigate their future worlds, to be happy with who they are, achieve well, and have control over who they want to become. This is irrespective of their backgrounds or challenges they face.

We recognise that the vast majority of our pupils are disadvantaged, including those in receipt of free school meals. Our pupil premium strategy is to support all of our disadvantaged pupils to achieve our aim.

High-quality teaching is at the centre of our whole school approach. This, along with targeted support and our commitment to meeting all pupils' pastoral, social and academic needs, will support our most disadvantaged pupils to make the best progress they can whilst at the same time non-disadvantaged pupils will also benefit.

Our strategy is informed by diagnostic assessment and the ongoing assessment and knowledge of pupils and their needs.

In line with our values, there is a strong focus on equitability. Funding is used to improve learner outcomes, provide mental, physical and emotional support, and to provide disadvantaged children with equal access to clubs, opportunities and experiences.

Challenges

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

Challenge Number	Detail of challenge
1	Many pupils enter our school with significant social and emotional needs.
2	Many pupils enter our school with deficit speech and language.
3	Many pupils have experienced trauma, or are still experiencing trauma, relating to their lives outside of school.
4	Many disadvantaged pupils are not reading regularly at home. There are many factors, including, illiterate families, lack of electronic devices or reading materials, lack of parental support and or encouragement.
5	Poor pupil attendance and persistent absence.
6	Some disadvantaged pupils have less 'cultural capital' than other students which can impact on their attainment at school.
7	High mobility with low academic and personal outcomes upon entry.

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 improve the attendance of disadvantaged pupils.	Attendance of disadvantaged pupils has improved and persistent absence decreased.
To improve oral language skills and vocabulary amongst disadvantaged pupils.	The school nursery provision has a positive impact on developing language skills of potential pupils at an earlier age.
To improve early reading outcomes	<p>Due to us opening our own school nursery, pupils coming into our school will already have a knowledge of sounds and interest in stories and language.</p> <p>Pupils who do not read with an adult at home, read regularly to an adult in school through our volunteer scheme.</p>
To improve well-being amongst non mobile disadvantaged pupils.	<ul style="list-style-type: none"> ● Pupils receive support for their mental health and wellbeing from the trust mental health lead, school lead and pastoral lead. ● Families are identified and supported to access 'Early Help'. ● Peer buddies provide support. ● Play is cooperative, supported by LSAs and the Pastoral Lead. ● Parents are kept fully informed with regards to available support networks. ● Social skills are developed through targeted support and intervention activities. ● The school's work is supported through the relationship with ARU and our commitment to developing student social workers. ● Our internal personalised provision hub meets the needs of pupils who cannot access the classroom environment.
To increase disadvantaged children's life experiences.	Cultural Capital is developed by opportunities within the school and school events.
To continue to develop school leadership.	NPQs to be underway.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staff CPD from speech and language professionals. and for Makaton training.</i>	https://www.gi-assessment.co.uk/assessments/products/wellcomm/ EEF: Oral Language Interventions Cost 1/5 Evidence Strength 4/5 Months Impact +6	2
<i>Use external resources/training, e.g. WellComm, Lego Therapy, etc.</i>	EEF: Social and Emotional Learning Limited research. Cost 1/5 Evidence Strength 1/5 Months impact +4	2 4 7
<i>Staff CPD - purchase and implement Monster Phonic intervention program in YN</i>	EEF: Phonics Cost 1/5 Evidence Strength 5/5 Months Impact +5	4 7
<i>Additional LSA hours for lunch cover (in addition to midday assistants) to provide alternative social skill activities for disadvantaged pupils.</i>	EEF: Social and Emotional Learning Limited research. Cost 1/5 Evidence Strength 1/5 Months impact +4	1 2 3
<i>Pastoral support at break and lunch times.</i>	EEF: Social and Emotional Learning Limited research. Cost 1/5 Evidence Strength 1/5 Months impact +4	1 2 3
<i>Provide LSAs to support adaptive teaching, pre and post teach, and personalised targets and support programs.</i>	EEF: Teaching Assistant Interventions Cost 3/5 Evidence Strength 3/5 Months Impact +4	1 2 3 4

<i>Staffing for an internal hub and life skill interventions</i>	EEF: Social and Emotional Learning Limited research. Cost 1/5 Evidence Strength 1/5 Months impact +4 EEF: Individualised Instruction Limited research Cost 1/5 Evidence Strength 2/5 Months impact +4	1 2 3 4 5
To continue to develop school leadership through NPQs.	EEF: Effective Professional Development Guide	1 to 7

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group interventions in speaking, phonics, reading, writing and maths across the school daily.</i> <i>Purchase of On track maths, Sumdog, TTRS, Welcom, Accelerated Reader, Monster Phonics, etc,</i>	EEF: Teaching Assistant Interventions Cost 3/5 Evidence Strength 3/5 Months Impact +4 EEF: Small Group Tuition Cost 2/5 Evidence Strength 3/5 Months Impact +4	2 4 7
<i>1:1 support for children for regular (daily) sessions.</i>	EEF: One to One Tuition Cost 3/5 Evidence Strength 3/5 Months Impact +5	2 4 7
<i>Additional Y6 tutoring after/before school with disadvantaged children prioritised.</i>	EEF: Small Group Tuition Cost 2/5 Evidence Strength 3/5 Months Impact +4	4
<i>Easter School</i>	EEF: Extending School Time Limited evidence	4 7

	Cost 3/5 Evidence Strength 2/5 Months impact +3	
<i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i>	EEF: Guidance 'SEN in mainstream schools'	12

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional visitors to school to enrich the curriculum. Plus additional costs, e.g. purchase of author books, attendance at all events, whole school theatre trips, sports events, residential.</i>	EEF: Arts Participation Cost 1/5 Evidence Strength 3/5 Months Impact +3	3 6 £4k
<i>Breakfast club provision.</i>	EEF: Parental Engagement Cost 1/5 Evidence Strength 4/5 Months Impact +4	3 5 £4k
<i>Extracurricular activities. Sports coaches to run 'targeted' sporting events for local schools for disadvantaged pupils. Access to swimming lessons for all pupils from y1 to y6. Additional Y6 swimming.</i>	EEF: Physical Activities Cost 1/5 Evidence Strength 3/5 Months Impact +1	6 £3k
<i>Family and child support through Rochford Extended Services</i>	EEF: Parental Engagement Cost 1/5 Evidence Strength 4/5 Months Impact +4 EEF: Working with parents to support children's learning	1 3 £4k
<i>Aquinas Attendance</i>	EEF: Working with parents to support children's learning	5 £4k

Total budgeted cost: £96,030

EEF: Education Endowment Fund

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

Part B: Review of outcomes in the previous academic year

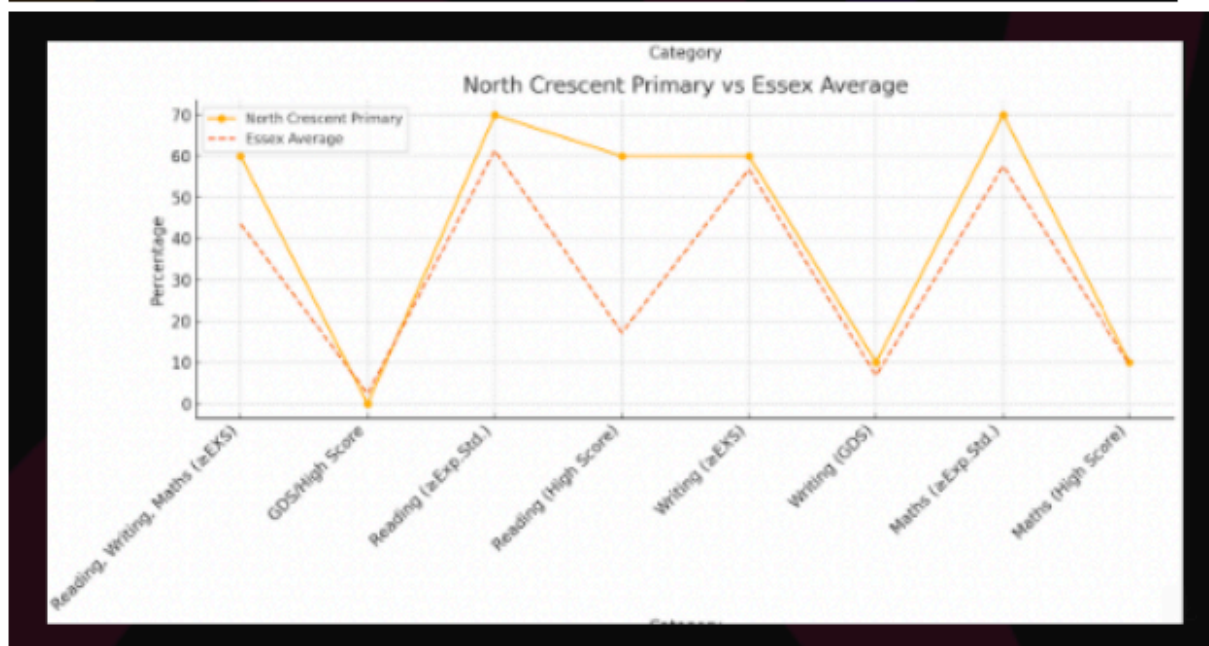
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our 2023/24 headline outcomes were higher than national and local.

Pupil Premium Data compared to Essex Averages, 2023-24:

Our Pupil Premium pupils are consistently above local averages. (national data is not available):



Internal data at the school shows the positive impact of additional support for disadvantaged pupils. We also provided school led tutoring to year 5 and year 6, many of whom were disadvantaged. Tutoring was provided above the designated amount required of us by the terms of use of the National Tutoring Fund.

During the academic year we continued to provide LSA support in classes and for targeted small group interventions. We also continued to employ a pastoral lead to support our trauma perceptive approach.

Attendance overall and for disadvantaged pupils was below expectations. Absence remains high for this group and so attendance remains a key focus for 2024 - 2025. However, as recognised in our Ofsted inspection, and through regular LA monitoring meetings, we continue to have diligent processes which are also diligently tracked.

We were able to provide a large range of extra-curricular activities during the year, along with supporting disadvantaged pupils to access enrichment experiences to develop their cultural capital.

A number of disadvantaged pupils benefited from being able to access breakfast club, sporting activities, new clothing and reduced costs for events and experiences. Whilst their families benefited from our access to bought-in services and provisions.

Gaps in maths in 2023-2024 were a focus. Outcomes continue to improve and pupil voice is strong.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose	White Rose
Maths Jam	Maths Circle
TT Rockstars	Maths Circle
Sumdog	Oxford University Press
On Track Maths	Rising Stars
Dimensions - Learning Means the World	Dimensions
Pen Pals	Cambridge University Press
Accelerated Reader	Renaissance
Monster Phonics	Monster Phonics
Superhero Spelling	Monster Phonics
National Online Safety	National College

Further information (optional)

In formulating our strategy, extensive evidence has been taken from the EEF to develop these strategies, particularly from the Teaching and Learning Toolkit.

We have enhanced our provision of lunchtime and after school activities.

We have additional training for staff (within the school and across the trust) being undertaken in mental health support and SEND. An extensive range of inhouse training has raised the quality of teaching. A particular area of success being in feedback to pupils.

Our strategy continues to be informed by the needs of our community.