

Costessey Primary school

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	534 (+38 nursery)
Proportion (%) of pupil premium eligible	29% (155)
National average (%) of pupil premium	24.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	20.12.2024
Date on which it will be reviewed	Termly
Statement authorised by	Mr A Griffiths
Pupil premium lead	Miss A Reynolds
Governor / Trustee lead	Dawn Carman-Jones

Funding overview

Pupil premium funding allocation this academic year (2024-2025)	£ 229,400
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Total budget for this academic year	£ 229,400
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Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all children, regardless of their background or the challenges they face, to make strong progress and achieve high attainment across all subject areas. The Pupil Premium Strategy is dedicated to ensuring that our disadvantaged pupils meet these goals while also supporting all learners, including those who are already high attainers, to make sustained progress.

We are committed to understanding the barriers faced by all our pupils, particularly those who have or have previously had a social worker, as well as our young carers. This approach extends to every child, whether they are classified as disadvantaged or not, ensuring that no learner is overlooked.

At the heart of our strategy is a broad and balanced curriculum, complemented by high-quality first teaching. This proven approach not only helps us close the attainment gap for disadvantaged learners but also benefits all pupils, fostering progress and success for every student.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points On entry to school our disadvantaged pupils commonly show lower levels of literacy and language and struggles with aspects of physical development, particularly in relation to fine and gross motor control; this impacts on their ability to form letters and write fluently.
2	Less engagement with home reading A lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult, meaning that they don't get the same opportunities to practice

	and develop fluency compared to their non-disadvantaged peers.
3	Weaker oracy skills Pupils who are eligible for pupil premium have less experiences with early language and literacy, meaning there are gaps in their knowledge, understanding and skills, resulting in: limited vocabulary, weaker oracy skills and slower progress in reading.
4	Children not reaching age related expectation or GD in English and Maths Children who have had less exposure to spoken language, books, and storytelling at home often struggle with literacy, vocabulary, and comprehension when they start school. Economic or family instability, can also significantly impacted our disadvantaged pupils' basic skills of: handwriting, spelling, basic punctuation, number sense and fluency.
5	Limited experience outside of school Due to lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences outside of school.
6	Lack of emotional resilience The emotional resilience of many pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging. This can then progress and link to poor behaviour and disruption to learning
7	Attendance Low attendance rates and punctuality impact on the ability to access learning.

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.

<u>Intended outcome</u>	<u>Success criteria</u>
Pupils eligible for pupil premium in EYFS make accelerated progress in all areas to meet national expectations	Children to make year on year improvements to achieve as least NA for disadvantaged children achieving GLD.

<p>Ensure that disadvantaged pupils become fluent and confident readers</p>	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Achieve at least NA for disadvantaged children in the phonics screener. • Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. • Achieve above the national average progress scores in KS2 Reading (0+)
<p>Ensure disadvantaged pupils are clear and confident speakers enriched by a growing range of vocabulary.</p>	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Demonstrate that they have a wide and varied vocabulary. • Be able to articulate themselves clearly • Understand the nuances of conversation and dialogue and engage well in a range of speaking and listening activities. <p>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.</p>
<p>Ensure children develop automaticity in their writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and intervention</p>	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. • Achieve above the national average progress scores in KS2 maths (0+).

<p>To ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention.</p>	<p>Children to make year on year improvements to:</p> <ul style="list-style-type: none"> • Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. • Achieve above the national average progress scores in KS2 maths (0+).
<p>Levels of cultural capital are the same for all pupils.</p>	<p>All disadvantaged pupils benefit from in-school and out-of-school experiences (trips, visitors, clubs, etc.).</p> <p>100% of pupils attend school trips.</p> <p>100% of disadvantaged pupils have free access to breakfast clubs and after school clubs.</p> <p>Children’s participation in enrichment activities, particularly among disadvantaged pupils, increases over time. Within lessons, all children have the same opportunities to develop cultural capital as staff build this into all areas of the curriculum</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>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.</p>
<p>Increase the attendance figure for disadvantaged pupils and reduce the gap between disadvantaged pupils and all pupils.</p>	<p>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.</p>

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.
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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: £68,820

Activity	Evidence that supports this approach	Challenge number 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	4
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	1 & 4

	<p>activity with an outcome. It has the potential to facilitate +8 months progress. For further information see Dylan Williams – Embedding Formative Assessment and David Didau’s Blog – Why AfL might be wrong and what to do about it.</p>	
<p>Increasing opportunities for cultural capital across the curriculum.</p>	<p>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).</p>	5
<p>Regular opportunities for retrieval are planned effectively across the curriculum.</p>	<p>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.</p>	4
<p>Daily opportunities to promote reading are embedded in all classrooms.</p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person’s</p>	2

	understanding of their own identity, improves empathy and gives them an insight into the world view of others (the Reading Agency, 2015)	
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)	4
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)	4
Professional Development around the EAT 'Five Classroom Concepts'	EEF Guide to Pupil Premium (Recommendation)	1,2,4
In class weekly RSHE curriculum for all cohorts. 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	6

<p>TA development – how to support children in the classroom.</p>	<p>Evidence indicates that targeted, high-quality training for Teaching Assistants (TAs) can significantly enhance their ability to provide effective classroom support, leading to approximately four additional months of pupil progress on average when TAs deliver structured interventions (EEF, 2020).</p>	<p>1,2,3,4,6,7</p>
<p>Whole school focus on learning intent and how to scaffold the learning.</p>	<p>Training should focus on equipping TAs with strategies to scaffold learning, provide timely feedback, and foster independent learning skills in students. (EEF, 2020).</p>	<p>1,4</p>
<p>Whole school focus on supporting EAL learners using the Flash Academy software.</p>	<p>According to research (EEF, 2020), targeted interventions using tailored software can significantly improve language development and academic performance in EAL learners. This approach enables timely feedback and encourages active participation, aiding EAL students in bridging language gaps and enhancing their overall learning experience.</p>	<p>3,4</p>

<p>Early Years Foundation Stage (EYFS) Focus on Closing the Early Start Gap.</p>	<p>On average children that are involved in communication and language approaches make approximately 6 months additional progress over the course of a year. (EEF- Early Years Toolkit Communication and language approaches)</p>	<p>1,4</p>
<p>Ensure all children are receiving high quality phonics teaching across Reception and Key Stage 1 by ensuring all staff have progressive resources, phonics training and receive regular coaching in effective phonics teaching</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Teaching Toolkit-Phonics)</p>	<p>1,2,3,4,5</p>
<p>Ensure that all weaker readers receive timely support and intervention to accelerate progress through high quality teaching and in class intervention in phonics and reading fluency.</p> <p>Ensure resources are available to that all pupils can access reading material that matches ability</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF Teaching Toolkit-Phonics)</p>	<p>2,3,4</p>

<p>Devise and implement a whole school oracy approach so that spoken language and discussion skills are explicitly taught.</p> <p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active and meaningful use of any new vocabulary. The average impact of oral language interventions is approximately an additional 6-month progress over the course of a year. (EEF Toolkit-Oral Language Interventions)</p>	<p>2,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,350

Activity	Evidence that supports this approach	Challenge number addressed
<p>Dedicated teaching assistants to support targeted intervention for Disadvantaged pupils (based on identified gaps).</p>	<p>EEF evidence indicates that 1-1 tuition can be effective providing approximately 5 additional months progress.</p>	<p>2,3,4</p>
<p>Accelerated Reader is used to track pupil progress and direct to targeted and evidence-based interventions</p>	<p>EEF found disadvantage pupils make 5+ months progress using Accelerated reader.</p>	<p>2,4</p>

1:1 and small group booster sessions.	EEF evidence indicates that 1-1 tuition can be effective providing approximately 5 additional months progress.	1,2,3,4
Books and revision guides provided for Y6 disadvantaged children.	To facilitate independent study and engage parental support. EEF suggests +8 months progress for meta cognition and self-regulation.	4,5
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	2,3,4
School group and 1-1 intervention	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	1,2,3,4

	of Teaching Assistants research, EEF.	
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)	1,2,3,4

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

Budgeted cost: £103,230

Activity	Evidence that supports this approach	Challenge number addressed
Offer consistency through a whole-school behaviour policy.	EEF Behaviour Interventions, 3 months	6,7
New programme of attendance incentives. Early intervention for families of children with poor attendance/punctuality.	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	6,7

	level 5 or above, than pupils that missed 10-15% of all sessions.	
Breakfast club available for free for all disadvantaged pupils.	EEF Extending school day, 2 months	7
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)	5,7
Bespoke SEMH interventions offered to identified pupils: Anger Management Zones of Regulation Social Skills Workshops Drawing and Talking Attachment Bereavement PDA	Increasing evidence of social, emotional and mental health problems in young people especially following the pandemic. EEF toolkit Social and Emotional Learning +4 months.	6,7
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.	6,7

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.	5
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.	5
Training for Pastoral staff: WoW Beacon Schools Subscription Drawing and Talking Zones of regulation	EFF Social and Emotional Learning, 4 months	6,7

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 2023 to 2024 academic year.

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 outcome 1

Increase the number of children reaching age related expectations overall and reduce the attainment and progress gap for disadvantaged pupils.

Intended outcome 2

This year, Pupil Premium (PP) children have had access to targeted interventions, such as the Talk Boost programme, which focuses on improving speech, language, and communication skills. The intervention aims to close any gaps in language development, ensuring that no child's learning is hindered by speech and language difficulties.

Intended outcome 3

All disadvantaged pupils have access to our pastoral service which works to remove barriers caused by social, emotional and mental health concerns. See Pivotal behaviour strategies have been refined. This includes positive praise and scripted intervention to manage negative behaviours.

Intended outcome 4

Levels of Cultural capital are the same for all pupils.

- These start locally in EYFS and KS1:
Trip list
- And extend beyond Norfolk in KS2:
Trip list

- 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.
- Year 6 have a careers day to help them think about their future aspirations and goals when they leave school with highly positive feedback from pupils and parents.

Intended outcome 5

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

National 2023-24	School 2023-24	National (Disadvantaged) 2023-24	School (Disadvantaged) 2023-24

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.

Appendix 1

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

Externally provided programmes

<u>Programme</u>	<u>Provider</u>
Nessy – dyslexia support	Nessy Learning
White Rose Maths Hub	White Rose Maths Hub
Accelerated Reader	Renaissance Learning
Times Table Rockstars	Maths Circle
PiXL	PiXL
Read Write Inc	Oxford University Press
Provision Map	TES
Kapow – DT, Art, Music	DT, Art, Music Kapow