

# Pupil Premium Strategy Statement – Crestwood Community School

This statement details our school's use of pupil premium (and recovery 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	1482 (Nov 25)
Proportion (%) of pupil premium eligible pupils	37.31% (Nov 25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Krista Dawkins - Headteacher
Pupil Premium Lead	Hollie Sutherland- Assistant Headteacher
Governor / Trustee lead	Richard Kelly- Pastoral Chair

## Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Financial Year	£548,525
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> ).	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£548,525

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Crestwood Community School, 37.31% of the cohort are eligible for pupil premium funding, with a significant proportion of these students also being SEND. This highlights that as a school community, we have a significant number of students on roll who are vulnerable and at risk of underachievement without an effective strategy in place to prevent them from falling behind their peers. A high number of students on roll have challenges linked to their executive functions, which can impact their ability to organise themselves, be resilient in the face of challenge and regulate their own emotions without the support of an adult. As a school, we believe that the progress of students who are from vulnerable backgrounds is the responsibility of every member of staff in the school community and that we have a moral duty of care to raise progress and develop a sense of belonging for these students. Our ultimate aim is that students leave Crestwood Community School with the skills and knowledge to be successful in the wider world and access their post-16 pathway of choice. This is a culture that Crestwood Community School aspires to develop across staff at all levels of the school.

High Quality Inclusive Teaching is at the centre of everyone's work at Crestwood Community School. As a school, we have developed a roadmap which allows teachers to work through stages in a lesson to respond to the educational barriers of the students in their classrooms. This relies upon strong coaching, CPD, subject pedagogy and teacher knowledge and awareness of the vulnerabilities the students in their classes may face. Where High Quality Inclusive Teaching does not create progress, timely interventions are put in place to support the progress of those who are most at risk.

Pastoral care is a strength of the school, and investment has been made to support students' social, emotional and mental health needs alongside attendance patterns such as emotionally based school avoidance. The Wellbeing Centre and attendance team work in partnership to ensure that students who face barriers to attending school are supported and reintegrated. This is vital for students eligible for pupil premium funding as they must access quality classroom experiences to make progress, which they cannot do if they are absent. Crestwood Community School is committed to creating a sense of belonging which allows all students to attend school, feel safe and thrive.

Providing skills for the modern world is underpinned not only but outcomes but also core literacy and numeracy principles. This has been an ongoing barrier for the school, and post-pandemic, the number of students with literacy and numeracy barriers has continued to rise, especially in those from disadvantaged backgrounds. Embedding that literacy and numeracy are part of everyone's role in school is vital to ensuring that students make progress in these foundation skills. Literacy and numeracy interventions are accessed by all students across the school through the tutor programme, and ongoing reviews of testing and interventions to support students with literacy barriers regularly take place in the senior leadership team.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>KS4 outcomes for disadvantaged students</b></p> <p>Since 2020, there has been a significant gap between disadvantaged and non-disadvantaged students in outcomes at the end of KS4. In 2025, there was a gap of 19.60 between disadvantaged students and their peers for their total A8 score. Also, of a total of 153 students who were disadvantaged, only 40 of these students achieved 5 strong passes at GCSE, including English and Maths.</p> <p>Throughout the past 5 years, a number of students have been identified as requiring access to academic interventions and mentoring through internal support. In this academic year, 30% of students who are Pupil Premium eligible have accessed some form of intervention; these students have been identified due to not meeting their target grade or outcome measure. Interventions for the past five years have yet to have a significant impact on outcomes.</p>
2	<p><b>Attendance and Wellbeing</b></p> <p>Currently, our attendance gap for Pupil Premium eligible pupils is 86.4%, with many of our Pupil Premium eligible pupils falling below 90% attendance and becoming persistently absent (34.53% of our Pupil Premium students are PA). This creates gaps in knowledge, which is impacting Pupil Premium students' ability to consistently engage in education, make progress and access interventions. Over the past two academic years, 21 Pupil Premium students have been referred to the Legal Intervention Team for support.</p> <p>Emotional support referrals:</p> <p>This academic year as at 2011/25 There have been 196 emotional support referrals and 91 (46%) of those were for Disadvantaged students.</p> <p>Students accessing Wellbeing support for the past two academic years-</p> <ul style="list-style-type: none"> <li>• 23- 24: 35 out of 40 students who accessed the wellbeing centre were disadvantaged (87.5 %)</li> <li>• 24-25: 31 students out of 44 students are disadvantaged accessed The Wellbeing Centre (70.5%).</li> <li>• Currently 36 out of 47 students are disadvantaged who access the Wellbeing Centre (76.5%)</li> </ul> <p>Mental Health Support Team referrals-</p> <ul style="list-style-type: none"> <li>• 24-25 disadvantaged 23 out of 29 students (79%)</li> <li>• 25-26 as at 20.11.25 currently 3 students out of 6 (50%)</li> </ul>
3	<p><b>Reading and literacy levels</b></p> <p>Assessments, outcomes and observations indicate that disadvantaged students may have literacy-related barriers which have an impact on access to some, if not all, elements of the curriculum. Testing in 2025 highlighted that 90 students eligible for pupil premium funding had a reading standardised score of 85 or below. This affects their ability to access, participate fully in and make good progress in all subjects.</p>
4	<p><b>Inconsistent access to ordinarily available provision</b></p>

	<p>Access to high-quality quality inclusive teaching has the most impact on improving outcomes for disadvantaged students. Interventions put in place by the progress and intervention team will not have an impact unless students are in the classroom accessing high-quality lessons.</p> <p>A high proportion of students have an EHCP on roll, which is above the national average. A high proportion of these students have a core need of SEMH. The vast majority of students with an EHCP have needs related to cognition and learning and speech and language. Developing strategies at a whole class level to allow teachers to respond to the needs of complex students who are also PP is required to support outcomes for all students.</p>
5	<p><b>Difficulties in executive functioning</b></p> <p>As stated above, an above average number of students on roll are SEND (Resource Provision, EHCP or SEN K). The highest incidence of need for this cohort is SEMH, this</p> <p>Teacher observations indicate that some disadvantaged students across the school are inconsistent in their ability to focus on whole-class instructions and access independent learning. Data also suggests that a higher proportion of students who are Pupil Premium eligible are more likely to be suspended, placed in internal isolation or be logged by classroom teachers. A high proportion of these logs are for behaviours such as truancy, leaving lessons without permission, being late or being parked. This suggests that some Pupil Premium students have a barrier to their ability to regulate and control some or all of their executive functions.</p>
6	<p><b>Inconsistent access to and engagement in wider school experiences</b></p> <p>Attendance at whole school events is inconsistent for parents of students eligible for PP funding. Due to the high proportion of students with SEND who are also Pupil Premium eligible, there is currently a disparity in terms of provision offer and expectations of parents.</p> <p>97.6% of parents who are working with our parental support worker are Pupil Premium eligible and 25 students on a Child Protection or Child in Need plan are Pupil Premium eligible.</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
To improve students' literacy and reduce barriers to literacy in the classroom.	<ul style="list-style-type: none"> <li>Reading testing data will demonstrate that Pupil Premium students' reading ages will improve in line with age-related expectations.</li> <li>By the end of 2027, testing data will demonstrate that Pupil Premium students who access interventions will have made progress in their reading age and standardised scores.</li> </ul>
To improve and sustain attendance and wellbeing for students eligible for pupil premium funding.	<ul style="list-style-type: none"> <li>By the end of 2027, attendance data will show increased PP attendance and a reduction in the number of Pupil Premium students who are persistently absent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reduction in the number of students referred to the wellbeing centre to access interventions to support EBSA.</li> </ul>
To improve students' executive functioning skills to allow them to make progress across the curriculum and develop their resilience.	<ul style="list-style-type: none"> <li>• By the end of 2027, students eligible for PP funding will have a reduction in suspensions and negative behaviour points.</li> <li>• Student and staff voice will show increased resilience and attention of Pupil Premium students in lessons.</li> </ul>
To improve parental understanding of barriers and engagement in school provisions.	<ul style="list-style-type: none"> <li>• By the end of 2027, there will be a reduction in referrals to access parental support for PP families.</li> <li>• By the end of 2027, there will be a reduction in the completion of interagency referrals for families who are Pupil Premium eligible.</li> <li>• Parental voice will show an increase in understanding and engagement with school activities through provisions such as a parent forum.</li> <li>• Through tracking attendance at school events, PP families will attend to develop a sense of belonging with the school.</li> <li>• Increased number of parents to access wrap-around care and courses to support their children at home.</li> </ul>
To improve consistent access to high-quality classroom experiences and interventions.	<ul style="list-style-type: none"> <li>• Learning walks will show high-quality teaching and learning across the curriculum.</li> <li>• Student voice will highlight greater access to learning and more independence across the curriculum.</li> <li>• Teacher voice and observations will show increased teacher confidence in understanding and responding to barriers to education for Pupil Premium students.</li> <li>• By the end of 2027, Pupil Premium students with an identified SEND need will make progress in line with their non-SEND peers.</li> <li>• By the end of 2027 Pupil Premium students will make more progress and aim to reduce the attainment gap between non-Pupil Premium pupils at the end of KS4.</li> <li>• Progress data will show that interventions have an impact on students eligible for pupil premium.</li> </ul>

## 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: £247, 041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embedding high-quality inclusive teaching for all students across the school</b> <ul style="list-style-type: none"> <li>Guidance shared on high-quality quality inclusive teaching with all staff.</li> <li>CPD coaching and mentoring to focus on adaptive teaching through the employment of lead practitioners in each faculty.</li> <li>SLT learning walks and snapshots to focus on HQIT principles.</li> <li>Student voice on a 'student friendly' version of the roadmap.</li> <li>Development of teacher packs to provide support at a whole class level for the most complex learners.</li> <li>Development of systems to support the attention and engagement of students.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Supporting the attainment of disadvantaged pupils</a></li> <li><a href="#">The EEF Guide to the Pupil Premium</a></li> <li><a href="https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support_-_march_2025.pdf">https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support_-_march_2025.pdf</a></li> <li>The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapters: Ambition, Learning and Needs)</li> <li><a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</a></li> <li><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></li> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a></li> </ul>	1, 3, 4, 5
<b>Additional staffing in core subjects to team-teach classes with a high proportion of vulnerable students.</b> <ul style="list-style-type: none"> <li>Classes are being team-taught in some subjects across the school to allow small group teaching.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">One to one tuition   EEF</a></li> <li><a href="#">Small group tuition   EEF</a></li> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></li> </ul>	1
<b>Use of Access Reading Testing to identify literacy barriers across the school.</b> <ul style="list-style-type: none"> <li>All students are tested in Year 7-9.</li> <li>Information and training given to all staff on how to understand and use this data to support access to high quality inclusive teaching.</li> </ul>	<ul style="list-style-type: none"> <li>The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapters: Communication)</li> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	1, 3
<b>Employment of Numeracy and Literacy Leads</b>	<ul style="list-style-type: none"> <li><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy</a></li> </ul>	3, 4



<ul style="list-style-type: none"> <li>Development of CPD for staff to support students who have literacy and numeracy barriers.</li> <li>Sparx reader has been purchased as a whole school literacy approach.</li> <li>Literacy and numeracy programme delivered during tutor time for all students in KS3.</li> <li>BookBuzz programme and Sparx reader were developed for all students.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">-in-key-stage-2-report-Second-edition.pdf?v=1668765113</a></li> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></li> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> <li><a href="https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-book-ownership-in-2025/">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-book-ownership-in-2025/</a></li> </ul>	
<b>Year 11 after-school intervention</b> <ul style="list-style-type: none"> <li>Each subject offers intervention for one night per week to target students. Those who are pupil premium eligible must be given priority.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Extending school time   EEF</a></li> <li><a href="#">Small group tuition   EEF</a></li> </ul>	1

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

Budgeted cost: £168, 201

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employment of Raising Standards Leaders</b> Raising Standards Leaders are working with Year 11 students who are disadvantaged and at risk of underachievement. Mentoring provision to understand their barriers to learning, revision and progress.	<ul style="list-style-type: none"> <li><a href="#">Mentoring   EEF</a></li> <li><a href="#">EEF guest blog: Building study habits and revision routines</a></li> <li><a href="#">Supporting Revision and the 'Seven-step Model'   EEF</a></li> </ul>	1
<b>Academic tutoring</b> Access to tutoring and additional subject mentoring across the curriculum for all year groups. This includes access to interventions for students with SEND delivered through Inclusion Support in place of an option or subject.	<ul style="list-style-type: none"> <li><a href="#">One to one tuition   EEF</a></li> <li><a href="#">Small group tuition   EEF</a></li> </ul>	1, 4
<b>Reading interventions</b> Students in Year 7-9 access Rapid Reading interventions to support those who are working below national levels make progress.	<ul style="list-style-type: none"> <li><a href="https://www.theschoolpsychologyservice.com/what-works/rapidplus/">https://www.theschoolpsychologyservice.com/what-works/rapidplus/</a></li> <li>The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapter: Communication)</li> </ul>	3

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

Budgeted cost: £133, 283

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Developing opportunities for vulnerable families in school to access support and have their basic needs met.</b> Creation of the Crestwood Community Hub to target families who are socio-economically disadvantaged. Development of a nurture parenting group delivered by the family support worker to target vulnerable families.	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></li> <li>• <a href="#">Why pastoral roles are absolutely critical for schools   Teach First</a></li> <li>• The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapter: Families)</li> </ul>	5, 6
<b>Attendance review meetings with a focus on the attendance of vulnerable students</b> Year Leader meetings with the attendance officer to review the whole cohort and a specific focus on vulnerable students, including those eligible for pupil premium funding. Additional attendance officers have been employed to focus on raising the attendance of all groups but significantly those who are vulnerable.	<ul style="list-style-type: none"> <li>• <a href="#">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF</a></li> <li>• The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapter: Zeitgeist)</li> </ul>	2, 6
<b>Wellbeing centre and provision for students with EBSA</b> Monitoring the impact of interventions in the wellbeing centre for students who are pupil premium eligible to ensure that proactive work takes place to support mental health and attendance.	<ul style="list-style-type: none"> <li>• <a href="#">Why pastoral roles are absolutely critical for schools   Teach First</a></li> <li>• The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapter: Kindness)</li> </ul>	2, 6
<b>Resilience attendance group</b> 6 week intervention to support students who are Pupil Premium and are moving towards being classified as persistently absent. The intention is for this to be a proactive strategy to support resilience and prevent lack of attendance.	<ul style="list-style-type: none"> <li>• The A-Z of Addressing Educational Disadvantage by Marc Rowland (Chapter: Zeitgeist)</li> </ul>	2, 5
<b>Monitoring of attendance at whole school events and utilising strategies to support vulnerable families.</b> A UPR post holder has responsibility to track attendance at events such as parents' evening. AHT monitoring impact and developing protocols for parental engagement.	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></li> </ul>	2
<b>Alternative provision</b> Alternative provision in place to support students SEMH needs and attendance, this is also in place	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to</a></li> </ul>	



to support students who are SEND and Pupil Premium. Provisions listed below:	<a href="https://www.olk.it/social-and-emotional-learning">olk.it/social-and-emotional-learning</a> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk.it/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk.it/behaviour-interventions</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk.it/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk.it/physical-activity</a></li> </ul>	
--	--	--

**Total budgeted cost: £548,525**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Year 11 Outcomes
<ul style="list-style-type: none"> <li>• A8 was 28.68</li> <li>• Strong pass English and Maths 11.8%</li> <li>• Standard Pass English and Maths 28.1%</li> <li>• EBacc Entry 16.3%</li> </ul>

## Externally provided programmes

Programme	Provider
Forest Schools	Hampshire Outdoors
Active	Leadership Skills Foundation
Mentoring	Future You
14-16 college provision	Sparsholt College
Reading interventions	Rapid Plus scheme
Increasing reading for pleasure and comprehension	Book Buzz
Trades Course	Edmonds Learning and Development