Pupil premium strategy: Costessey Primary School

Summary information					
Academic Year	2020/21	**Total PP budget**	£186,640	**Date of most recent PP Review**	March 2020
Total number of pupils	625	**Number of pupils eligible for PP** **Proportion of disadvantaged pupils** (National 23%)	143 23%	**Date for next internal review of this strategy**	01/2021
PP Leader		Katie Lawson	**PP Governor**		Stevie Bramble

Current attainment (based on 2018-19 data)	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS1	**KS2**	**KS1**	**KS2**
% achieving expected standard or above in reading, writing and maths		34%		*71% (51%|)*
% achieving expected standard or above in reading	38%	48%	78%	78% (62%)
% achieving expected standard or above in writing	19%	62%	73%	83% (68%)
% achieving expected standard or above in maths	50%	55%	79%	84% (67%)
Progress measure in reading		-4.27		0.32
Progress measure in writing		-3.60		0.27
Progress measure in maths		-3.60		0.37

**figure in brackets in like for like national figure)

Barriers to future attainment (for pupils eligible for PP) – these barriers have been further exacerbated due to COVID-19	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Children are not working at an age related standard as a result of 'loss of learning' and the existing difference in attainment and have conceptual gaps or misconceptions.
B.	Some pupils may have limited speech and language skills which can impact upon learning.
C.	Pupils being 'ready to learn' in class, including mentally/emotionally.
D.	Level of cultural capital may be variable (access to books, life experiences, knowledge and skills that can improve life chances).
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	In some cases, inconsistent attendance, and punctuality.
F.	Low aspirations about what can be achieved and how to be successful.
G.	In some cases, parental engagement with school, perceptions of education and value placed upon learning and achievement.

Intended outcomes		
	Intended outcomes and how they will be measured	**Success criteria**
A.	**Children are not working at an age-related standard as a result of 'loss of learning' and the existing difference in attainment and have conceptual gaps or misconceptions.** ➢ All staff will receive appropriate CPD to facilitate development and high-quality teaching. ➢ Teachers will use accurate formative assessment to adapt teaching sequences and plans to pupil need. ➢ Teachers will give pupils regular (at least weekly) opportunities to consolidate key skills in phonics, reading, writing and maths. ➢ Additional in class staff will support learning effectively. ➢ Additional intervention sessions will take place, based on gaps/ need. ➢ Curriculum is adapted to account for the loss of learning during 2020. ➢ Following analysis of PITA by MSL, ESL will drive targeted intervention programmes. ➢ Learning is contextualised	➢ Pupils will meet (or exceed) age related expectation in English and Maths. ➢ As a result of effective assessment strategies, teaching is precise and effectively meets the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. ➢ Pupils work shows consolidation of basic skills ➢ Lessons and pupils work show teaching responds rapidly with targeted activities for pupils at risk of underachievement. ➢ Pupils' work demonstrates rapid progress.

B.	**Some pupils may have limited speech and language skills which can impact upon learning.**
	
	➢ Costessey has a consistent strategy for oracy in school and across the curriculum.
	➢ Pupil read regularly and develop a 'love of books.'
	➢ Pupils will write extended pieces regularly and receive effective feedback to improve these pieces.
	➢ Pupils will have regular opportunities (orally & written) to use mathematical language and reasoning skills.
		➢ Whole school approach to oracy and time in lessons show pupils engaging in discussions, talking with increasing confidence, appropriately, and sensitively.
		    o Pupils achieve (or exceed) age related expectations across the curriculum (improved retention of subject specific knowledge and transference of reasoning skills) – cognitive gains.
		    o Pupils show positive attitudes towards learning, enhanced self-esteem and self-confidence, and a reduction in anxiety – personal and social gains
		    o Pupils are able ability to debate issues, demonstrate an increased understanding about social issues and ability to resolve problems and disputes with other - Civic engagement and empowerment
		➢ Pupil survey indicates more children enjoy reading.
		    Pupil survey indicates more children enjoy writing and understand why it is crucial.Pupils work and analysis of formal testing show more children reasoning.

C.	**Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).** ➢ Pivotal behaviour strategies are consistently applied by all staff. ➢ Parents are aware of the behaviour strategies used by the school.	➢ Behaviour in class, around school and outside is good. ➢ In lessons, pupils are engaged and demonstrate resilience when faced with challenge. ➢ Pupils are confident to learn new skills and willing to try new things. ➢ Pupils work shows it is high quality and appropriate quantity.
D.	**Level of cultural capital may be variable (access to books, life experiences, knowledge and skills that can improve life chances).** ➢ The intent of the Costessey curriculum is understood by all stakeholders. ➢ Each block of learning includes visits and in school experiences. ➢ Children visit and experience local areas of cultural significance. ➢ Children have access to high quality books in class and in the library. ➢ Events e.g. Election are incorporated into the curriculum.	➢ Costessey Curriculum is widely understood by children, parents, staff and Governors. ➢ Pupil survey shows they enjoy the curriculum. ➢ Curriculum includes trips, visitors and this drips into children's oral and written work. ➢ Children have access to well stocked library and carefully chosen curriculum related texts. ➢ Throughout the year current events locally and nationally are highlighted throughout the curriculum.

E.	**In some cases, inconsistent attendance, and punctuality.**	➢ Attendance of pupils eligible for PPG will improve and be aligned with national averages for non-disadvantaged pupils (National figure)

	- Teachers know the children who are regular non-attenders and those who are frequently late. - Parents are informed termly and at parents' consultation about their attendance and this is RAG rated. - System for managing attendance is used consistently and preventatively. It targets 'at risk of becoming persistently absent'. - Class attendance league for staff and award system implemented.	- Persistent absence reduces and is below the National figure (National figure). - Pupils realise and talk about the importance of coming to school regularly. - Termly tracking of the attendance show incidences of late for eligible children reduce.
F.	**Low aspirations about what can be achieved and how to be successful.** - Annual event included in the diary to raise the profiles of different careers - Children's University programme implemented	- The school motto *'ambition for all'* is evident in the ethos and culture of the school. - School staff are ambitious for all pupils and this is evident in lessons and books (challenge, high expectations). - Pupils talk about what they want to be when they are an adult and can articulate what they need to do to achieve this.
G.	**Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.** - Termly report card introduced at parents evening. - Targeted work on key families show. - Parenting programme continues to be implemented.	- At least 95% of eligible families engage with school events. - Parent survey indicates a significant percentage (98%) would recommend the school. - Parents know how well their children are doing in school and what they can do to support them.

Planned expenditure						
Academic year	**2020-2021**					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
i. Quality of teaching for all						
Intended outcome	**Actions/Approaches**		**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
All staff will receive appropriate CPD to facilitate development and high-quality teaching.	➢ Facilitate programme of eight additional afternoons per year of focussed CPD for teaching and learning (linked to termly reviews) for teaching staff led by SLT, middle leaders and experts. (See T&L policy) ➢ Facilitate programme of half termly CPD for support staff (linked to evaluation). Including – how to effectively support in the classroom and what that looks like. ➢ 2x members of SLT to attend development programme Embedding Formative Assessment. ➢ Implement IRIS across school to support individuals to improve pedagogy and impact of teaching and learning.		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	Part of the school improvement plan and self-evaluation. Lesson monitoring – review effectiveness of support staff following CPD Moderation indicates accurate judgements and a clear link between identified gaps, planned programme of study and lessons.	HT Person who led the session for support staff	Half termly

Teachers will use accurate formative assessment to adapt teaching sequences and plans to pupil need.	➢ Implementation of the school approach to retrieval of prior learning (last week, last month last year). ➢ Staff meeting/ professional day – the purpose and pedagogy of formative assessment (AfL) and it's place in the classroom. Delivered by SLT. **Session 1** – the pedagogy. How to implement formative assessment practises in the classroom (incl Feedback policy). **Session 2** – putting it into practice; using the information to adapt teaching. **Session 3** – following up. What strategies have teachers used and how has this impacted on learning? What does this look like in children's books?	The recently revised Feedback policy was implemented in March 2020. In addition, internal evaluation identified examples where the AfL practises were being implemented but it was not influencing the teaching or the learning. 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 Wiliams – *Embedding Formative Assessment* and David Didau's Blog – *Why AfL might be wrong and what to do about it.*	Pupils work Lesson Monitoring Conversations with pupils	Leaders Leaders Leaders	Half termly Half termly Half termly
Teachers will give pupils regular (at least weekly) opportunities to consolidate key skills in phonics, reading, writing and maths.	**Reading** ➢ Daily RWINc Phonics ➢ Daily afternoon focussed provision ➢ Embed and consolidate the school's guided reading strategy. (Add link to Ben's Doc) **Writing** ➢ Pupils will write extended pieces regularly and receive effective feedback to improve these pieces. ➢ Daily afternoon focussed provision ➢ Y5 (52% KS1) **Maths** ➢ Maths Meetings ➢ Retrieval work at the start of Maths lessons ➢ TT Rock Star ➢ Daily afternoon intervention work	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.	Daily interventions are reviewed daily by teachers and different children identified for the following day. Year group leaders SLT review the impact of this work termly linking with progress data. Phonics RWINc is reviewed half termly and children regrouped. TT rock star Maths Meetings	Teachers SLT BS/ CJ AL AL	Daily Termly Half termly ? ?

Additional intervention sessions will take place, based on gaps/ need.	➢ **Can't identify this until identify the areas from September 2020 baseline data analysis and review**				
Costessey is beginning to explore ways to implement an oracy strategy and across the curriculum.	➢ *A task force will be established at the start of the academic year. This small group of teachers (one from each Key Stage) will examine academic reading on the subject of oracy across the primary curriculum. The task force will explore a range of activities which can be used within a variety of subjects and will formulate a whole-school strategy which elevates the status and presence of oracy skills at all stages of curriculum planning. The task force will establish a timeline of implementation including research, CPD, expectations for staff, and monitoring. This will begin in Autumn 1 and will retain a prominent role throughout the academic year.*	Speech and communication lie at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum. Recent Education Endowment Foundation-funded evaluations indicate raising the quality and rigour of classroom talk has a range of positive academic, personal and social outcomes, in particular for children eligible for free school meals (Gorard et al., 2015); (Hanley P et al., 2015), and in terms of teachers' confidence (Jay et al., 2017).	This will be established by the task force and added to this document.	ESL	*September - baseline assessments in Y2 - 6; establishment of task force* *October- trial in some classes* *November- review including assessment* *December- CPD for staff and clarification of timeline and expectations for wider implementation* *February- Review implementation* *April- First set of data for spelling; review and compare with baseline and November*

Pupils read regularly and develop a 'love of books.'	➢ Introduce 10-minute pledge – teachers read and immerse children in rich language of a book for 10 minutes and engage parents to pledge 10 minutes a day at home. ➢ Incentivising home reading – once the child has read at home, they earn a berry etc. ➢ Accelerated reader ➢ Develop library – cosy nooks and corners tempting children to curl up with a book.	Reading is important as it exposes children to lots of different books and when children have an ever-increasing knowledge of reading material it directly impacts on the writing produced. Reading enables access to information – online or in books. Adams (2006) observed, 10 minutes of a teacher reading a day will expose a child to 700,000 words a year. If the child reads for a further 10 minutes this number almost doubles. (The Write Stuff by Jane Considine p32) EEF found disadvantage pupils make 5+ months progress using Accelerated reader.	Weekly engaged reading time stats will be shared with classes Pupil survey – 10-minute pledge, Library Standards in reading improve and the gap between eligible pupils and non closes.	ESL ESL	Weekly Weekly at the start moving to half termly
Pupils will have regular opportunities (orally & written) to use mathematical language and reasoning skills.	➢ Word of the day introduced at the start of the lesson and used throughout lesson ➢ Using a bank of reasoning resources e.g. Odd one out, Always, sometimes, never, peculiar, obvious, and general, reasoning talk takes place throughout the lesson	Alison Borthwick's book 'Reason to Reason in Primary Maths and Science. Referencing ACME 2016 work	Lesson monitoring and work shows use of these activities. Pupil survey indicates children are reasoning on a regular basis. Standards in maths improve and the gap between eligible pupils and non closes.	MSL	Half termly
Total budgeted cost					£120,470

ii. Targeted support					
Intended outcome	**Actions/Approaches**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

Improve Reading attainment for disadvantaged pupils.
 	
Improve Reading progress for disadvantaged pupils.
	Improved engagement, progress and attainment in reading for disadvantaged children.
	For all children across the school:
	• Reading Screen – fluency and work recognition
	• Accelerated Reader
	• Daily guided reading
	• Termly pupil progress meetings with SLT
	• Parent workshops based on identified need
	• 10 minute reading pledge
	• Using IRIS work with identified teachers to improve QFT
	• All staff to engage with Priorities:
	    ○ Create an irresistible and inescapable Reading Culture within the school
	    ○ Active and explicit teaching and use of core reading skill
	For specific children:
	• Y1-4: Targeted 1-1 intervention in short bursts of 5-10 minutes + incidental flash card use, for children working below expected (decoding, word recognition and fluency).
	• Year 4-6: 1:1 or Small group session for children below expected, 2–3 20 minute sessions per week.
	• 1:1 or small group Booster Sessions for Y6 in Spring term. 12 weeks x 1 hour sessions with teaching staff.
	• Reducing class sizes for Year 6
	• PP Reading Project – Peer reading project.
		Evidence in school including outcomes show that pupils in this group consistently underperform against their peers. EEF toolkit shows that enhancing teacher competence in teaching reading comprehension strategies can have a significant impact in attainment overall (EEF Reading comprehension strategies, 6 months). Jane Considine book – 10 minutes a day = exposes ch to 700,000 words a year.
		Year 6 will be taught in smaller classes in the mornings by AH for Maths and AH for English
		(EEF Reducing class sizes, 3 months)
			Tracking of pupil premium group individually and as a group through pupil progress meetings.
			
			Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.
				BS (AH for English)/ TR (PP reading project)/ AC (PPL)	Ongoing termly reviews. First review due 01/2020

Improve Writing attainment for disadvantaged pupils. Improving Writing progress for disadvantaged pupils. Improve SPAG attainment for disadvantaged pupils.	For all children across the school; • All staff to engage with priorities: Teach writing through the 7 stage teaching sequence; embedded and contextualised grammar. • Home Learning support through homework club (Spring focus). • Termly pupil progress meetings • Using IRIS work with identified teachers to improve QFT For specific children; • Focused Provision by trained TAs or teachers for target groups of up to 4 children working below expected, 2-3 times a week • 1:1 or small group Booster Sessions for Y6 (15) in Spring term. 12 weeks x 1 hour sessions with teaching staff. • Reducing class sizes for Year 6	Year 6 will be taught in smaller classes in the mornings by AH for Maths and AH for English (EEF Reducing class sizes, 3 months)	Tracking of pupil premium group individually and as a group through pupil progress meetings. Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.	BS (AH for English)/ (PPL)	Ongoing termly reviews. First review due 01/2020
Improve Maths attainment for disadvantaged pupils. Improve Maths progress for disadvantaged pupils.	For all children across the school: • Whole school baseline to identify 'loss / gains of learning' • Termly pupil progress meetings • Parent workshops focussing on calculation policy. • Staff workshops – CPA, Variation, Bar Model • Using IRIS work with identified teachers to improve QFT • TT Rockstar in Y3 and Y4 For specific children: • Daily Catch-up for children who have not met the learning objective. • Daily focused provision for children who have significant gaps in their learning as identified from previous yeas' objectives. • 1:1 or small group Booster Sessions for Y6 (12) in Spring term. 12 weeks x 1 hour sessions with teaching staff • Reducing class sizes for Year 6 • Targeted use of TT Rockstar through pupil progress meetings	Year 6 will be taught in smaller classes in the mornings by AH for Maths and AH for English (EEF Reducing class sizes, 3 months)	Tracking of pupil premium group individually and as a group through pupil progress meetings. Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.	AL (AH for Maths)/ (PPL)	Ongoing termly reviews. First review due 12/2020 Baseline Sept 2020
				Total budgeted cost	£18,200

iii. Other approaches					
Intended outcome	**Actions/Approaches**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Provide resources, activities and experiences to increase cultural capital and aspirations.	➢ The intent of the Costessey curriculum is understood by all stakeholders. For all children across the school: ➢ A wide range of after school provision providing at least one club each day. ➢ Access to the Children's University scheme ➢ Visit local areas and some National of cultural significance ➢ Annual Aspirations Day event – careers day ➢ Breakfast Club and Wake Up Shake Up club. For specific children. ➢ Subsidised after school clubs ➢ Free school trips ➢ Free breakfast club (using PP money) staffed by school staff with appropriate educational tasks to start the day. • Free 'Wake up Shake Up' • Free Children's University subscriptions • Forest Schools	Pupil in this group have historically been less likely to access visits and after school provisions, by financially supporting this we remove the barrier. 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).	Tracking of participation in events and visits	SLT/ (PPL)	Half-termly reviews

Improve attendance rates for PP children.	For all children across the school: ➢ Continue with strict implementation of the Attendance Policy and monthly attendance monitoring. ➢ Reward good attendance through certificates and rewards. ➢ Monthly spreadsheet for each class share with teachers so they know the children who are regular non-attenders and frequently late. ➢ Parents are informed termly and at parents' consultation about their attendance and this is RAG rated. ➢ System for managing attendance is used consistently and preventatively. It targets 'at risk of becoming persistently absent'. ➢ Class attendance league shared with teachers and children and award system implemented. ➢ Weekly 100% stickers, monthly 100% certificate ➢ 100% award bike	The attendance of this group is lower than the 'all' group, particularly persistent absence. This has a negative effect on learning.	PPL to track attendance on a 4 weekly cycle and liaise with VL about actions.	VL (VP – Attendance Lead)	Half-termly/ monthly
Pivotal behaviour strategies are consistently applied by all staff.	For all children across the school: ➢ Continue with implementation of the Pivotal Behaviour system ➢ Refresher CPD for all staff, specifically around escalation ➢ Tier system used and behaviour plans developed and shared with children/ parents ➢ A programme developing important life skills for children to learn is implemented. ➢ Specialist teacher working with key children to reduce incidents of behaviour and potential disruption of learning. ➢ Hot chocolate Friday	The behaviour of this group is lower than the 'all' group. This has a negative effect on learning. (EFF Social and Emotional Learning, 4 months) (EEF Behaviour Interventions, 3 months)	PPL to track behaviour on a 4 weekly cycle and liaise with VL about actions.	VL (VP - Behaviour Lead)	Half-termly

Improve engagement with families focussing on learning and achievement	For all children: ➢ Termly report card for parents. For some children: ➢ Teachers to ensure that they personally invite all PP families to attend parents evening (via face to face conversation/phone call). Flexible approach to holding parents evening meetings with an aim for 100% attendance of PP families. ➢ Parent workshops based on identified needs (Maths, English, Phonics). ➢ Pastoral team to engage with families in this group to access external agencies when a need for additional support has been identified. ➢ Joy of Food course, and other parent courses to be offered to PP families. (Links with NCC and Adult Ed) ➢ PE programme for parents developing idea of healthy body, healthy minds. ➢ Parenting Course ➢ Pupil premium review meetings held termly to identify pupils' individual barriers and strategies to overcome these.	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) *The Pupil Premium.*	Tracking parents attendance at parental events	KB (Head of Pastoral/) AC (PPL)	Termly Review
Total budgeted cost					**£54,700**