

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Costessey Primary School |
| Number of pupils in school | 536 |
| Proportion (%) of pupil premium eligible pupils | 29% (154 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2024 |
| Date this statement was published | 20 th September 2023 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Mrs K Lawson |
| Pupil premium lead | Mrs K Lawson |
| Governor / Trustee lead | Mrs Dawn Carman-Jones |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £226,708 |
| Recovery premium funding allocation this academic year | £22,765 |
| 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 | £249,473 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all children irrespective of background or challenges that they meet will make good progress and achieve high attainment across all subject areas. The key focus of the Pupil Premium Strategy is that our disadvantaged pupils achieve this whilst also ensuring all pupils make progress including those who are already high attainers.

We will investigate challenges faced by all our pupils including those who have a social work, our young carers or have previously had a social worker. This includes all children regardless of if they are disadvantaged or not.

Our broad and balanced curriculum offer alongside quality first teaching is the centre of our approach. This is undoubtedly the best way to ensure we continue to close the gap for our disadvantaged learners whilst also ensuring all pupils will benefit from this approach and that all learners will make progress.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Children not reaching age-related expectations and progress measures show gaps between disadvantaged and All pupils. |
| 2 | Some children have limited speech and language skills which impacts on their ability to access the curriculum. |
| 3 | High levels of social, emotional and mental health needs. |
| 4 | Some pupils lack cultural capital and have low aspirations on what can be achieved and how to be successful. |
| 5 | Some pupils have inconsistent attendance and punctuality. |
| 6 | In some cases, negative impact on progress caused by poor behaviour and disruption to learning. |
| 7 | Lower numbers of disadvantaged pupils reach greater depth in English and Maths. |

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 |
|---|--|
| Increase the number of children reaching age related expectations overall and reduce the attainment and progress gap for disadvantaged pupils. | Disadvantaged pupils to achieve in line with National All pupils as measured through school assessment procedures (summative data points Dec and July). |
| No child's curriculum is limited by speech and language ability. | Where this has been identified as a barrier, a robust intervention is implemented. A lack of speech and language skills is no longer a barrier to accessing the curriculum. All children have the opportunity to develop speech and language skills through the whole school Oracy project. This will be monitored through classroom observation, pupil voice, English book looks and intervention records. |
| All disadvantaged pupils have access to our pastoral service which works to remove barriers caused by social, emotional and mental health concerns. | All disadvantaged pupils are able to access learning across the curriculum as their SEMH needs are being met appropriately. This includes the needs of the family unit as this directly impacts on a child's wellbeing. This will be monitored through successful pastoral intervention and implementation of individual strategies. |
| Levels of cultural capital are the same for all pupils. | All disadvantaged pupils benefit from in-school and out-of-school experiences (trips, visitors, clubs, etc.). 100% of pupils attend school trips. 100% of disadvantaged pupils have free access to breakfast clubs and after school clubs. 75% of disadvantaged pupils access at least one after school club per academic year. Within lessons, all children have the same opportunities to develop cultural capital as staff build this into all areas of the curriculum. |
| Increase the attendance figure for disadvantaged pupils and reduce the gap between disadvantaged pupils and all pupils. | Disadvantaged pupils to attend in line with National All pupils. Where attendance is identified as a barrier to learning, early intervention and support impacts positively on attendance. Attendance will be monitored fortnightly. |
| Improve pupil behaviour for learning and engagement in lessons in order to impact positively on attainment and progress. | The number of behaviour incidents logged for disadvantaged reduces to at least in line with All pupils. Increased engagement evident in classroom observations. Pivotal behaviour strategies are consistently applied. Where behaviour plans are in place, evidence shows a positive impact of this. |
| Increase the number of disadvantaged pupils reaching GD expectations overall. | Disadvantaged pupils to achieve in line with National GD figures as measured through school assessment procedures (summative data points Dec and July). |

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: £120,470

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| All staff will receive appropriate CPD (through school led training, National College, individual support plans for specific CPD needs, CPD for ECTs and teacher training, Specified bespoke CPD for year groups) to facilitate development and high quality teaching. | July 2016 DfE Standard for teachers' professional development states: Professional development must be prioritised by school leadership EEF formative assessment – Rapid Evidence assessment June 2020 | 1 |
| Robust moderation and standardisation plans both in school and Trust-wide to ensure accurate teacher assessment. | EEF research on feedback clarifies it redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It has the potential to facilitate +8 months progress. For further information see Dylan Williams – <i>Embedding Formative Assessment</i> and David Didau's Blog – <i>Why AfL might be wrong and what to do about it.</i> | 1 |
| Increasing opportunities for cultural capital across the curriculum. | EEF research shown that access to the arts and sports can have a significant effect on self-esteem and outcomes. (EEF Extending school day, 2 months; EEF Arts Participation, 2 months; EEF Sports participation, 2 months). | 4 |
| Regular opportunities for retrieval are planned effectively across the curriculum. | Regular practice ensures consolidation. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is crucial to solving complex problems which have simpler problems embedded in them. | 1 |
| Daily opportunities to promote reading are embedded in all classrooms. | Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (the Reading Agency, 2015) | 1 |
| Whole school focus on identifying and catering for potential GD pupils. | Student eligible for the Pupil Premium are more likely to be low attaining than other children. However, tackling disadvantage is not only about supporting low attainers. (The EEF Guide to Pupil Premium) | 7 |

| | | |
|---|--|------|
| Needs to be about pupil groups. | | |
| White Rose curriculum resource in place, including end of unit/end of term assessment to identify and target gaps in individual pupils' understanding. | Evidence indicates that mastery learning can deliver approximately five additional months' progress on average (EEF, 2020) | 1 |
| Professional Development around the EAT 'Five Classroom Concepts' | EEF Guide to Pupil Premium (Recommendation) | 1 |
| In class weekly RSHE curriculum for all cohorts. Newly implemented curriculum with embedded CPD for subject leaders, disseminated to all staff. Personal Development curriculum for National Events, e.g. National Bullying Week. | EEF Social and Emotional Learning, 4 months | 3, 6 |

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

Budgeted cost: £44,720

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Dedicated teaching assistants to support targeted intervention for Disadvantaged pupils (based on identified gaps). | EEF evidence indicates that 1-1 tuition can be effective providing approximately 5 additional months progress. | 1, 3, 7 |
| Accelerated Reader is used to track pupil progress and direct to targeted and evidence-based interventions. | EEF found disadvantaged pupils make 5+ months progress using Accelerated reader. | 1, 7 |
| 1:1 and small group booster sessions. | EEF evidence indicates that 1-1 tuition can be effective providing approximately 5 additional months progress. | 1, 7 |
| Books and revision guides provided for Y6 and Y2 disadvantaged children. | To facilitate independent study and engage parental support. EEF suggests +8 months progress for meta cognition and self-regulation. | 1, 7 |
| To set up a peer reading project across the school. | Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a | 1, 7 |

| | | |
|---|---|---------|
| | school. EEF cites that this could add up to 5 additional months progress in an academic year. | |
| Dedicated SEN team provide intervention for pupils with more complex SEN. | For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. (EEF, 2020). Also Effective use of Teaching Assistants research, EEF. | 1, 2, 7 |
| Pupil Progress Meetings provide diagnostic tool for identifying barriers to learning. | Constantly reviewing the impact of interventions and modifying them. Teachers being held to account for pupil outcomes (DFE Supporting the attainment of disadvantaged pupils) | 1, 7 |

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

Budgeted cost: £74,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Offer consistency through a whole-school behaviour policy. | EEF Behaviour Interventions, 3 months | 6 |
| New programme of attendance incentives. | <p>The attendance of this group is lower than the 'all' group, particularly persistent absence. This has a negative effect on learning.</p> <p>The DFE published research in 2016, which found that: The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Pupils with no absence are 1.3 times more likely level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p> | 5 |
| Early intervention for families of children with poor attendance/punctuality. | | 5 |
| Breakfast club available for free for all disadvantaged pupils. | EEF Extending school day, 2 months | 4, 5 |
| A wide range of after school clubs supports cultural capital and is offered free for disadvantaged pupils. | "Disadvantaged students don't develop as they don't watch documentaries, visit museum, read books, talk at the dinner table, have an awareness of the world or the language to articulate an understanding of it." (Matt Bromley, Bromley Education Sec Ed, Pupil Premium Conference, 23.3.18) | 4 |
| Bespoke SEMH interventions offered to identified pupils: Anger Management | Increasing evidence of social, emotional and mental health problems in young people especially following the pandemic. EEF | 3 |

| | | |
|--|--|---------|
| Zones of Regulation Social Skills Workshops Drawing and Talking Attachment Bereavement PDA | toolkit Social and Emotional Learning +4 months. | |
| Head of Pastoral Care to intervene early with families requiring support from external agencies (e.g. CAMHS, CADS) | A lack of engagement, lack of support for learning and sometimes lack of basic skills can lead to a lack of progress for this group. Rowland (2014) <i>The Pupil Premium</i> . | 3, 5, 6 |
| Active School Council | Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them. | 4 |
| Raising Aspiration Events | The current evidence base on aspiration interventions is extremely weak. The lack of studies identified means that an impact in months progress is not communicated. Schools should carefully monitor the impact on attainment of any interventions or approaches. | 4 |
| Reduce the number of suspensions and exclusions through robust tiered behaviour plans. | Disadvantaged students are 4x more likely to receive FTE (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23.3.2018) | 6 |
| Improve parent-school relationships by supporting potential attendance barriers such as uniform and food hardship. | EEF Toolkit Parental Engagement suggests +3 months progress. | 3, 5, 6 |
| Training for Pastoral staff: Beacon Schools Subscription, Drawing and Talking | EEF Social and Emotional Learning, 4 months | 3, 6 |

Total budgeted cost: £239,890

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 2022 to 2023 academic year.

| |
|---|
| <p><i>Intended Outcome 1</i></p> <p>Increase the number of children reaching age related expectations overall and reduce the attainment and progress gap for disadvantaged pupils.</p> <p>See Appendix 1 for Data</p> |
| <p><i>Intended Outcome 2</i></p> <p>No child's curriculum is limited by speech and language ability.</p> <p>10 PP Children have accessed Talk boost intervention this year.</p> <p>9/10 of children made positive progress (90%)</p> <p>91 divided by 9 an average progress of 10 progress points.</p> |
| <p><i>Intended Outcome 3</i></p> <p>All disadvantaged pupils have access to our pastoral service which works to remove barriers caused by social, emotional and mental health concerns.</p> <p>SePivotal behaviour strategies have been refined. This includes positive praise and scripted intervention to manage negative behaviours. A new position on the leadership team has been created for an Assistant Head for Behaviour and Safety.</p> <ul style="list-style-type: none">• 45 PP children received pastoral intervention• 89% of these children made progress and exited the program• 9% stayed at the same level and continued according to SDQ scores• 2% made no progress so further intervention is being explored• 6% of children left the school prior to the end of the year• 7% of children started intervention in class awaiting pastoral free slot. |
| <p><i>Intended Outcome 4</i></p> <p>Levels of Cultural capital are the same for all pupils.</p> <ul style="list-style-type: none">• This is our first complete cycle of Costessey Curriculum due to COVID closures. We have followed a Discover – Explore – Create structure, with trips intended to allow our children access to cultural capital experiences. |

- These start locally in EYFS and KS1:
- -16 trips within Norfolk : Norwich Castle, Sainsbury Centre, Thetford Forest, Banham Zoo, High Lodge, Norwich Puppet Theatre, Bus Tour of Norwich, Aboriginal VR Experience, Gressenhall Farm, Holkham Beach, Castle Museum of Pre-History, Amazona Zoo, Mobile Planetarium, Whitlingham Adventure.
- And extend beyond Norfolk in KS2:
- 5 Trips out of Norwich: Colchester Castle, Duxford IWM, Bawdsey Manor Residential PGL, Natural History Museum, Africa Alive 100% of pupils attend school trips.
- 100% of disadvantaged pupils have free access to breakfast clubs and after school clubs.
- 24% of disadvantaged pupils access at least one after school club per academic year.
- 13% of disadvantaged pupils access breakfast club regularly
- Within lessons, all children have the same opportunities to develop cultural capital as staff build this into all areas of the curriculum as evident in books.
- A reading spine was introduced, alongside class authors, to ensure wide experiences of texts and authors throughout their time at Costessey.

Intended Outcome 5

Increase the attendance figure for disadvantaged pupils and reduce the gap between disadvantaged pupils and all pupils.

| <i>National (All Pupils)</i> | <i>School (All Pupils)</i> | <i>National (Disadvantaged)</i> | <i>School (Disadvantaged)</i> |
|------------------------------|----------------------------|---------------------------------|-------------------------------|
| 94 | 92.8 | 88.6 | 90.68 |

There were 23 children on PP that were actioned for attendance breaches in the academic year 20/21. Of these children 14 improved their school attendance following actions taken by school with an average improvement of 2.8%. Ones that did not have received further action and are a priority to monitor in the next academic year.

Intended Outcome 6

Improve pupil behaviour for learning and engagement in lessons in order to impact positively on attainment and progress.

Pupil premium children recorded 40% of the total negative behaviour incidents in the academic year. This is a drop of more than 9% on the previous year.

Intended Outcome 7

Increase the number of disadvantaged pupils reaching GD expectations overall.

See Appendix 1 for Data

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 |
|--------------------------|-------------------------|
| Nessy – dyslexia support | Nessy Learning |
| White Rose Maths Hub | White Rose |
| Accelerated Reader | Renaissance Learning |
| Spelling Frame | Maths Frame |
| Times Table Rockstars | Maths Circle |
| PiXL | PiXL |
| Read Write Inc | Oxford University Press |
| Provision Map | TES |
| Kapow – DT, Art, Music | Kapow |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Appendix One – School Data

<https://www.compare-school-performance.service.gov.uk/school/138642/costessey-primary-school/primary/results-by-pupil-characteristics?accordionstate=0>

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.









| | School dis. pupils | Local authority (non-dis. pupils) | England (non-dis. pupils) |
|---|-----------------------|--------------------------------------|------------------------------|
| Number of pupils at the end of key stage 2 | 30 | 6969 | 468533 |
| Progress score in reading (confidence interval) | -0.5 (-2.9 to 1.8) | -0.3 | 0.4 |
| Progress score in writing (confidence interval) | 1.0 (-1.3 to 3.2) | -1.1 | 0.4 |
| Progress score in maths (confidence interval) | -1.4 (-3.7 to 0.9) | -0.7 | 0.5 |
| Percentage of pupils meeting the expected standard in reading, writing and maths | 43% | 58% | 66% |
| Percentage of pupils achieving at a higher standard in reading, writing and maths | 3% | 5% | 10% |
| Average score in reading | 102 | 105 | 106 |
| Average score in maths | 100 | 104 | 105 |

Phonics year 1 attainment by pupil group

This is provisional data for 2022/23.

 [Filters](#) 

 [Download to print or save](#)

| Phonics year 1 attainment by pupil group | | | | | | | | |
|--|--------|---|---|---------------------------------------|-------------|---|--------------|--|
| Breakdown | Cohort | Number absent / didn't take the check | Number not achieving the expected standard | Number achieving expected standard | School % | National %  | Average mark | |
| | | | | | | | School | National  |
| All pupils | 60 | 0 | 10 | 50 | 83 | 79 | 33 | 33 |
| Male | 33 | 0 | 5 | 28 | 85 | 76 | 33 | 32 |
| Female | 27 | 0 | 5 | 22 | 81 | 82 | 33 | 34 |
| Disadvantaged  | 22 | 0 | 5 | 17 | 77 | 67 | 32 | 30 |
| Other  | 38 | 0 | 5 | 33 | 87 | 83 | 34 | 34 |
| SEN EHCP  | 0 | 0 | 0 | 0 | N/A | 20 | N/A | 19 |
| SEN support  | 12 | 0 | 5 | 7 | 58 | 48 | 26 | 25 |
| No SEN  | 48 | 0 | 5 | 43 | 90 | 86 | 35 | 35 |
| English first language  | 57 | 0 | 8 | 49 | 86 | 80 | 34 | 33 |
| English additional language  | 1 | 0 | 0 | 1 | 100 | 78 | 37 | 33 |

For Further Information – see IDSR and ASP.