

Pupil 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

Detail	Data
School name	Costock CE Primary
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2022
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	£11,095
Recovery premium funding allocation this academic year	£1,000
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	£512,848

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, hence, it is appropriate to consider the needs of these children in detail in the context of the school's decisions and efforts to support recovery.

Quality First Teaching: We believe that high quality teaching is the most important tool we have to close 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, feedback, metacognition and self-regulation.

Challenges

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. Eight children have been identified from September 2021. It is not possible to identify individual barriers due to the small numbers of pupils receiving Pupil Premium at our school.

Details of the main barriers / challenges to educational achievement that disadvantaged children / young people may face at School: - Reading / Writing / Maths difficulties, Low self-esteem / lacks confidence, Emotional problems / anxiety, Behaviour for learning and experiences of the complexities surrounding family life.

Challenge number	Detail of challenge
1	Children have missed a significant amount of learning due to Covid-19. Despite remote learning during lockdown, there is a clear disparity in learning outcomes (academic and social and emotional) as a result of the pandemic.
2	Limited access to full participation in the school curriculum and school life (Uniform, resources, residential, trips, sporting opportunities)
3	The children's inability to fully access a remote learning curriculum due to reluctant pupil and parental engagement and limited home learning resources.
4	Emotional problems / anxiety and experiences of the complexities surrounding family life.
5	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
Through the development of a robust catch-up curriculum, the academic and social, emotional learning needs of all disadvantaged pupils will be addressed.	<p>PP children will be fully engaging in a broad & balanced curriculum supported by good behaviours for learning.</p> <p>All staff in school will have high aspirations for the learning outcomes for these children.</p> <p>Academic provision will be tailored to their personal next steps based on a clear understanding of their current attainment.</p> <p>All social, emotional or behaviour needs (that may be a barrier to progress) will be being addressed.</p>
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. Progress & attainment will be stronger for pupil premium children.</p>
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 2022 show that all disadvantaged pupils make expected progress in Reading, Writing and Maths</p>
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>

Good levels of attendance will support pupil premium children to take advantage of all academic and personal development opportunities.	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.
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers revisit QFT checklist and apply to their teaching strategies and practices	'Inclusive Quality First Teaching: audit tools for classroom use' by the Targeted Education Support Service Provision will be evaluated by SL	1, 3, 4
To further develop feedback practices in school.	Children receive effective feedback that meets their needs. Research equates high quality feedback with an average gain for pupils of 8 months.	1, 3, 4
Teachers to be supported by increased Teaching Assistant Time. Teaching Assistant will provide support for identified pupils in order to maintain age related attainment in reading, writing and maths for all pupils	Evidence suggests that TAs can have a positive impact on academic achievement, especially where TAs support individual pupils or small groups EEF - Teaching Assistants educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3
CPD - teaching self-regulated learning & metacognition.	Children have a greater awareness of themselves as learners – and have developed new behaviours that support their learning. Research - meta-cognitive strategies can lead to pupils making an additional 7 months' progress in their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Learning behaviours will be evaluated before introduction of metacognitive strategies – and then half termly after this to track development.	1,3, 4

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

Budgeted cost: £3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of small group & individual intervention by staff to address learning gaps	<p>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.</p> <p>Some interventions based on use of recognised & widely used programmes that are evaluated across the primary sector (and found to be effective).</p>	1, 3

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

Budgeted cost: £1259

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>	4
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>	1, 5
Ensure all children have equal access to school trips, extra-curricular activities,	Outdoor adventure learning: - (Residential Visits / trips). Studies of adventure learning interventions	5

<p>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>consistently show positive benefits on academic learning.</p> <p>There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>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>	
<p>Financial support in respect of uniform and childcare</p>	<p>DfE supported strategy as it promotes inclusivity and readiness for school, which in turn has a positive impact on being ready to learn.</p>	<p>3,5</p>

Total budgeted cost: £11,095

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.

Given the small numbers in school (8 children), our strategy is to individualise provision, where needed. Examples include:

1. Equality of opportunity for our pupil premium children in terms of enrichment opportunities & cultural experiences will be improved. Given the restrictions imposed by Covid, outward facing opportunities were limited for all children.

Instead, the focus during this period was on maintaining strong relationships with teaching teams and active engagement with the learning on offer. Where it was considered appropriate, pupil premium children were given places in school where access to social interaction & wellbeing activities could be widened.

However we were able to take pupil on a residential at the very end of term.

2. Targeted support provided will enable all pupil premium children with an additional need to make good progress, in terms of both their learning and social and emotional needs from their relative starting point.
3. SEND/Vulnerable pupils :
 - o 8 children were offered a place in school during the lockdown and one out of eight children accepted this, giving them access to essential routines & relationships that supported wellbeing, academic progress and ease of transition back to school.
 - o When not in school, remote provision was provided some chose to uptake the provision.
 - o Regular social and emotional 'check-ins 'with familiar adults were carried out Class teachers also offered additional pastoral support to the pupils and their families through enhanced contact and adjusting remote provision.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium	N/A

allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.