

Pupil premium strategy: Costessey Primary School



1. Summary information					
Academic Year	2019/20	Total PP budget	£186,640	Date of most recent PP Review	09/2019
Total number of pupils	625	Number of pupils eligible for PP	130	Date for next internal review of this strategy	01/2020
		Proportion of disadvantaged pupils (National 23%)	29%		
PP Leader	Angie Chusionis		PP Governor	Natalie Lee	

2. Current attainment (based on 2018-19 data)				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
	KS1	KS2	KS1	KS2
% achieving expected standard or above in reading, writing & maths				70%
% making expected progress in reading (as measured in the school)	38%	50%		78%
% making expected progress in writing (as measured in the school)	19%	64%		83%
% making expected progress in mathematics (as measured in the school)	50%	54%		84%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Quality First teaching is not present in all classrooms	
B.	Attainment in reading writing and maths	
C.	Poor knowledge and understanding of the world / experiences beyond school (which affects vocabulary)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates among PP children.	
E.	Parental engagement.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve quality of teaching overall for all pupils including the pupil premium group.	All children are in receipt of Quality First Teaching The gap between PP and non-PP in Reading, Writing and Maths has been reduced.
B.	Increased attainment in reading writing and maths	Termly tracking of attainment and progress shows increased attainment and decreased gaps between this group and the 'all' group Provide enrichment activities to improve knowledge and understanding of the world.
C.	Improved attendance rates	Termly tracking shows improvement in attendance and decrease in the gaps between this group and the 'all' group. Tracking evidence shows a decrease in persistent absence for this group.
D.	Improve family engagement.	Improved engagement with this group's families shown in tracked attendance at events and records.

5. Planned expenditure

Academic year

2019-2020

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve quality of teaching overall for all pupils including the pupil premium group.	<ul style="list-style-type: none"> • Implement a revised CPD and monitoring structure. • Change to Feedback Policy – Target PP children during lessons to ensure feedback is timely. • Book Scrutinies for Maths and English • Focus on feedback from book scrutinies to show impact. • TA Training programme • Trust support through training: <ul style="list-style-type: none"> ○ 9 days of in school maths support ○ 9 days of in school English support ○ Pupil Premium Grant Workshop – Using strategies with impact ○ Year 2 and 6 network meetings ○ Early Years network meetings 	<p>If the quality of teaching and feedback overall is improved then it will benefit all pupils, including the pupil premium group.</p> <p>(EEF Feedback, 8 months additional progress in a year)</p> <p>Rowland (2014) <i>The Pupil Premium</i>.</p>	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.	SLT/AC (PPL)	Ongoing termly reviews. First review due 01/2020

<p>Improve the awareness of staff of this group and the effective strategies and actions to improve accountability</p>	<ul style="list-style-type: none"> • All teaching staff to have an element of their Performance Management target linked to PP attainment and progress. • Full analysis of each pupil's to be carried out in Autumn 1. Actions and impact to be tracked half termly by PP lead. • Following individual analysis, PP lead to ensure personalised provision through Pupil Premium passports (Autumn term and end of year comparison) • Half-termly monitoring and tracking of behaviour, attendance and parental engagement pinpoints individuals and the group across classes and year groups to ensure action is taken swiftly • Prioritise pastoral interventions to tackle social and emotional difficulties. • Year Group Training on Pupil Premium support and monitoring to be delivered by AC in the Autumn Term. • Transition of pupil premium children carefully planned for from Pre-school to Primary and, Primary School to High School. 	<p>Some staff are not aware of this vulnerable group and their specific needs. A greater focus on the group including first marking, attention in class and specific targeting of interventions will improve outcomes for all.</p> <p>Catering for individual needs will improve outcomes (EEF Individualised Instruction, 2 months.) Concern from EEF report that a significant amount of time is needed to complete the analysis could be detrimental to its impact on the pupils. Decision made for PP lead to complete analysis and manage/monitor).</p> <p>Rowland (2014) <i>The Pupil Premium.</i></p>	<p>Tracking of pupil premium group individually and as a group through pupil progress meetings.</p> <p>Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.</p>	<p>AC (PPL)</p>	<p>Ongoing termly reviews. First review due 01/2020</p>
Total budgeted cost					£15,000

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?
<p>Improve Reading attainment for disadvantaged pupils.</p> <p>Improve Reading progress for disadvantaged pupils.</p>	<p>Improved engagement, progress and attainment in reading for disadvantaged children.</p> <p><u>For all children across the school:</u></p> <ul style="list-style-type: none"> • Author Talks and Workshops • Accelerated Reader • Daily guided reading • Termly pupil progress meetings with SLT • Termly Discovery Cafes • Parent Classes based on identified needs by Pastoral • All staff to engage with EAT Priorities: <ul style="list-style-type: none"> ○ Create an irresistible and inescapable Reading Culture within the school ○ Active and explicit teaching and use of core reading skill <p><u>For specific children:</u></p> <ul style="list-style-type: none"> • Y1-4: Targeted 1-1 intervention in short bursts of 5-10 minutes + incidental flash card use, for children working below expected (decoding and fluency). • Year 4-6: Small group session for children below expected, 2–3 20 minute sessions per week (comprehension) • Additional Library sessions every three weeks – group of PP to attend library for 'Love of Reading' session. • 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 • weeks x 1 hour sessions with teaching staff • PP Reading Project 	<p>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).</p> <p>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)</p>	<p>Tracking of pupil premium group individually and as a group through pupil progress meetings.</p> <p>Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.</p>	<p>BS (AH for English)/ TR (PP reading project)/ AC (PPL)</p>	<p>Ongoing termly reviews. First review due 01/2020</p>

<p>Improve Writing attainment for disadvantaged pupils.</p> <p>Improving Writing progress for disadvantaged pupils.</p> <p>Improve SPAG attainment for disadvantaged pupils.</p>	<p><u>For all children across the school:</u></p> <ul style="list-style-type: none"> All staff to engage with EAT 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 <p><u>For specific children:</u></p> <ul style="list-style-type: none"> 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 	<p>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)</p>	<p>Tracking of pupil premium group individually and as a group through pupil progress meetings.</p> <p>Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.</p>	<p>BS (AH for English)/ AC (PPL)</p>	<p>Ongoing termly reviews. First review due 01/2020</p>
<p>Improve Maths attainment for disadvantaged pupils.</p> <p>Improve Maths progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <u>For all children across the school:</u> Termly pupil progress meetings Parent Classes based on identified needs by Pastoral Team Termly Discovery Cafes All staff to engage with EAT Priorities: <ul style="list-style-type: none"> Curriculum planning and assessment Conceptual understanding Fluency, reasoning and problem-solving Thinking and working mathematically Current subject specific maths areas Home Learning support through homework club (Spring focus). <u>For specific children:</u> 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 years' 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 	<p>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)</p>	<p>Tracking of pupil premium group individually and as a group through pupil progress meetings.</p> <p>Monitoring of teaching and learning strategies via lesson observations, book scrutinies and planning.</p>	<p>AL (AH for Maths)/ AC (PPL)</p>	<p>Ongoing termly reviews. First review due 01/2020</p>
Total budgeted cost					£95,000

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 access to enrichment activities which leads to development of knowledge, skills and understanding across the curriculum in relation to SMSC.	<p><u>For all children across the school:</u></p> <ul style="list-style-type: none"> • A wide range of after school provision providing at least one club each day. • Access to the Children's University scheme • Breakfast Club and Wake Up Shake Up club. • Ensure curriculum is compliment with Ofsted changes. <p><u>For specific children:</u></p> <ul style="list-style-type: none"> • 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 	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/AC (PPL)	Half-termly reviews
Improve attendance rates for PP children.	<p><u>For all children across the school:</u></p> <ul style="list-style-type: none"> • Continue with strict implementation of the Attendance Policy and half termly attendance monitoring. • Reward good attendance through certificates and rewards. 	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
Improve learning behaviours of PP children.	<p><u>For all children across the school:</u></p> <ul style="list-style-type: none"> • Continue with implementation of the Pivotal Behaviour system 	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

<p>Improve engagement with families to support learning</p>	<ul style="list-style-type: none"> 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. Two contacts with each PP family each week (Spring focus). 	<p>Parent's 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>.</p>	<p>Tracking parents attendance at parent's evening</p>	<p>KB (Head of Pastoral/) AC (PPL)</p>	<p>Termly Review</p>
<p>Total budgeted cost</p>					<p>£85,000</p>