Crestwood School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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
Crestwood School & Sixth Form – Invictus Education Trust	
Number of pupils in school	1009
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	November 2021 (updated Feb. 2023)
Date on which it will be reviewed	October 2023
Statement authorised by	P Sutton
Pupil premium lead	G Smith
Governor / Trustee lead	C Soper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,990
Recovery premium funding allocation this academic year	£92,184
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	£421,174

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. We want all of our students to be ambitious in their choices and goals, and we believe in encouraging all students to select the most ambitious and appropriately challenging pathway.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for all, including high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Quality first teaching, learning and feedback is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. We intend to support students whose education has been disproportionally affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Overarching Aims:

A. To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
B. To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.
C. To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged students have lower levels of reading comprehension and oral language skill compared with their peers. This impacts progress in all subjects. Many of our disadvantaged students arrive below age-related expectations compared to their peers. Our PP % is above national average (34%).
2	The Maths attainment of disadvantaged students is generally lower than that of peers and teacher diagnostic assessments suggest that many PP students struggle with problem solving tasks. Many of our disadvantaged students arrive below age-related expectations compared to their peers.
3	Attendance rates of Pupil Premium students are lower than non-Pupil Premium students. Some students have low attendance or regular lateness. Our assessments indicate that absenteeism is negatively impacting disadvantaged students progress.
4	Metacognitive / self-regulation barriers when faced with challenging tasks disproportionately affects PP students, notably in the monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English and Maths.
5	SEMH challenges can disproportionately affect disadvantaged students and their attainment. This can include low self-esteem, anxiety, depression and mental health needs. This is partly driven by concerns over catching up on lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.
6	Raising aspirations that can be linked to socio economic factors and circumstances.
7	Attainment on entry is lower than national average and disproportionately affecting Pupil Premium pupils.

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
Improve the learning, progress and attainment of disadvantaged students through high quality teaching and learning. PP children who are below national literacy and numeracy levels will achieve better than expected progress in reading, writing and maths to close the gap on national expectations.	• RADY uplift applied to all PP students increases PP levels of expectations, progress and outcomes by the end of KS4. • QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. • Whole school appraisal focus on 'VIP' student progress (those who are both PP and SEND) leads to greater teaching accountability for PP Progress 8 through improved tracking, monitoring and targeted academic support. • T&L focus of challenging 'GRIT' (Growth, Resilience, Independence Tasks) built into all lessons, leading to improved metacognitive and self-regulatory skills among disadvantaged students across all subjects, leading to improved academic progress. • T&L focus of 'Feedback Framework' and effective use of 'Dynamic Seating Plans' enables students to receives 'meaningful, motivational, manageable' feedback on how to make further progress. • T&L focus of 'Forensic Reading' lessons increase literacy levels. • Reading tests provide greater tracking and focused intervention, leading to improved literacy levels • Crestwood ARC membership to include TIASS and DEEDS programme – Audit/ARK matrix identifies success/impact measures to further inform school improvement.
Effective use of data tracking and monitoring based on high quality assessments will more readily identify disadvantaged students for targeted support, guidance and intervention.	• Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (HoDs, SLT, attendance, academic mentors, SEND, pastoral team) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need. • Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. • Attitudinal, behaviour and attendance data will be tracked to ensure that students are not missing high quality teaching and learning in lessons.

	• Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the barrier presented by a lack of parental engagement. • Academic support and anxiety-management aid improvements in academic outcomes and engagement with both students and parents. • A strong careers/work experience programme that reduces NEET (not in education, employment or training post 16) and fully meets GATSBY Benchmarks.
To achieve and sustain improved attendance for our disadvantaged students. PP students will be supported to come to school on time, in a calm, settled manner and have good attendance.	• Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance by disadvantaged students continues to remain in line with national and rise above it in time. • The school should continue to see a reduction in the percentage of disadvantaged students in Persistent Absence (PA). • The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to parents' events evidenced in the parental engagement record and swifter intervention when a lack of attendance /engagement is more readily identified. • All students will have access to a free breakfast each morning in form time. Uptake to 'from time bagels' is tracked and monitored. Continuing improvements to our FSM menu aid concentration levels, long-term health and encourage.
Continue to ensure that all disadvantaged students have access and equity of opportunity to a wide range of extra-curricular activities that support and enrich their education.	• The school develops extra-curricular opportunities. Every department to offer activities that enrich all students and should see an increase in the number of PP student's participation. • Increased PP student attendance to breakfast club and support from TA's in the Muse and Homework club. • Participation in school trips and visits should see incremental increase because of support and funding.
PP children will have access to an ambitious broad, balanced and inspiring curriculum, a range of experiences of the	• PP students cultural capital develops though having a wider knowledge of the world around them, a wider range of experiences and better understanding. • PP students are able to plan strong careers pathways due to the support of an effective

wider world and enhanced personal aspirations.	options pathway, work experience and careers. programme, measured by the GATSBY benchmarks. A reduction or zero number of NEETS post 16. • Sixth form numbers continue to rise that includes incremental increases of PP students. • More students going on to University, including Russel Group Universities.
Underperforming targeted PP students receive access to high quality academic mentoring.	• Employment of academic mentors at KS3 and KS4 provide bespoke mentoring, with English as a focus. Progress is tracked and students RAG rated by Head of English for 'marginal gains'. Outcomes improve for students receiving academic mentoring. • Use of Ed Tech (GCSEPod, Hegarty Maths, Sparks Maths, Hodder Boost) aids engagement and academic progress across the curriculum. • MyTutor on-line tutor programme used to support underperforming PP KS4 students in Maths and Science, leading to results in improved academic outcomes.

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: £196,862.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
'GRIT' (Growth, Resilience, Independent Tasks) plays a pivotal role in our T&L and assessment systems and supports students to work on difficult concepts, independently from the teacher, to prepare them of overcoming challenges and to succeed in linear	Increasing student's independence will provide students with the skills to make progress in linear exams. Providing challenging tasks through GRIT will build resilience and a positive impact on attainment. Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners.	1, 2, 4, 6, 7

examinations and beyond.	Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Embed 'Feedback Framework' to provide instant feedback and developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher CPD and embedding of new marking system that works for all subjects. 'Feedback' policy ensures all students understand 'WWW/WBI' for each subject through 'meaningful, motivational and manageable' feedback for all.	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task or the student's management of their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 4, 5, 6
Embed 'Forensic Reading' programme and clear literacy skills to adopt a targeted reciprocal teaching programme (taught by English teachers) as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Reading tests imbedded to gauge impact and identify literacy gaps. Reading rewards introduced through a book venting machine and new reading zone to promote literacy, supported by employment of new literacy co-ordinator.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4, 5, 6

| Employment of new pastoral team, including non-teaching head of years, attendance officer and academic mentors to build capacity in supporting and developing bespoke interventions. | Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 3, 4, 5, 6, 7 |

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

Budgeted cost: £91,006.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every member of the teaching staff has an appraisal target focused on the progress of 'VIP' students taught (students who are both PP and SEND)	Having a whole school approach and focus on an accountable appraisal target will ensure our most venerable students remain a key whole school priority. It is hoped this will improve progress at KS4 and reduce 'gap' between PP/SEND and non-PP through greater identification, T&L strategies and intervention. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	1, 2, 3, 4, 6, 7
PP academic learning mentors are recruited to deliver bespoke 1:1 and small group interventions to help break down educational	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 2, 3, 4, 5, 6, 7

barriers and promote high aspirations. Year 11 form time changed to Maths tuition, taught by Maths teachers.	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Year 11 Maths tutor groups allow structured interventions.	
School led academic tutoring and intervention programme to provide a blend of tuition and mentoring for students whose education has been most impacted by the pandemic. Recovery premium and NTP funding used to support this.	Money and guidance from the DfE has been provided to help plan for effective school led tutoring, with a focus on core subjects. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023	1, 2, 3, 4, 5, 6, 7
Adopting a targeted approach to in and out of classroom interventions, to include summer school, half term sessions for targeted groups and use of recovery premium funding to support developments in virtual learning: My Tutor, Hegarty Maths, Sparks Maths, Hodder Boost and GCSE Pod and academic mentoring. Intervention for disadvantaged pupils who need additional help prioritised to address vocabulary gaps.	There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £133,305.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers to support and contact parents daily. Figures regularly shared with pastoral team for parental contact, meetings and home visits.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance If attendance improves, student progress and attainment will improve.	3, 5, 6
PP academic mentors, non-teaching Head of Year appointed to improve attendance and engage with hardest to reach parents. 'Darts Club' Boys Champions to be set up from Easter 2023 to help develop and instigate mentoring that combat anger and low self-esteem, as well as improve numeracy.	School led mentoring, tutoring and pastoral support provides 'wrap around' support from HOY/teachers and 'Boys Champions'. One to one tuition	EEF (educationendowmentfoundation.org.uk) Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3, 4, 5, 7
Develop the TDC (Think Different Centre) to support attitudes to learning and provide restorative work for specific pupils who require support with regulating their	There is evidence to suggest that behavioural therapy can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills	1, 2, 3, 4, 5, 6, 7

behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub (Haybridge) and teacher release time.	and can reduce symptoms of anxiety, depression and reduced exclusion rates: [Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk)](#)	
Improve the diet and educate students on how food/drink impact on health and concentration. Form time bagels provided every day for free for every student, as part of the National School Breakfast Programme.	Dudley rates highly on some health indicators as an area of concern regarding health in the UK. Providing a free nutritious breakfast and developing a canteen menu that meets the 'healthy school' model has been proven to increase concentration and behaviour in lessons, as well as long term overall health. https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023 Crestwood School is the only secondary school in Dudley to provide a free breakfast to all students as part of morning form time. This encourages students to come to school on time, reduce rates of hunger and reduces heavy carbohydrates / excessive sugar found in many other common food purchased from local shops by our students. https://www.family-action.org.uk/what-we-do/children-families/breakfast/	3, 4, 5
Uniform shop and uniform support to all PP students. Cost of prefect blazers for PP students. Stationary and pencil cases provided.	EEF – n/a Removing a barrier which could potentially impact on attendance. Giving all students an equal opportunity.	1, 2, 5, 6
Opportunities to enhance cultural capital, by funding visits, speakers and enrichment activities.	EEF – n/a Removing a barrier which could potentially impact on attendance, participation and enrichment. Giving all students an equal opportunity through promoting social mobility.	1, 2, 5, 6

| | https://www.trueeducationpartner-ships.com/schools/what-is-ofsteds-cultural-capital/ | |

Total budgeted cost: £421,174.00

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 pre and post COVID.

Pupil Premium Progress 8 since 2019

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Teacher assessed grades (TAG's) for the 2 COVID years has shown the progress 8 gap of our PP students widen from +0.03 in 2019 pre COVID, to -0.28 in 2021.

As a result of the impact of lockdown, progress 8 gap widening to -0.61 IN 2022, although this was below the national average of -0.80. It was clear that changes needed to be made to improve PP outcomes. PP P8 was greatest in Health & Social Care, Drama, Business Studies, R.S, and Engineering. PP P8 was lowest in Computer Science, D&T, Geography and History.

2022 Progress 8:

Progress/Attainment 8 (Summary)	All #	All %	PP #	PP %	Non PP #	Non PP %	All #	All %
Average Estimated Attainment 8	45.26		43.19		46.56		45.26	
Average Total Attainment 8	44.35		38.29		48.23		42.46	
Average Total Progress 8	-0.08		-0.46		+0.17		-0.24	

2023 Predicted Progress 8:

		Cohort Size	PP %	Attainment	Progress 8
		PP Progress and Achievement			
2018	All	118	49.2	39.86	-0.27
	PP	58	100	33.53	-0.54
	Non PP	60	0	45.99	0
2019	All	123	45.5	38.05	-0.36
	PP	56	100	32.76	-0.34
	Non PP	67	0	42.48	-0.37
2020	All	160	33.8	49.85	0.26
	PP	54	100	44.98	0.07
	Non PP	106	0	52.33	0.36
2021	All	166	42.2	47.02	0.65
	PP	70	100	41.55	0.38
	Non PP	96	0	51.01	0.85
2022	All	169	39.1	44.35	-0.08
	PP	66	100	38.29	-0.46
	Non PP	103	0	48.23	0.17
National	All			44.3	-0.02
Aut (2023)	All	175	25.7	47.91	0.05
	PP	45	100	40.96	-0.15
	Non PP	130	0	50.32	0.12

The initiatives outlined in this strategy show an improvement in predicted outcomes of PP pupils so far this academic year. Year 11 autumn November 2022 mock results and teacher assessment show PP P8 predictions reducing the PP P8 gap to from -0.61 to -0.26. Targeted intervention, academic mentoring and use of Ed Tech, such as MyTutor, GCSE Pod, Hegarty and Sparks is now being used more than ever before with the aim of reducing the gap further. More pastoral support and attendance monitoring is now having an impact at tackling the challenges set out in this document.

Health & Social Care, Physics, Engineering and R.S are predicted to show the most PP P8 progress. Geography, History, Computer Science and Art currently show the lowest PP P8 progress.

Context since 2020/21

The school provided all disadvantaged students with a laptop and had fully switched to 'virtual lessons' within 2 weeks of National Lockdown. All disadvantaged students were offered and encouraged to continue to access in school learning during lockdown and daily contact was made with all vulnerable and disadvantaged students to promote engagement. Attendance was lowest amongst our disadvantaged students whose focus and ability to work and adapt to the new style of learning, proved more challenging. However, the school made use of additional online learning platforms and software to support all students with their learning. In particular the use of GCSE Pod a and Hegarty Maths at KS4 and the use of Kahoot and Qizziz at KS3 demonstrated a clear improvement to target students (in particular disadvantaged students) who made use of

these additional resources. Staff received extensive CPD on virtual learning during this period and all lessons during lockdown were either taught virtually or both in classroom and virtually when lockdown ended but when we experienced high levels of COVID outbreaks. Teaching staff and support staff (academic mentors and attendance officer) were pro-active in contacting all students who did not attend virtual lessons and those who were absent when school fully re-opened.

As evidenced in schools across the country, school closure during 2020 and 2021 was most detrimental to our disadvantaged pupils and the 2022 P8 gap widening. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of school closure. Disadvantaged students received laptops to access virtual learning where there was not suitable IT at home. Those most disadvantaged also received food donations from the school, delivered by the school minibus and FSM money allocated to parents bank accounts. All lessons were taught virtually, or when schools started to fully open again, taught both in classrooms and virtually.

Pre-COVID PP progress was slightly greater than non PP Progress 8, although the progress of boys was below that of girls. The school had made good progress of closing the academic PP gap. Unfortunately, our internal assessments during 2020/21 shows that the progress of disadvantaged pupils widened due to the lack of engagement of PP vs non-PP students to virtual learning. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. A decline in disadvantaged progress (non-validated P8), attainment gap by disadvantaged students in the vast majority of subjects increased in 2021 and our AT8 score for pupil premium students has demonstrated incremental increases. This is why we employed

We used pupil premium and catch-up funding to provide pastoral support, increase students access to academic mentoring, as a result of a clear need to support the knowledge gaps from COVID-19. Student and parental voice demonstrated a concern for the mental health and well-being of their children as a result of the COVID-19 pandemic and National Lockdowns. We have grown our pastoral team significantly to cater for the increased needs our students now have for behavioural and safeguarding challenges caused due to the effects of the pandemic on our local community.

Our KS3 intake post COVID-19 returns has shown lower than expected levels of literacy below national average and increased levels of SEND. We put in place specific targeted interventions where required. We have appointed a new assistant headteacher to overs and develop our SEND provisions. We now have a focus on quality first teaching, effective academic support academic support and use of virtual learning at the core of this PP policy to close the disadvantaged attainment gaps. The school has bought in to reading tests and to aid the tracking and intervention, as part of the new reading and literacy strategy. A 'Reading Zone' will be build this year to help promote literacy across the school. New literacy coordinators have been employed.

We have started an internal audit working with external DEEDS and ARC providers to review and advise further school improvement for our PP (March-May 2023). The RADY uplift has been applied to all PP students from years 7-10 and the PP/SEND (we now refer to as 'VIP's') student progress are now a whole staff appraisal focus

for this academic year – midterm appraisal review in April 2023 will inspect its impact on 'VIP's' progress.

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
Hegaty Maths	Hegarty Maths
Educake	Educake
Elevate Education	Elevate Education
GCSE Pod	GCSE Pod
My Tutor	My Tutor
Study and revision skills programme	Elevate Education
Sparks Maths Programme	Sparks
DEEDS and Arc membership	DEEDS / Arc / Haybridge Teaching Hub
RADY	Challenge Education
Elevate Education study skills programme	Elevate Education

Further information (optional)

Regular strategic planning meetings are held with Pupil Premium Leads from each of the schools in the Invictus Education Trust.

Further strategy is provided by RADY (Raising the Attainment in Disadvantaged Youngsters) network meetings. An Audit is due in the Summer term to identify further areas of our PP strategy to develop further.

For 2023/23 we will be working with DEEDS and have an Ark membership to internally audit our PP provision, leading to further school improvement.

The following information from the EEF (Education Endowment Foundation) and DfE (Department for Education) form the majority of the research that underpins this Pupil Premium Statement for the students at Crestwood School:

https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning

https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statements

https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities

https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?mc_cid=7dd3e8a0be&mc_eid=d90d1b2e17

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?mc_cid=7dd3e8a0be&mc_eid=d90d1b2e17

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf

https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023