



Cestria Primary School
Pupil Premium Strategy Statement
1st September 2019 – 1st September 2020

Rationale

Our school motto is 'Every child is a star...it is our job to make them shine.'

At Cestria, we strive to ensure that every child reaches their full potential in all aspects of their education. We identify vulnerable groups within our school and focus on their particular learning, social and emotional needs. We have the highest aspirations for all our children and ensure equality of access to learning experiences. We use the pupil premium funding to ensure that no child is disadvantaged and all children can share the same aspirations.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children (Inc adopted)	Number of Service Children
71	29	42	10	3
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £1,900*	Per Pupil £300

*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.

Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	408	Number of Pupils Eligible	71
Total Pupil Premium Budget	£93,460	% of Pupils Eligible	17%

SUMMER TERM ATTAINMENT 2019 – July Outcomes								
		Eva 6 Pupils			Other Pupils			SCH GAP
EYFS		SCH	NB (ALL)	DIF	SCH	NB (ALL)	DIF	
Reception EYFS GLD		38%	75%	-37%	90%	75%	+15%	-52%
Year 1 (8 pupils)								
Year 1 Phonics		88%	82%	+6%	92%	82%	+10%	-4%
KS1 Results (4 pupils)								
Y2 Expected Standard Reading		100%	75%	+25%	85%	75%	+15%	+15%
Y2 Expected Standard Writing		100%	69%	+31%	83%	69%	+14%	+17%
Y2 Expected Standard Maths		100%	76%	+24%	87%	76%	+11%	+13%

2019 – July Outcomes								
KS2 – Y6 : 3 children		PP Pupils			Other			SCH GAP
		SCH	NB (ALL)	DIF	SCH	NB (ALL)	DIF	
Expected Standard Reading		100%	73%	+27%	93%	73%	+20%	+7%
Expected Standard Writing		100%	79%	+11%	95%	79%	+16%	+5%
Expected Standard Maths		100%	79%	+11%	93%	79%	+16%	+7%
Expected Standard R/W/M		100%	65%	+35%	90%	65%	+25%	+10%

Summer Term 2019 Attainment (input July-Nov 2019)													
Cohort	Subject	Current Baseline Data: July 2019				FFT20 Targets: End of Y6 or End of Y2							
		All	PUPIL PREM	Other	Difference	All	PUPIL PREM	Other	Difference				
Year 5 (KS2 SATS 2020)	Reading	90%	92%	90%	+2%	88%	94%	87%	+7%				
	Writing	85%	84%	85%	-1%	89%	96%	88%	+8%				
	Maths	83%	92%	92%	0	90%	48%	89%	+41%				
Year 4	Reading	93%	86%	96%	-10%								
	Writing	90%	79%	93%	-14%								
	Maths	95%	93%	96%	-3%								
Year 3	Reading	90%	100%	88%	+12%								
	Writing	90%	100%	81%	+19%								
	Maths	93%	100%	93%	+7%								
Year 1 (KS1 SATS 2020)	Reading	87%	64%	94%	-30%					85%	75%	84%	9%
	Writing	83%	57%	91%	34%					81%	70%	80%	10%
	Maths	88%	71%	94%	-23%					84%	75%	83%	8%

Reception Pupil Premium On Entry Attainment – September 2018		Action	
Baseline Assessment – Age Expected Level Emerging 40-60 Months (9 children)	On Entry Data Sept 2018	<ul style="list-style-type: none"> • PSA involvement including 1:1 intervention and family liaison • Dough Gym/Squiggle While You Wiggle pre writing physical development programme (x1 a week/term) • Additional HLTA – physical development/mental health, emotional issues • Additional TA support in EYFS 	On Exit Data July 2019
Numbers achieving age expected levels on entry in Reading	11% (1 out of 9)		44% (4 out of 9)
Numbers achieving age expected levels on entry in Writing	11% (1 out of 9)		44% (4 out of 9)
Numbers achieving age expected levels on entry in Number	22% (2 out of 9)		44% (4 out of 9)
Total Expenditure		£11,880	

Barriers to Future Attainment	
Internal Barriers	1. In some year groups, the attainment of PP children is lower than non PP peers
	2. We have 10 LAC or adopted children - Emotional resilience of these pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
External Barriers	3. Rates of persistent absence is higher for PP than non-PP peers (although the gap has decreased over past 3 years)
	4. Less engagement in home reading by adults and opportunities to support and value reading.

Desired outcomes and how they will be measured		Success Criteria
INTERNAL BARRIERS	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of PP pupils so that they make progress by meeting, or exceeding, age related national expectations</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement</p>	<ul style="list-style-type: none"> • Pupils will meet (or exceed) age related national expectations in English and maths • All staff will have received appropriate CPD to facilitate development and sustain high quality teaching • Teachers will demonstrate accurate use of assessment to respond appropriately to pupil need • Support staff will be observed supporting learning effectively • Additional intervention sessions to address gaps/misconceptions in place
	<p>To raise resilience for PP children when working independently</p> <p>To engage and motivate PP children resulting in proactive, organised and enthusiastic learners</p>	<ul style="list-style-type: none"> • Pupils will develop resilience when working independently & develop confidence to tackle challenging learning experiences – observed by staff • Pupils will be exposed to a wide range of experiences to enrich and empower them ie ‘Star’, STEM activities, Curriculum Rooms, Scouted 4 Learning activities • Pupils will access specialist subject teaching – Immersive Days
	<p>To ensure PP children’s needs are met so they are ready physically, mentally, emotionally ready to learn</p>	<ul style="list-style-type: none"> • Improved lunchtime behaviour and positive experience for pupils measured through behaviour logs & questionnaires • Active Playgrounds established & running weekly to serve as a platform for structured time, intervention and enrichment • All staff received appropriate CPD to facilitate development of social, mental, physical wellbeing • Pupils will access support from pastoral lead during lunchtime period • Positive behaviour rewarded through Cestria Money system reported as successful
	<p>To provide a rich and varied range of experiences to enhance the children’s learning</p> <p>To raise aspirations, self-confidence and belief in their own abilities</p>	<ul style="list-style-type: none"> • Pupils will take part in a wide range of learning experiences to engage, motivate and apply their learning • Physical, social, emotional and mental wellbeing support provided by HLTA specialist
	<p>To continue to reduce the rate of persistent absence 10pc def reduced from 21.3 in 2018 to 9.1 in 2019</p>	<ul style="list-style-type: none"> • All disadvantaged pupils will match that of non-disadvantaged pupils nationally • Weekly attendance tracked and prompt action taken recorded • Parents contacted if attendance slip – EWO letters & visits • Monitor improvements and impact in place – EWO & Office Manager
EXTERNAL BARRIERS	<p>To extend opportunities and engagement in reading for all</p> <p>To embed and sustain a reading culture that ensure all pupils read regularly and develop ‘a love of books’</p>	<ul style="list-style-type: none"> • Pupils exposed to a wide range of high quality literature • Daily story time established to inspire pupils to read • Increased Salford reading scores • Outdoor reading area used regularly by the children • Edwardian Library developed and used productively for pre learning activities/guided reading opportunities

	Desired Outcomes	Baseline Data (Writing) September 2019	Action	Evidence Source	Evaluation July 2020
1	Y1: To raise attainment of PP children (9)	WRITING: WT – 56% EXP- 33% WGD-11%	<ul style="list-style-type: none"> • Daily phonics intervention • Speaking & Listening Focus in KS1 curriculum rooms • Tell Me approach • Implementation of EEF strategy for TAs • ‘Enchanted forest’ intervention 	Spring Term Writing Assessment	School in Lockdown from March 2020 – education disrupted and moved to Remote Learning offer.
	Y2: To raise attainment of PP children (14)	WRITING: WT-43% EXP-43% WGD-14%	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • Speaking & Listening Focus in KS1 curriculum rooms • Tell Me approach • Implementation of EEF strategy for TAs 	Spring Term Writing Assessment	
	Y3: To raise attainment of PP children (11)	WRITING WT – 36% EXP-45% WGD-18%	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • Implementation of EEF strategy for TAs • Shared high level text approach to comprehension • Shared library area – Durham Learning Resources 	Spring Term Writing Assessment	
	Y4: To raise attainment of PP children (6)	WRITING: WT – 0% EXP – 50% WGD-50%	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • Implementation of EEF strategy for TAs • Additional daily reading session • ‘Star’ Award – Speaking & Listening • Third Space Learning – 1:1 tutor led maths intervention • Shared library area – Durham Learning Resources 	Spring Term Writing Assessment	

	Y5: To raise attainment of PP children (14)	WRITING: WT – 21% EXP – 36% WGD-43%	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • CSI focus (Y5/6 Curriculum Day) • Specialist Teaching • Invention Shed – Speaking & Listening • Third Space Learning – 1:1 tutor led maths intervention • Beanstalk 1:1 Reading Intervention • Scouted 4 Learning • Shared library area – Durham Learning Resources 	Spring Term Writing Assessment	
2	To raise resilience for PP children when working independently	Teachers reported across school 48% of PP children would benefit from further support	<ul style="list-style-type: none"> • Invention Shed – Emotional resilience • Science Hub – STEM activities to motivate particularly girls • Y4 Star – Problem Solving/Team work • Curriculum Rooms • Challenging opportunities and choice within learning activities in the classroom • Residential visits (Y4 & Y6) • Scouted 4 Learning (Y5) 	Pupil Survey	
3	To raise attendance by improving persistent absence rates	10pc def: 9.1 in 2019 (reduced from 21.3 in 2018)	<ul style="list-style-type: none"> • Appoint Attendance Officer • Track attendance weekly • Take prompt action to address issues • Contact parents and home visits • Monitor improvements and impact 	Analysis of attendance data	<ul style="list-style-type: none"> ✓ High levels of engagement during lockdown through remote learning offer ✓ 100% parents engaged with Dojo ✓ Weekly (and more regular if necessary) welfare calls ✓ Key Worker/Vulnerable Pupils offered places

4	To extend opportunities and engagement in reading for all	75% of PP children have a reading age in line or above chronological	<ul style="list-style-type: none"> • Beanstalk – training for parent helpers • Lexia • Library visits • KS1 Phonic Intervention • CSI in Y5 & Y6 with specialist teacher • New library – opportunities to read before school and at lunchtimes 	Reading grids and Salford analysis (WT/PP trackers)	School in Lockdown from March 2020 – education disrupted and moved to Remote Learning offer.
Expenditure for Interventions					
Lexia					£2850
3 rd Space Learning					£6000
Beanstalk					£2000
Invention Shed					£1000
Educational Visits					£2000
Star Award					£1000
Teaching Assistants (including Curriculum Rooms)					£70,000
CPD					£1000
TLR					£1000
Attendance Officer					£2000
PSA					£2000
Pastoral Lead & lunchtime pastoral appointment					£3000
EYFS PP Allocation					£11,800
Total					£105,650

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Committee Members: Rachel Taylor			
Pupil Premium Committee Meeting	Autumn: November	Spring: April	Summer: June
Autumn Summary <ul style="list-style-type: none"> • Present Pupil Premium Strategy for website to governing body – Nov 19 • Updated strategy statement with Autumn data (ASP) • Analysed data and develop Pupil Premium trackers to improve monitoring • Progress tracker - WT/PP children • Head Teacher's report presented to all governors 			
Spring Summary: March 2020 – COVID 19 School in lockdown			
Summer Summary: Return to school. Catch up curriculum implemented. Disruptions to education remain due to periods of isolation. Additional 3 rd Space places offered.			

Review Date	September 2020
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