# C:\Users\principal\OneDrive - Evolution Academy Trust\My Documents\LOGO\Costessey Logo-Full Colour-02.jpgPupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| --- | --- |
| Detail | Data |
| School name | Costessey Primary School |
| Number of pupils in school | 599 |
| Proportion (%) of pupil premium eligible pupils | 27% (161 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | 5th October 2021 |
| Date on which it will be reviewed | 31st December 2021 (termly) |
| Statement authorised by | Mrs K Lawson |
| Pupil premium lead | Mrs K Lawson |
| Governor / Trustee lead | Mr S Bramble |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £216,545 |
| Recovery premium funding allocation this academic year | £23,345 |
| 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 | £239,890 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our whole school ethos is ‘Ambition for All’. Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to eradicate low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face. Through rigorous tracking, careful planning and targeted support and intervention we aim to provide all children the access and opportunities to enjoy academic success. Our aim is to seek opportunities in the local area, and further afield, to give all of our children a wealth of Cultural Capital through our curriculum vision. We believe that each child is unique and therefore every child’s barriers to success will be different. We take a personalised approach to overcoming these.

## Challenges

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

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| --- | --- |
| 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.

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| 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). |
| Some children have limited speech and language skills which impacts on their ability to access the curriculum. | 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 in 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, WalkThrus, IRIS connect and National College) 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 Wiliams *– Embedding Formative Assessment* and David Didau’s Blog – *Why AfL might be wrong and what to do about it.* | 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 |
| Embed Oracy strategy across 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).  EEF Oral Language Interventions: The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. | 2 |
| 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 |
| New implementation of a home learning reward system. | The average impact of homework is positive across both primary and secondary school. There is, however variation behind this average with homework set in primary school (3+ months) having a smaller impact on average. (EEF, 2020) | 1 |
| 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 |
| SeeSaw in place for remote learning for any pupils absent from school due to COVID-19. | Digital technology can add up to 4+ months progress (EEF, 2020) | 1 |

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

Budgeted cost: £44,720

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| 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 |
| Use of PIXL to support reading assessment, identify gaps and plan high impact intervention. | 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). | 1, 7 |
| Accelerated Reader is used to track pupil progress and direct to targeted and evidence-based interventions. | EEF found disadvantage 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. EFF 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 school. EEF cites that this could add up to 5 additional months progress in an academic year. | 1, 7 |
| Reduced class size in Y6 due to the needs of the cohort. | EEF Reducing class sizes, 3 months | 1, 7 |
| Extended SLT capacity to target the most vulnerable pupils. | Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers.  First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). EEF (2020). | 1, 7 |
| 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 |

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

Budgeted cost: £74,700

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The pastoral team support pupils with SEMH barriers and those who struggle to regulate behaviour. | EFF Social and Emotional Learning, 4 months | 3, 6 |
| Offer consistency through a whole-school behaviour policy. | EEF Behaviour Interventions, 3 months | 6 |
| New programme of attendance incentives. | The attendance of this group is lower than the ‘all’ group, particularly persistent absence. This has a negative effect on learning.  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.  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. | 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 using a trainee counsellor. | Increasing evidence of social, emotional and mental health problems in young people especially following the pandemic. EEF toolkit Social and Emotional Learning +4 months. | 3 |
| 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) *The Pupil Premium.* | 3, 5, 6 |
| Children’s University programme. | Children’s University (CU) aims to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and museums, and ‘social action’ opportunities such as volunteering in the community. Trails found CU has a positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months’ additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. | 4 |
| 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 than 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 fixed term 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 |

**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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we will report on in-school Teacher Assessment.*  **Academic Barrier 1: 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.**   * See Appendix 1 for Data Report * The % of teaching judged to be good or better has improved from 75% to 83%. No teaching is now judged to be ineffective. * Teachers can talk about the impact which the CPD programme has had on their practice. Teachers rated themselves against the teaching and learning policy principles, against 67% of these, we saw an improvement in scores.   **Academic Barrier 2: Some pupils may have limited speech and language skills which can impact upon learning.**   * The Whole School Oracy project forms the in-school project for Ben Serruys’ NPQH project. This was temporarily put on hold due to COVID-19. This has recommenced in the Autumn Term and will be reviewed at the end of each term. * Speech and Language intervention – children made an average of 18 months progress in the Wellcom tests. * Talk Boost took place in Y4, 5 and 6, 12 children took part. 67% of these pupils were Pupil Premium. All made good progress in line with the expectations of the talk boost interventions.   **Academic Barrier 3: Pupils being ‘ready to learn’ in class, including mentally/emotionally.**   * See Appendix 2 – Attendance and Behaviour Data * Pivotal behaviour strategies are in place and consistent in all classes. This includes positive praise and scripted intervention to manage negative behaviours. * 58 PP children received pastoral intervention * 58% of these children made progress and exited the program * 17% stayed at the same level according to SDQ scores * 15% made no progress so further intervention is being explored   **Academic Barrier 4: Level of cultural capital may be variable (access to books, life experiences, knowledge and skills that can improve life chances).**   * Our curriculum offer was redesigned in November 2019 to follow a Discover – Explore – Create structure, with trips intended to allow our children access to cultural capital experiences. These start locally in KS1, visiting sites of historical importance and those linked with famous people, moving out of county in KS2 and encompassing such experiences as visits to the Natural History Museum in London, the IWM Duxford, the Space Centre in Leicester, Henry Moore’s house and garden and the Globe Theatre in London. * The impact of COVID-19 meant that these trips were unable to take place, along with other visitors to the school, such as the annual visit of a group of professional musicians to take a workshop followed up by priority attendance for PP pupils to attend a performance at the John Innes Centre concert Hall. This programme of trips and visitors has been re-instated for the 2021 – 22 academic year. * Our medium-term planning for our history, geography and arts driven terms embeds figures and events from diverse backgrounds to ensure that our children encounter knowledge and experiences that take them beyond their immediate locality and introduces material which they might not otherwise encounter.   **Academic Barrier 5: In some cases, inconsistent attendance, and punctuality.**   * See Appendix 2 – Attendance and Behaviour Data   **Academic Barrier 6: Low aspirations about what can be achieved and how to be successful.**   * Embedding references throughout the school day to promote future study, careers and introduce children to a wider range of artists, business people and sports personalities is continuing into the 2021 - 22 academic year after mixed year-group meetings became more challenging during COVID restrictions. * Whole staff sessions on the school vision, ambition for all and growing ambition took place at the start of September 21 and are now continuing with Subject Leads and Year Group Leads.   **Academic Barrier 7: In some cases, parental engagement with school, perceptions of education and value placed upon learning and achievement.**   * Parental engagement took on a different approach during periods of lockdown in 2020-21. Due to COVID restrictions all parent events were cancelled, these will be picked up and re-planned for 2021-22. * Parental engagement can partially be judged by the levels of engagement in SeeSaw. See Appendix 3. |

## 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 |
| SeeSaw – Remote Learning Platform | SeeSaw |
| 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 |

# Further information

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| *The pupil premium strategy is led by the Principal, supported by the Vice Principal. A working group of middle leaders supports the monitoring of the strategy, keeps up to date with latest research and makes recommendations for amendments to the strategy throughout the year.* |

**Appendix One – School Data**

**School Headlines – End of Key Stage Results**

Section 1 is updated annually at the end of the Summer Term,

with the analysis used to drive the School Improvement Plan.

**Context of School**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **National** |
| Number on Roll (NOR) | 665 | 667 | 636 | 626 | 630 | 599 |  |
| % Disadvantaged | 23% | 23% | 22% | 21% | 25.1% | 23.5% | 23% |

* % of disadvantaged pupils has increased by 4.1% since last academic year. This is mainly due to new pupils joining the school.
* The school has been closed to most pupils for substantial periods in 2020 (March – July) and in 2021 (January – March).
* Since March 2020, we have had 50 new joiners. Of these, 19 are eligible for Pupil Premium and 5 are on the SEN register. 3 further pupils are displaying high level need and are likely to be put onto the register this term.

PLEASE NOTE: No data was collected externally in academic year 2019-2020 or 2020-2021.

**Current School Assessment Information**

Section 2 is updated termly, with the analysis used to drive short term improvement plans.

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| --- | --- | --- | --- |
|  |  |  |  |
| **Gap closing and less than 10%.** | **Gap closing (or staying the same) but more than 10%.** | **Gap widening and more than 10%.** | **Gap widening but less than 10%.** |

**Reception**

Context

* Pupil Premium percentage is 30% which is above National (23%) and above the school average (28%).

**BLACK – Sept Baseline in EYFS, GREEN – End of Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (not yet available)** | | | **Attainment (% of children at or above the expected level)** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **C + L\*** | **PSED\*** | **PD\*\*** | **Reading** | **Writing** | **Math\*\*** |
| **All (89)** | **+33** | **+36** | **+7** | **44 60** | **51 68** | **52 66** | **28 48 61** | **22 38 58** | **51 61 58** |
| **Disad (27)** | **+22** | **+32** | **+15** | **24 46** | **38 68** | **29 50** | **22 29 44** | **9 14 41** | **33 38 48** |
| **Difference** | **-11** | **-4** | **+8** | **-20 -14** | **-13 0** | **-23 -16** | **-6 -19 -17** | **-13 -24 -17** | **-18 -23 -10** |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * In most areas, the PP gap is over 10% but the gap is closing in all cases. | * What needs to happen to reduce the gap even further in Reading, Writing, PD and C&L? |

**Year 1**

Context

* Pupil Premium percentage is 32%. % of PP pupils is above National (23%) and above the school average (28%).
* 10 new pupils have started in this year group in 2020/21 (18 since 2019/20). 6/10 of these are from a disadvantaged background.

**(BLUE – Pre-Lockdown in EYFS, BLACK – Sept Baseline in Y1, GREEN – End of Y1 Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (Comparison of % expected between September 2020 and June 2021)** | | | **Attainment (% of children at or above the expected level)** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **Reading EXP** | **Reading GD** | **Writing EXP** | **Writing GD** | **Maths EXP** | **Maths GD** |
| All (92) | **+9** | **+8** | **+29** | **51 19 27 28** | **10 6 5 4** | **45 19 28 27** | **12 2 1 2** | **56 19 60 48** | **15 0 8 5** |
| Disadv (29) | **+8** | **0** | **+24** | **35 0 0 8** | **0 0 0 0** | **53 8 42 8** | **5 0 0 0** | **30 9 58 33** | **5 0 0 0** |
| Difference (Sept Baseline – Year End) | **-1** | **-8** | **-5** | **-19 -20** | **-6 -4** | **-11 -19** | **-2 -2** | **-10 -15** | **0 -5** |

**Year 1 Phonics**

Phonics judgements are based on Read, Write Inc. assessments which are conducted every 2 months.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **% of pupils at Age Related (on track to pass Y1 phonics screening test)**  **Number in brackets, show those who are just below EXP.** | | | | | | |
|  | **Baseline** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| All (92) | 19 | 23 |  |  |  |  | 33 |
| Disadv (29) | 0 | 0 |  |  |  |  | 15 |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * Disadvantaged pupils are performing well below that of All pupils and Non-disadvantaged. | * How can we effectively close the gaps for these pupils given the end of Key Stage assessments for this cohort next year? |

**Year 2**

Context

* Pupil Premium percentage is 22%. % of PP pupils is well below National (23%) and well below the school average (25.1%).
* 16 new pupils have started in this year group since June 2021. 6 of these are from a disadvantaged background.

**(BLUE – Pre-Lockdown in Y1, BLACK – Sept Baseline in Y2, GREEN – End of Y2 Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (Comparison of % expected between September 2020 and June 2021)** | | | **Attainment (% of children at or above the expected level)** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **Reading EXP** | **Reading GD** | **Writing EXP** | **Writing GD** | **Maths EXP** | **Maths GD** |
| All (89) | **-3** | **+13** | **-8** | **65 55 55 52** | **9 6 12 18** | **54 39 46 52** | **4 7 7 11** | **63 65 55 57** | **9 24 10 15** |
| Disadv (20) | **-8** | **+16** | **+3** | **47 44 27 36** | **0 0 13 21** | **47 20 27 36** | **0 13 13 14** | **47 47 40 50** | **0 20 13 14** |
| Difference (Sept Baseline – Year End) | **-5** | **+3** | **+11** | **-11 -16** | **-6 +3** | **-19 -16** | **+6 +3** | **-18 -7** | **-4 -1** |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * Disadvantaged pupils are making more progress in Maths at both levels and the gap is below 10%. | * How can we accelerate progress for pupils in reading, to mirror the picture in Maths. |

**Year 3**

Context

* Pupil Premium percentage is 26%. % of PP pupils is slightly above National (23%) and in line with the school average (25.1%).
* 10 new pupils have started in this year group since June 2020. 5 of these are from a disadvantaged background.

**(BLUE – Pre-Lockdown in Y2, BLACK – Sept Baseline in Y3, GREEN – End of Y3 Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (Comparison of % expected between September 2020 and June 2021)** | | | **Attainment (% of children at or above the expected level)** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **Reading EXP** | **Reading GD** | **Writing EXP** | **Writing GD** | **Maths EXP** | **Maths GD** |
| All (99) | **+6** | **+9** | **+18** | **60 39 38 45** | **10 9 9 10** | **49 28 37 37** | **6 1 2 2** | **46 18 28 36** | **4 3 5 6** |
| Disadv (26) | **+13** | **+22** | **+18** | **41 23 14 36** | **0 0 5 5** | **32 5 9 27** | **0 0 0 0** | **27 5 9 23** | **0 5 5 5** |
| Difference (Sept Baseline – Year End) | **+7** | **+13** | **0** | **-16 -9** | **-9 -5** | **-23 -10** | **-1 -2** | **-13 -13** | **+2 -1** |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * Disadvantaged pupils are making more progress than All pupils in all subjects. | * How can we accelerate progress for pupils in this year group? |

**Year 4**

Context

* This year group is a four-form entry, unlike the other three-forms across the school.
* Pupil Premium percentage is 24%. % of PP pupils is in line with National (23%) and slightly below the school average (25.1%).
* 9 new pupils have started in this year group since June 2020. 3 of these are from a disadvantaged background.

**(BLUE – Pre-Lockdown, BLACK – Sept Baseline, GREEN – End of Y4 Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (Comparison of % expected between September 2020 and June 2021)** | | | **Attainment (% of children at or above the expected level)** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **Reading EXP** | **Reading GD** | **Writing EXP** | **Writing GD** | **Maths EXP** | **Maths GD** |
| All (112) | **+2** | **+3** | **+29** | **64 58 57 60** | **17 17 14 17** | **62 30 38 33** | **6 2 0 2** | **69 21 52 50** | **30 2 13 12** |
| Disadv (27) | **-6** | **+4** | **+16** | **48 44 32 38** | **9 9 9 8** | **39 17 27 21** | **0 0 0 0** | **61 13 36 29** | **26 4 9 4** |
| Difference (Sept Baseline – Year End) | **-8** | **+1** | **-13** | **-14 -22** | **-8 -9** | **-13 -12** | **-2 -2** | **-8 -21** | **-4 -8** |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * The gap between pupils at EXP level in Reading and Maths is widening. | * Why is the gap widening in Maths and Reading but not in writing? How does this impact on combined EXP? |

**Year 5**

Context

* Pupil Premium percentage is 39%. % of PP pupils is significantly above National (23%) and significantly above the school average (25.1%).
* 4 new pupils have started in this year group since June 2020. Two of these children are disadvantaged.

**(BLUE – Pre-Lockdown, BLACK – Sept Baseline, GREEN – End of Y5 Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (Comparison of % expected between September 2020 and June 2021)** | | | **Attainment (% of children at or above the expected level)** | | | | | | |
|  | **Reading** | **Writing** | **Maths** | | **Reading EXP** | **Reading GD** | **Writing EXP** | **Writing GD** | **Maths EXP** | **Maths GD** |
| All (93) | **-2** | **-6** | **+30** | | **66 53 31 51** | **13 12 6 14** | **46 29 23 23** | **0 0 0 0** | **66 14 22 44** | **23 1 1 5** |
| Disadv (36) | **-6** | **-12** | **+25** | | **63 53 26 47** | **13 16 13 6** | **41 28 26 16** | **0 0 0 0** | **66 16 19 41** | **25 3 3 0** |
| Difference (Sept Baseline – Year End) | **-4** | **-6** | **-5** | | **0 -4** | **+4 -8** | **-1 -7** | **0 0** | **+2 -3** | **+2 -5** |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * Attainment of disadvantaged pupils is in line with all pupils. | * How can we effectively close the gaps for these pupils given the end of Key Stage assessments for this cohort next year? |

**Year 6**

Context

* Pupil Premium percentage is 23%. % of PP pupils is in line with National (23%) and slightly below the school average (25.1%).
* 5 new pupils have started in this year group since June 2020.

**(BLUE – Pre-Lockdown, BLACK – Sept Baseline, GREEN – End of Y6 Autumn Term, PURPLE – Year End)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Progress (Comparison of % expected between September 2020 and June 2021)** | | | **Attainment (% of children at or above the expected level)** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **Reading EXP** | **Reading GD** | **Writing EXP** | **Writing GD** | **Maths EXP** | **Maths GD** |
| All (92) | **+22** | **+14** | **+20** | **56 47 55 69** | **31 21 14 20** | **52 34 42 48** | **11 1 5 4** | **59 31 43 51** | **27 13 8 8** |
| Disadv (21) | **+18** | **+1** | **+12** | **30 35 45 53** | **25 10 5 5** | **35 20 25 21** | **10 0 0 0** | **40 25 35 37** | **30 15 5 11** |
| Difference (Sept Baseline – Year End) | **-4** | **-13** | **-8** | **-8 -16** | **-11 -15** | **-14 -27** | **-1 -4** | **-6 -14** | **+2 +3** |

|  |  |
| --- | --- |
| Headlines | Lines of Enquiry |
| * PP pupils have made less progress than All pupils. * The gap between pupils at EXP level in Reading, Maths and Writing is widening. | * How can we accelerate progress for PP groups? |

**Appendix Two – School Data**

Current School Attendance and Behaviour Information

End of academic year 2020/21

(21/7/21)

Section 3 is updated termly or half termly, with the analysis used to drive short term improvement plans.

**2020-2021 ATTENDANCE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COSTESSEY ATTENDANCE MONITORING** | | | | | | | | | | | | | | | |
| **DATE:** EOY 21/7/2021 | | | | | WHOLE SCHOOL | | | | | | VICKY LAND | | | | |
|  | | | | **NATIONAL** | | | | **SCHOOL 18/19** | | | | **SCHOOL 19/20** | | | **SCHOOL 20/21** |
| **ATTENDANCE** | | | | 95.8% (PP 92.4%) | | | | 95.1% (PP 92.8%) | | | | 95.8% (PP 93.9%) | | | 95.53% (PP 92.14%) |
| **UNAUTHORISED** | | | | 1.1% (PP 23.6%) | | | | 1.35% (PP 2.82%) | | | | 1.1% (PP 1.94%) | | | 1.06% (PP 2.15%) |
| **PERSISTENT ABSENCE** | | | | 8.7% | | | | 6.9% 47 ch  (PP 23.9% 37 ch) | | | | 8.4% 44 ch (PP 11.5% 18 ch) | | | 13.2% 88 ch  (PP 28% 52 ch) |
| **GROUP** | **NO.** | **ATT.** | **UNAUTH** | | | **NO PAS** | **PAs** | **PP**  **ATT** | **NOT PP ATT** | **LATES MINS** | | | **JUDGE** | **NOTES** | |
| ALL | 666 | 95.53% | 0.16% | | | 88 | 13.20% | 92.14% | 96.80% | 33716 | | |  | Overall attendance is lower than that from the previous year. The % of unauthorised absence has fallen. Minutes late and PAs are too high. | |
| **RBA** | 31 | 96.58% | 1.09% | | | 3 | 9.70% | 96.26% | 96.73% | 725 | | |  |  | |
| **RBL** | 30 | 94.90% | 0.71% | | | 4 | 13.30% | 91.88% | 96.15% | 1113 | | |  | PAs and PP | |
| **RC** | 28 | 96.90% | 0.99% | | | 3 | 10.70% | 96.13% | 97.20% | 1895 | | |  | PAs | |
| **1B** | 29 | 94.21% | 0.67% | | | 6 | 20.70% | 90.28% | 96.28% | 1082 | | |  | Overall ATT, PAs. PP | |
| **1O** | 30 | 96.81% | 0.80% | | | 3 | 10.00% | 95.03% | 97.76% | 1052 | | |  | PAs | |
| **1W** | 32 | 95.00% | 1.41% | | | 6 | 18.80% | 86.58% | 97.23% | 802 | | |  | PAs and PP | |
| **2F** | 31 | 95.80% | 0.64% | | | 4 | 12.90% | 92.28% | 96.60% | 336 | | |  | PAs and PP | |
| **2K** | 30 | 94.83% | 1.31% | | | 5 | 16.70% | 88.95% | 97.11% | 1243 | | |  | PAs and PP | |
| **2M** | 29 | 96.05% | 0.66% | | | 3 | 10.30% | 89.09% | 97.80% | 1013 | | |  | PAs and PP | |
| **3BD** | 33 | 94.23% | 2.15% | | | 6 | 18.20% | 87.73% | 97.59% | 3297 | | |  | All areas except Non PP | |
| **3J** | 33 | 94.62% | 2.16% | | | 7 | 21.20% | 94.71% | 94.59% | 5267 | | |  | Unath, PAs | |
| **3S** | 33 | 96.44% | 1.09% | | | 3 | 9.10% | 93.03% | 97.01% | 989 | | |  | PP | |
| **4C** | 27 | 97.01% | 1.18% | | | 3 | 11.10% | 98.59% | 96.45% | 1286 | | |  | PAs | |
| **4F** | 27 | 95.06% | 0.65% | | | 4 | 14.80% | 92.36% | 95.68% | 420 | | |  | PAs, PP | |
| **4GJ** | 27 | 96.20% | 0.83% | | | 4 | 14.80% | 93.54% | 97.11% | 1731 | | |  | PAs, PP | |
| **4T** | 31 | 96.35% | 0.64% | | | 1 | 3.20% | 91.65% | 97.82% | 636 | | |  | PP | |
| **5AM** | 22 | 95.88% | 0.78% | | | 2 | 9.10% | 95.07% | 96.46% | 1280 | | |  |  | |
| **5LW** | 24 | 93.17% | 1.67% | | | 5 | 20.80% | 90.57% | 96.18% | 1749 | | |  | Overall, PAs, PP | |
| **5M** | 25 | 93.46% | 1.27% | | | 5 | 20.00% | 84.51% | 95.95% | 1954 | | |  | Overall, PAs, PP | |
| **5S** | 23 | 96.36% | 1.06% | | | 2 | 8.70% | 96.02% | 96.61% | 1090 | | |  |  | |
| **6L** | 30 | 96.51% | 0.45% | | | 2 | 6.70% | 94.43% | 97.11% | 295 | | |  | PP | |
| **6R** | 29 | 94.67% | 1.70% | | | 4 | 13.80% | 87.04% | 96.84% | 2521 | | |  | PAs, PP | |
| **STRENGTHS** | | | | | | | | | **WEAKNESSES** | | | | | | |
| 1. % of unauthorised absence is better than the national figure. 2. Attendance in RBA, RC, 1O, 2F, 2M, 3S, 4C, 4JG, 4T, 5AM, 5S, 6L is effective or better. (12/23 classes) 3. PIN 4 classes the attendance for PP children is better than that of Non | | | | | | | | | 1. Whole school attendance below national. 2. Lates 3. Number of PAs 4. PP attendance | | | | | | |
| **AREAS FOR IMPROVEMENT** | | | | | | | | | **ACTIONS** | | | | | | |
| * PP Attendance * Number of PAs * Lates * Overall attendance | | | | | | | | | * Develop strategies to tackle Lates * Develop incentives for good attendance * Monitor PAs more closely from the beginning of the academic year | | | | | | |

The rate of permanent exclusions currently remains below national figures. It is following a downward trend from 2018. 50% of all fixed term exclusions were for Disadvantaged children.

Just over half of all behaviour incidents involve a Pupil Premium child. All behaviour support plans (BSP) in place are for PP children.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | R | 1 | 2 | 3 | 4 | 5 | 6 | Totals |
| Total incidents | 4 | 283 | 49 | 205 | 206 | 395 | 216 | 1358 |
| % Incidents involving PP children | 75%  (3) | 77% (217) | 39% (19) | 45% (92) | 43% (89) | 43% (169) | 49% (105) | 51% (694) |
| Number of PP | 21 | 27 | 16 | 23 | 25 | 35 | 17 | 164 |
| Number of PP with a recorded behaviour incident | 0.05% (1) | 52% (14) | 31% (5) | 32% (8) | 36% (9) | 63% (22) | 47% (8) | 40% (67) |

42% of children on a Behaviour Support Plan have had this support removed due to a significant improvement in their behaviour.

**Appendix Three – School Data**

Engagement with Remote Learning Information

End of academic year 2020/21

Whole School Picture and Disadvantaged





* The % of pupils not engaging has decreased overall by 3%, with the % for disadvantaged pupils decreasing by 12%. Currently only 4% of pupils are not engaging with the system and the barriers to this are known and being tackled.
* There is still a gap between the posts made by all pupils and those from a disadvantaged background and this gap must close. Close monitoring of this must be in place and YGLs are aware of these pupils and will prioritise support for them.
* The % of pupils in school has increased this week as more children have been identified as vulnerable and spaces have been found when no work is being completed at home.
* The number of posts made throughout the week has declined in week commencing 25th January. This shows that we need to keep refreshing the offer to maintain high response rates.