Pupil premium strategy statement – Crestwood School

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	1042
Proportion (%) of pupil premium eligible pupils	36%
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)**	2025-2028
Date this statement was published	January 2025
Date on which it will be reviewed	January 2028
Statement authorised by	Mr P Sutton Headteacher
Pupil premium lead	Mr G Smith Assistant Headteacher
Governor / Trustee lead	Mr C Soper Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,275
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*	£352,275

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve highly across the curriculum. We continue to develop an ambitious, broad and balanced curriculum, which aims to raise standards for all students within Crestwood School. We will continue to offer all students, but especially those from a disadvantaged background, the boundaries and support needed to flourish academically and pastorally. We will aim to ensure all students are fully equipped in the morning, have a free breakfast bagel, and are provided with the essential knowledge needed to succeed in all areas.

Our Pupil Premium strategy takes into consideration the significant impact of the pandemic and how the gap between the disadvantaged and non-disadvantaged has widened. Diagnostic assessment to ascertain the academic challenges, alongside consideration of the wider, external barriers outside of school, have been taken into account. We have undertaken an external review and audit of our Pupil Premium provisions in December 2024 and this has then informed the selection of evidence-based approaches in order to improve the life chances of all students, with a focus on our disadvantaged cohort.

Effective curriculum planning and high-quality teaching is at the heart of our approach. Research shows that quality-first teaching is the most important lever that will have the greatest impact on the outcomes of all students, particularly the disadvantaged. Our strategy includes investment in professional development, training and support for all staff, including Early Career Teachers.

Our approach will aim to be responsive to common challenges and individual needs, including the current cost-of-living crisis, improving the attendance of our disadvantaged, and is rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. We aim to adopted a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve to ensure educational success for every student. We will continue to work with all stakeholders, including parents and carers, to provide support based on the needs of our students. All our approaches will be underpinned by a firm belief that where a need is identified, we will intervene early in order for students to excel.

Challenges

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

Challenge number	Detail of challenge
1	The gap between disadvantaged and non-disadvantaged students in progress and attainment measures.
2	Attendance data continues to show that disadvantaged students have lower attendance rates than their non-disadvantaged peers, negatively impacting their educational outcomes.
3	Reading age data demonstrates that there is a gap between disadvantaged students' reading ages.
4	Evidence collected suggests disadvantaged students are more likely to have a fixed mindset, thereby limiting their career aspirations and ability to persevere with challenging task, such as 'GRIT'. Internal quality assurance suggests that disadvantaged students are more likely to lack resilience and self-regulation strategies and are at a higher risk of not going into further education, employment or training (NEET) post 16.
5	Evidence collected from have identified social and emotional issues for some disadvantaged students, such as anxiety and low self-esteem and are at higher risk of removal from lessons, suspension and exclusion.

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	Person responsible
Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4.	Reduce the attainment gap between the disadvantaged and non-disadvantaged: • GCSE outcomes demonstrate year-on-year reduction in the gap between disadvantaged and non-disadvantaged is at least below the national average • GCSE outcomes demonstrate year-on-year reduction in the gap between disadvantaged and non-disadvantaged reduces in key focus areas: English, History, Computer Science and Geography	All teaching staff. ZED/GSM All teaching staff JOW, MWA, PTR

To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Improved high attendance: • The overall absence rate for all students being no more than 3% from the national and regional figures, and the attendance gap between disadvantaged students and their non-disadvantaged peers form 7% to no more than 3%. • The percentage of all students who are persistently absent being at least below national and local figures, and the figure among disadvantaged students being no more than 3% lower than their non-disadvantaged peers.	ZED/Attendance: Pastoral leads/ form tutors ZED/Attendance: Pastoral leads
Improve levels of literacy among our disadvantaged to allow greater comprehension and attainment in all subjects.	Improved levels of English comprehension: • The gap of students' reading ages compared with their chronological ages closes as judged by GL assessments, teacher assessments and GCSE English and Language grades. • Teachers should also have recognised this improvement through engagement in lessons and book scrutiny, as part of school QA • Every student participating in guided reading every morning.	JOW/KBO/EED ZED/HODs KBO/EED/HoYs
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Instil a school wide culture of 'Respect, Resistant, Relationship': • Whole school QA (class observations and book trawls) suggest work in books shows a high level of challenge and resilience, where pupils are not afraid to make mistakes, and a culture of learning from mistakes is created. • Every lesson, and therefore students work, evidences effective 'GRIT' and 'DIRT' that leads to improved progress. • A range of Teaching and Learning strategies that promote metacognitive and self-regulatory skills are seen through observation and lesson resources e.g. No opt out, cold calling, live modelling, peer and self assessment.	ZED All teaching staff ZED/HoDs

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of well-being demonstrated by: • Qualitative data from student voice, student and parent/carer surveys, and teacher observations. • A range of 'in-house' interventions provided by pastoral and academic middle and senior leaders to strategically meet the needs of all students within the school. • An increase in participation in enrichment and extracurricular activities, particularly amongst disadvantaged students.	JTH/ZED ZED/JTH/HoDs GSM/HoDs/HoY
Enrich the lives of our disadvantaged students by raising aspirations.	Improved cultural capital: • The Careers programme will achieve the Gatsby benchmarks. • Students will have access to a greater variety of extra-curricular and cultural experiences. • Disadvantaged students involvement in extracurricular activities will be tracked and monitored using Arbor. • Reduced NEET figures.	RFO/KFU GSM GSM RFO/KFU

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: £196,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a cyclical CPD model that addresses all areas relating to Teaching and Learning that are identified as priorities and linking this to specific strategies for pupil premium students.	EEF Guide to Pupil Premium. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium EEF Toolkit.	1

	https://educationendowmentfounda-tion.org.uk/public/files/education-evi-dence/teaching-learning-toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf EEF Effective Professional Development https://educationendowmentfounda-tion.org.uk/public/files/education-evi-dence/teaching-learning-toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf	
CPD on developing metacognitive and self-regulation skills in all students to become more 'exam savvy'.	EEF Toolkit section on Metacognition and self-regula-tion. https://educationendowmentfoundation.org.uk/educa-tion-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 4
An embedded strategy of improving liter-acy/reading in all sub-ject areas, through the guided reading pro-gramme in form time.	EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/educa-tion-evidence/guidance-reports/literacy-ks3-ks4 Now the whole school is reading https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-read-ers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school#executive-summary EEF Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 4
Embed new homework policy strategy to in-clude effective use of digital learning pro-grammes, such as Sparx Maths, GCSEPod, Seneca to allow independent study outside of the class-room.	EEF Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 3
For all homework to be effectively set and tracked using Arbor: Teacher CPD on using tracking tools to monitor engagement and pro-vide intervention where	EEF Helping teachers to assess better https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better EEF Homework	1, 3

students have not en-gaged.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	

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

Budgeted cost: £91,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions will be given to all KS3 students identified in lower school following GL assessment data and reading ages receive from feeder school.	EEF Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 'Now the whole school is reading' https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school#executive-summary EEF Reading Comprehension Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3
Every year 11 will have a timetabled af-ter-school interven-tion sessions for tar-geted small groups of students to rein-force essential knowledge and im-prove progress.	EEF Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1, 2, 4, 5
Every year 11 disad-vantaged student will be allocated a trained teaching staff mentor	EEF Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 4, 5

	who will meet at least termly with the student. At each meeting, a SMART target will be set for the following meeting based on improving progress.		
Every year targeted disadvantaged year 11 students will receive *MyTutor one-to-one tuition programme for 12 weeks following mock exams.	MyTutor: Tutoring impact research https://schools.mytutor.co.uk/blog/proving-impact-online-tutoring-research-you-need-know The Sutton Trust: The new landscape https://www.suttontrust.com/our-research/tutoring-2023-the-new-landscape/ *We have had an average increase of +0.7 in Maths grades for the 3 previous years students who have used MyTutor.	1, 4
Employment of Academic Mentors to provide one-to-one and small group interventions with targeted disadvantaged students.	EEF Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1, 2, 3, 4, 5

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

Budgeted cost: £64,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a GASTBY compliant careers programme that provides good careers guidance for all students.	GATSBY career guidance https://www.gatsby.org.uk/education/focus-areas/good-career-guidance EEF Careers education	4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	
Contingency fund for acute issues, whilst also considering the impact of the cost-of-living crisis. This will include assessing students' individual needs and applying funding to their situation. This could include uniform, transport or specific equipment.	NFER Cost-of-living crisis: Impact on schools https://www.nfer.ac.uk/media/4rzci1ol/cost_of_living_crisis_impact_on_schools_pupils_and_families.pdf EEF Uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 2, 5
Change the culture of poor attendance, persistence absence and lateness, with a focus on those from a disadvantaged background. Embedding the principles of good practice set out by the DfE: • CPD for attendance officers on effective use of Arbor MIS • Accurate recording of attendance • To continue to work with external providers to audit, review and provide improvement strategies • 100% attendance and most improved initiatives • SSCs deployed to attendance calls and doorstep visits. • Daily phone calls made home each morning for absent students • Parental meetings held by pastoral team to help promote improved attendance	Working together to improve school attendance – 19th August 2024: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 4, 5
A comprehensive embedded programme to enhance the curriculum beyond the classroom, which includes: • Visits to enhance Cultural Capital.	Cultural capital and the extracurricular activities of girls and boys in the college attainment process **(Kaufman and Gabler, 2004)** EEF Learning about culture	2, 4, 5

• Financial support to ensure participation in school trips/visits, extra-curricular opportunities and activities week. • Careers interventions at KS3 and KS4. • Weekly enrichment/extra-curricular activities which track the engagement of pupil premium and incentivised with house points.	https://educationendow-mentfounda-tion.org.uk/news/learning-about-culture EEF Arts Participation https://educationendow-mentfoundation.org.uk/educa-tion-evidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £352,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

We have analysed the performance of our school's disadvantaged students during the 2023/24 academic year using Key Stage 4 performance data.
- The Progress 8 score* for our disadvantaged students was -0.45.
- The Progress 8 score of non-disadvantaged students was +0.06.
- The Progress 8 gap is -0.39

The highest performing subjects for disadvantaged students was:
- Hospitality & Catering, Drama, Engineering, Animal Care, RS, Physics, Photography.

The lowest performing subjects for disadvantaged students was:
- Imedia, Computer Science, Sports Studies, History, Geography, English Literature, English Language.

- The Attainment 8 score** for our disadvantaged students was 32.40
- The Attainment 8 score for non-disadvantaged students was 45.09
- The Attainment 8 gap is -12.69

A measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally.
***A measure of GCSE attainment across 8 subjects.*
Reginal and national comparison of the disadvantaged attainment gap index for 2024:
https://ffteducationdatalab.org.uk/2024/08/some-more-things-weve-learned-about-the-2024-gcse-results/

2024 validated GCSE attainment data

Subject/Measure	Summer 2024		
	PP	Other	Diff
Progress 8	-0.45	-0.06	-0.39
Attainment 8	32.40	45.09	-12.69
APS (all subjects)	3.26	4.40	-1.14
English grade 9-7 %	4.9	10.7	-5.8
English grade 9-5 %	18	48.6	-30.6
Mathematics grade 9-7 %	3.3	16.4	-13.1
Mathematics grade 9-5 %	28.3	54.3	-26

Core science grade 9-7 %	1.8	4.4	-2.6
Core science grade 9-5 %	16.1	28.3	-12.2
Additional science grade 9-7 %	0 3 entries	No entries	N/A
Additional science grade 9-5%	0 3 entries	No entries	N/A
Biology grade 9-7%	0 4 entries	59.3	-59.3
Biology grade 9-5%	25 4 entries	100	-75
Chemistry grade 9-7%	0 2 entries	40.7	-40.7
Chemistry grade 9-5%	50 2 entries	88.9	-38.9
Physics grade 9-7%	0 2 entries	37	-37
Physics grade 9-5%	100 2 entries	92.6	+7.4

Although disadvantaged students Progress 8 and Attainment 8 improved, and is slightly better than the national average, the gap increased compared to 2023, showing that outcomes are less for PP students in most subjects.

Attendance

Current PP attendance is below 90% as an average and significantly lower than other students. Therefore, attendance continues to be a significant part of our Pupil Premium strategy.

Attendance% 1/9/24 to 25/10/24	PP	Other	Diff
	87.34	94.03	-6.69

The current cost-of-living crisis also highlights a need for us to be more flexible in our approach to our wider strategies as Parents/Carers reach out to us for support during this difficult period for many families.

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
Seneca	Seneca
GCSE Pod	GCSE Pod
MyTutor	MyTutor
Sparx Maths	Sparx
RADY	Challenge Education
Mentoring	Community Group Mentoring
Mentoring	For the Future Mentoring
Mentoring (Boxing Club)	Team Pumpkin

Further information (optional)