



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to improve the attainment of our disadvantaged pupils at Creswell Infant and Nursery School.

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	Creswell Infant and Nursery School
Number of pupils in school	192 (Oct Census 2024)
Proportion (%) of pupil premium eligible pupils	45% (Oct Census 2024)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026
Statement authorised by	Daniel Webster
Pupil Premium Lead	Daniel Webster
Governor	Karen Porteous

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,611
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	£ 123,611

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Pupil Premium Strategy Plan reflects our commitment to provide an aspirational, and inclusive education for all pupils regardless of their background or socio-economic circumstances. Creswell Infant and Nursery is situated in Creswell, Derbyshire. The school location deprivation indicator and pupil base rank in quintile 5 (most deprived) among all schools in England. Our commitment is to ensure that all pupils, particularly those from disadvantaged background, make good progress and achieve academic success. We are dedicated to closing the gap between disadvantaged pupils and their peers, ensuring that every child receives the support they need to SHINE.

With 45% of our pupils eligible for Pupil Premium funding, we implement a whole-school approach to addressing barriers to learning. This funding is strategically used to enrich academic achievement, provide pastoral support, and provide pupils with experiences that support children's wider development. Our Pupil Premium Statement prioritises quality first teaching as the most effective strategy of raising achievement for all. This is proven to have the most significant impact on closing the disadvantage attainment gap while also 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 with progress for their disadvantaged peers.

Our Intent:

We aim to:

- Remove barriers to learning arising from financial hardship, family circumstances, and social background.
- Diminish the attainment gap between disadvantaged pupils and their peers both within school and nationally, ensuring sustained progress from their starting points.
- Ensure all pupils develop a secure foundational knowledge, with a particular emphasis on spoken language, vocabulary, and reading enabling all children to access and engage with our SHINE curriculum.
- Support pupils' mental health and emotional well-being, nurturing their resilience and readiness to learn.
- Provide experiences that broaden our pupils' social and cultural capital and inspire future aspirations.

Achieving Our Intent:

To achieve these aims, we will:

- Invest in teachers' professional development to ensure quality-first teaching and learning for all pupils.
- Implement targeted academic interventions to address identified learning gaps and accelerate progress, including reading and spoken language.
- Ensure funding is allocated to provide equal access to educational visits, experiences, and extracurricular activities.
- Establish effective pastoral care and nurture support to remove social and emotional barriers to learning.
- Foster a whole-school culture of high-expectations, where all teachers have responsibility for the outcomes of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	The baseline data and assessments prior to entry into Reception indicate that children enter Early Years below the expected standard for their age, particularly in the following areas Literacy, PSED and Communication and Language.
2	Analysis of assessments indicate that, while our Year 1 phonics data is comparable with national standards, our disadvantaged children are achieving significantly below national standards with 63% of children achieving the expected standards in the PSC in 2023-24. Monitoring of reading indicates that disadvantaged pupils receive limited support with reading practice at home which affects the practicing of decoding and fluency and as a result impacts on the children's development as fluent readers.
3	Attendance and punctuality - this continues to be a focus for the school, but particularly for children receiving Pupil Premium. There are many contributing factors as to why these pupils have lower school attendance than their peers.
4	Social and Cultural Capital – many of our pupils have limited experiences and activities outside school (e.g. sports) and as a result, their prior knowledge is limited when compared to their peers.
5	Writing attainment for disadvantaged pupils is below that of non-disadvantaged pupils. Baseline data and assessments indicate that children enter EYFS with low prior attainment in Literacy, Physical Development and Communication and Language.
6	Our assessments and evaluations indicate an increase in social and emotional difficulties, particularly for pupils who receive pupil premium funding and this significantly impacts on our their 'Readiness to Learn' in school. Our observations demonstrate that our children have difficulty applying metacognitive and self-regulation strategies and therefore require support with monitoring and evaluating their own learning.
7	Some of our pupils who are in receipt pupil premium funding are not starting the day with a nutritious breakfast at home.

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
Improved spoken language and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will have positive impact on the progress made from children starting points. More disadvantaged children achieve the communication and language area of learning in EYFS.
Improved attainment for reading at Key Stage	Quality first teaching of phonics resulting in improved reading outcomes for disadvantaged children.

	<p>Disadvantaged pupils achieve comparably to national in the phonics screening check.</p> <p>Disadvantaged pupils achieve comparably to non-disadvantaged pupils in reading at the <i>Expected</i> and <i>Greater Depth</i> Standard at the end of Key Stage One.</p>
Improved attainment in writing (including foundational knowledge, e.g. handwriting etc).	Internal/external writing moderation indicates that disadvantaged children achieve comparably to non-disadvantaged at the <i>Expected</i> and/or <i>Greater Depth</i> standard at the end of Key Stage One.
Improved attainment and progress of disadvantaged pupils achieving GLD and is comparable to non-disadvantaged pupils.	Sustained accelerated progress in the assessment data of our pupils who receive pupil premium funding, demonstrated by children achieving GLD in Reception.
Every child to be able to engage with their learning and 'ready' to learn without being distracted by hunger.	<p>Children can access a nutritious breakfast without stigma.</p> <p>Observations indicate children who are provided with breakfast better able to focus and engage with learning.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and SEND pupils.	<p>Sustained levels of wellbeing from 2023 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent discussions, SDQS (Strengths and Difficulties Questionnaire), Thrive Profile and CPOMS. • Participation in enrichment opportunities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained attendance for 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance disparity between disadvantaged and non-disadvantaged students remains comparable and the school data continues to align with national attendance figures. • The number of disadvantaged persistent absentees has been reduced.
Families of disadvantaged children are proactively engaged with supporting learning the school to support children at home and in school at the earliest opportunity.	<ul style="list-style-type: none"> • Families of disadvantaged pupils are proactively engaged and as a result attend school events. • Families are supported to access support services, referrals are made proactively and families are supported to external agencies to provide identified support. • Wherever possible support is hosted by the school to encourage parental engagement.

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| | <ul style="list-style-type: none">• Families recognise that school is a place of support beyond education. |
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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.



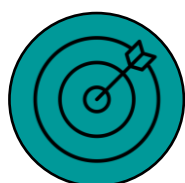
Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secure quality and sustained professional development for teachers.</p> <ul style="list-style-type: none"> - NPQH - NPQSL - Evidence Based Education, The Great Teaching Toolkit platform. -Engagement in Professional Learning Communities (e.g. Early Years Network, Science Network, Cluster collaborations) -Engagement in Year 3 of the Maths Hub Development Programme. -Speech and Language Specialist Support Programme 	<p>Ensuring every teacher is supported to deliver quality first teaching (QFT) will have the most significant impact on student learning above all other factors within the school.</p> <p>QFT narrows the advantage gap and crucially, it can be improved (Coet et al. (2018). The Sutton Trust (2011) report that QFT has impact of 1 Year+, particularly on disadvantaged children.</p> <p>CPD selected is informed by EEF research and other educational evidence and is accredited by the Department for Education (e.g. NPQSL, NPQH, NPQLL, and Maths Hub)</p>	<p>1,2 5</p>
<p>Continued implementation of Essential Letters and Sounds - a DfE validated Systematic Synthetic Phonics programme to ensure effective provision of Phonics and Early Reading Support</p> <ul style="list-style-type: none"> - Systematic Synthetic Phonics CPD (Essential Letter and Sounds) 	<p>Phonics approaches have a secure evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupils who receive pupil premium funding.</p> <p>EEF - Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2</p>

<ul style="list-style-type: none"> - <i>Early Reading Lead Monitoring and Coaching</i> - <i>ELS Resources (e.g. decodable books)</i> - <i>English Hub</i> - <i>Drawing Club (Greg Bottrill)</i> 		
<p>Effective teaching of RWM using available evidence and research. Teachers to engage with Lesson Study Cycle focusing on ‘the lowest 20%’</p> <ul style="list-style-type: none"> - <i>Pedagogical Coaching</i> - <i>CPD linked to NCETM and the North-East Maths Hub</i> - <i>CPD/Reading support provided by the English Hub</i> - <i>HfL Year 2 Reading Fluency Project</i> 	<p>The EEF <i>Teaching and Learning Toolkits</i> summarises the available evidence and makes actionable recommendations for teachers and practitioners.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,2,5
<p>Curriculum coordinators release time for CPD / adaptive teaching and pedagogical strategies.</p>	<p>Evidence informed approach to Curriculum Design https://researchschool.org.uk/dur-rington/news/an-evidence-informed-approach-to-curriculum-design</p> <p>OFSTED Curriculum Research https://www.gov.uk/government/col-lections/curriculum-research-re-views</p> <p>Evidence: EPI (2021) Identifying Pupils with Special Educational Needs and Disabilities</p> <p>Evidence: DfE (2017) SEN Support: A Rapid Evidence Assessment</p>	1,25

<p>Diagnostic Assessments</p> <p>Implement use of diagnostic/standardised assessments for reading and maths.</p> <p>- <i>Administering standardised assessments and interpreting the results to impact on outcomes.</i></p>	<p>Standardised assessments effectively identify individual pupils' learning needs, allowing for precise support through quality first teaching (QFT) teaching and targeted interventions.</p> <p>https://educationendowmentfoundation.org.uk/new-s/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	<p>1,2 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured Interventions: Communication and interaction</p> <p>Speech and Language Therapist to support pupils with specific articulation/SALT referrals.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Structured Interventions: 1:1/group phonics and reading targeted support for identified pupils.</p>	<p>There is extensive evidence supporting the impact of quality 1:1 tuition for children that require targeted specialist phonics support to accelerate progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>HFL Reading Fluency https://www.hfleducation.org/reading-fluency</p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning through implementing the provision of the Thrive</p>	<p>SEL approaches are proven to have a positive impact on pupil outcomes.</p>	<p>6</p>

<p>Approach and a Thrive Practitioner to support pupils with SEHM needs.</p> <p>Also include: - <i>Therapeutic Interventions, e.g. Lego Therapy, Drawing and Talking.</i> - <i>Forest School</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Impact Reports for Thrive Approach: https://www.thriveapproach.com/impact-and-research</p>	
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Wider strategies (for example, attendance, behaviour, well-being)

Budgeted cost: £ 39,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve parental engagement and school attendance.</p> <p>-Targeted provision to support families (Early Help, SEL). -Attendance Rewards -Parent Mail App - for improved and streamlined communication, including automated communication for parents regarding attendance and punctuality.</p>	<p>An Evidence Informed approach to improving attendance shows that pupils with good attendance make the most progress. Monitoring PP attendance and implementing procedures will improve attendance and reduce the number of PP children who are persistently absent from school.</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	3
<p>Subsidise educational visits and extra-curricular opportunities to develop children’s resilience, aspirations and wider life experiences.</p>	<p>School visits and visitors have a significant impact on learning, and therefore we want all children to access these. Attendance data shows all children entitled to pupil premium have previously attended school visits. These visits and experiences will develop children both personally and academically.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p>	4
<p>Magic Breakfast Provision</p>	<p>Breakfast provision improves children’s concentration, attendance and academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	7

Contingency fund.	Based on our experiences and those of similar schools to ours, we have identified a need for contingency funding aside to respond to needs that have not yet been identified.	
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Total budgeted cost: £123,611.

Part B: Review of the previous academic year

This details the impact of pupil premium activity had on our pupils the 2023-24 academic year.

This details the impact of pupil premium activity had on our pupils the 2024-25 academic year.

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Externally provided programmes

Programme	Provider
Numbots	