

Crestwood School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Crestwood School
Number of pupils in school	985
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	1 st November 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Caroline Sutton, Headteacher
Pupil premium lead	Giles Smith, Assistant Headteacher
Governor / Trustee lead	Pending

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,655
Recovery premium funding allocation this academic year	£49,445
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	£375,100

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 good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

'Quality first teaching' is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. The intention is that non-disadvantaged students progress will be sustained and improved, alongside progress for their disadvantaged peers.

Our strategy is also integral to the wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Key objectives for the pupil premium strategy are:

- To improve outcomes of disadvantaged students of all abilities
- To close the attainment gap of disadvantaged students and their peers
- To raise aspirations to improve life choices and chances

Our three key foci to achieve this are:

1. Teaching – ensuring that every child, especially PP children, access the highest quality teaching and learning.
2. Targeted academic support – identification of needs, particularly within our PP cohort, and the use of targeted small group or 1:1 intervention to address this.
3. The whole child – including attendance, careers guidance, behaviour and social and emotional support and the development of high aspirations where 'anything is possible'.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension and poor oral language skill compared with their peers. This impacts their progress in all subjects.</p> <p>In the absence of SATs, GL assessments on entry to Year 7 in the last 2 years indicate that many of our disadvantaged students arrive below age-related expectations compared to their peers. Our intake each year is below national average.</p>
2	<p>The Maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>In the absence of SATs, GL assessments on entry to Year 7 in the last 2 years indicate that many of our disadvantaged students arrive below age-related expectations compared to their peers. Our intake each year is below national average.</p>
3	<p>Some students have low attendance or regular lateness. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-12% lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils have been 'persistently absent' and have higher rates of lateness compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students progress and has resulted in significant knowledge gaps.</p>
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in English, Maths and Science.</p>
5	<p>Our assessments (including a wellbeing survey), observations and discussions with students and families have identified social and emotional issues, such as significant 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. These challenges particularly affect disadvantaged students, including their attainment.</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
<p>Improved attainment among disadvantaged students in all year groups across the curriculum. Improved outcomes at KS4. RADY uplift, applied to every PP student upon entry to KS3, raises level of expectations and progress with PP students.</p> <p>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.</p>	<ul style="list-style-type: none"> • PP students' underperformance is tracked, monitored and leads to support from Academic Mentors. • T&L focus of challenging 'GRIT' built into all lessons. • T&L focus of 'Feedback Framework' enables instant 'live marking' and students to receive instant feedback on how to make further progress. • T&L focus of 'Forensic Reading' lessons increase literacy levels. • RADY uplift increases PP progress and outcomes by the end of KS4
<p>Maths outcomes are at or above national average.</p> <p>PP children will have raised self-esteem and positive behaviours and attitudes for learning. Students have more academic resilience and independence to cope with modern GCSE examinations.</p> <p>School led tutoring programme supports improvement amongst selected PP students.</p>	<ul style="list-style-type: none"> • PP students' underperformance is tracked, monitored and leads to support from Academic Mentors. • Academic support, anxiety-management, focus or self-esteem, careers advice improve outcomes for PP students. • PP engagement with attitudes to learning improves. • A strong careers/work experience programme that reduces NEET (not in education, employment or training).
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p> <p>PP students will be supported to come to school on time, in a calm, settled manner and have good attendance.</p>	<ul style="list-style-type: none"> • PP attendance is at or above the school target of 96%, with support of Attendance Officer. • Daily phone calls home by Academic Mentors to support and establish barriers to poor attendance, leading to improved attendance figures. • All students will have access to a free breakfast each morning in form time. • Increased PP student attendance to breakfast club

<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects, leading to improved academic progress.</p> <p>School based tutoring programme delivered by qualified teachers.</p>	<ul style="list-style-type: none"> • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. • GRIT, 'Live Marking' and effective use of 'Dynamic Seating Plans' seen to aid academic progress.
<p>PP children will have access to an ambitious broad, balanced and inspiring curriculum, a range of experiences of the wider world and enhanced personal aspirations.</p>	<ul style="list-style-type: none"> • 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 careers programme, measured by the GATSBY benchmark.
<p>PP student will have access to high quality academic mentoring and school led tutoring.</p> <p>High quality careers and work experience programme promotes aspirations.</p>	<ul style="list-style-type: none"> • Increased KS5 numbers for Invictus Sixth Form. • More students going on to University, including Russel Group Universities.

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: £186,504.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'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</p>	<p>Increasing students 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.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p>	<p>1, 2, 3, 4, 5</p>

<p>teacher, to prepare them of overcoming challenges and to succeed in linear examinations and beyond.</p>	<p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Embed 'Feedback Framework' to provide instant feedback and developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher CPD and whole school development of our marking system to find a model that works for all subjects.</p>	<p>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.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3, 4, 5</p>
<p>Embed 'Forensic Reading' programme and clear literacy skills to adopt a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>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</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP academic learning mentors are recruited to deliver bespoke 1:1 and small group interventions to help break down educational barriers and promote high aspirations.</p>	<p>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: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>School led academic tutoring programme to provide a blend of tuition, mentoring for students whose education has been most impacted by the pandemic.</p>	<p>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</p>	<p>1, 2, 3, 4, 5</p>
<p>Adopting a targeted approach to in and out of classroom interventions, to include summer school, half term catch up groups and use of catch up funding to support developments in virtual learning: My Tutor, Hegaty Maths and GCSE Pod. Intervention for disadvantaged pupils who need additional help prioritised to address vocabulary gaps.</p>	<p>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</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance/support officers to support and contact parents daily.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance</p> <p>If attendance improves, student progress and attainment will improve.</p>	<p>3, 4, 5</p>
<p>PP academic mentors, non-teaching Head of Year appointed to improve attendance and engage with hardest to reach parents.</p>	<p>School led mentoring, tutoring and pastoral support provides 'wrap around' support from HOY/teachers and PP academic mentors.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Develop the TDC (Think Different Centre) to support attitudes to learning and provide restorative work for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that behavioural therapy can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Improve the diet and educate students on how food/drink impact</p>	<p>Dudley rates highly on some health indicators as an area of concern regarding health in the UK. Providing a</p>	<p>3, 4, 5</p>

<p>on health and concentration.</p> <p>Form time bagels provided every day for free for every student, as part of the National School Breakfast Programme.</p>	<p>free nutritious breakfast and developing a canteen menu that meets the 'healthy school' model has been proven to increase concentration, behaviour in lessons and overall health.</p> <p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p> <p>Crestwood School is the only secondary school in Dudley to provide a free breakfast to all students as part of form time</p> <p>https://www.family-action.org.uk/what-we-do/children-families/breakfast/</p>	
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Total budgeted cost: £165,000

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 2020 to 2021 academic year.

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 for the last 2 years has shown the progress 8 gap our PP students widen from +0.03 in 2019 pre COVID, to -0.28 in 2021, compared to non PP students.

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	Hegaty Maths
Educake	Educake
Elevate Education	Elevate Education
GCSE Pod (Due 2022)	GCSE Pod (Due 2022)

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.

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>