

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Our context

Detail	Data
School name	Costock CE Primary
Number of pupils in school	79 (F2 to Year 6)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024. 2024 to 2025. 2025 to 2026.
Date this statement was published	September 2023
Date on which it will be reviewed	Reviewed September 2024, September 2025, and September 2026. Next review due: September 2024
Statement authorised by	Jane Mellor Headteacher
Pupil premium lead	Jane Mellor Headteacher
Governor / Trustee lead	Sarah Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£2,000
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	£16,550

Part A: Pupil premium strategy plan

Statement of intent

At Costock CE Primary School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points.

We have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Costock we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum

Our pupil premium strategy is based on addressing the barriers to success that we have identified for our pupil premium children from working with them on a daily basis and through an understanding of the context of our school. We base our decisions on evidence, gathered both externally and from within our school, and ensure that all strategies are evaluated for impact. It is widely recognised that the impact of the Covid pandemic has been especially great for disadvantaged children and that, as a result, the period needed for 'Catch Up' is realistically going to be longer.

Whole-school ethos of attainment for all: There is a culture of high expectations for all. There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed. Leaders, teachers and other adults understand their role within the school's strategy to promote strong outcomes for all these children

Addressing behaviour and attendance: A strong emphasis is placed on developing positive behaviours for learning so children are able to maximise the benefit they get from the learning experiences planned. Where appropriate, the reasons for behaviour are explored to ensure behaviour management strategies are effective for pupils that need support. Attendance is closely monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Quality First Teaching: We believe that high quality teaching is the most important tool we have to diminish attainment gaps and promote progress. We continually evaluate the strengths and areas of development for our teachers, providing CPD and mentor support where appropriate. Professional development is focused on securing strong subject knowledge, questioning, cognitive load feedback, and self-regulation. Interventions are additional to the entitlement to quality first teaching. Responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Extensive knowledge of the children is used to ensure barriers are overcome so that disadvantaged pupils can benefit from the quality first teaching; enrichment programme; emotional well-being support, and interventions (both academic & pastoral) that enable them to succeed in their learning across a wide range of subjects. Learning gaps and misconceptions are identified and addressed so that pupils can further their learning to enable them to catch up to meet age related expectations or increasingly work at greater depth.

Challenges

Due to small cohort sizes and an increased risk of identifying individual pupils some information has been withheld in accordance with confidentiality and data protection considerations. Five children have been identified from September 2023. It is not possible to identify individual barriers due to the small numbers of pupils receiving Pupil Premium at our school.

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

Challenge number	Detail of challenge
1	Limited early maths experience affects attainment in KS1 and later progress into KS2
2	Limited early reading experience affects attainment in KS1 and later progress into KS2
3	Limited life experiences/limited cultural capital and opportunities to join in enrichment activities
4	Lower attendance rates for PP children when compared to non-PP children which has had a significant impact on the consistency and continuity of their 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.

Intended outcome	Success criteria
A. To target support to identified pupil premium children to make good academic progress	<p>End of year data shows that children are working at age related expectations in Reading, Writing and Maths.</p> <p>Effectiveness of targeted support will be evaluated regularly based on understanding of children's attainment & progress – with changes made as appropriate.</p> <p>Progress & attainment will be stronger for pupil premium children.</p>
B. To sustain progress rates for disadvantaged pupils at end points.	<p>Ensure that progress rates are 'expected' and maintained to the end of the year in Reading, Writing and Maths</p> <p>End of year data in 2024 show that all disadvantaged pupils make expected progress in Reading, Writing and Maths</p>
C. Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved. access a full range of in-school	<p>All pupil premium children will enrichment, school trips & residential visits.</p> <p>Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events, will be offered to all our pupil premium children as part of an enhanced curriculum.</p>
D. Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.	<p>The number of pupil premium children with good attendance (95% or above) will increase year-by-year. Where attendance is below this, a package of support will be in place to close the attendance gap.</p>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff trained using reading to write materials	EEF – Improving Literacy in Key Stage One (strand 3,8) EEF Improving Literacy in Key Stage 2 (strand 2, 7)	2
All staff using Mastery of the curriculum materials	EEF-Improving mathematics in early years and KS1 strand 1-5 EEF- Improving mathematics in KS2 strand 1-8	1
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools Strand 1,2,3,5	3
Mental health training – ELSA & outdoor nurture	EEF – Metacognition & Self-Regulated Learning (all strands) EEF- Improving Behaviour in Schools Guidance Report (recommendations 1-6) EEF Social & Emotional Learning Guidance Report (recommendations 1-6)	3

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

Budgeted cost: £12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of small group & individual intervention by staff to address learning gaps	EEF Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Some interventions based on use of recognised & widely used programmes that are evaluated across the primary sector (and found to be effective).	1, 2

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

Budgeted cost: £1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision ELSA support available	<p>Association for Child and Adolescent Mental Health.</p> <p>“Teachers are widely recognised as being well-placed to identify mental health & well-being issues provided they are supported with appropriate training.</p> <p>” Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).</p>	3
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance to breakfast clubs</p>	4
<p>Ensure all children have equal access to school trips, extra-curricular activities, and contributions towards school uniform with the overarching aim of promoting equality and wellbeing for all</p> <p>To subsidise trips & residential for selected children</p>	<p>Outdoor adventure learning: - (Residential Visits / trips). Studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>There is also evidence of an impact on non-cognitive outcomes such as self-confidence. EEF Outdoor adventure learning</p> <p>All children access trips that expand horizons & experiences</p> <p>New experiences are vital for children’s well-being & learning following the extended lockdown.</p>	3
Financial support in respect of uniform and childcare	DfE supported strategy as it promotes inclusivity and readiness for school, which in turn has a positive impact on being ready to learn.	4

Total budgeted cost: £16,550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Through the development of a robust catch-up curriculum, the academic and social, emotional learning needs of all disadvantaged pupils will be addressed.	Academic provision was tailored to their personal next steps based on a clear understanding of their attainment. All social, emotional or behaviour needs (that may be a barrier to progress) were addressed.
Improved early reading attainment for all pupils, particularly our disadvantaged pupils.	100% children passed phonics screening
To sustain progress rates for disadvantaged pupils at end points.	Progress rates are 'expected' and maintained to the end of the year in Reading, Writing and Maths End of year data in 2022 shows all disadvantaged pupils have made expected progress in Reading, Writing and Maths
Improved self-esteem among disadvantaged pupils	Pupil voice survey suggests that pupils are happy in school, know who they can go to for help and support and value the support of the teachers and staff in school. Support from weekly ELSA sessions has provided children with strategies they can employ to improve self-esteem.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	All pupils have been given the same enrichment opportunities
Provide opportunities to broaden life experiences and enrichment.	100% of Pupil premium children attended school trips & residential visits. Cultural experiences, e.g. theatre visits, bookstore trips, attendance at local sporting events