

# Pupil premium strategy statement

## Cestria Primary School: 3 Year Strategy 2021-2024

This statement details our school's use of pupil premium (and recovery premium) 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	Cestria Primary School
Number of pupils in school 2021	404
Number of pupils in school 2022	406
Number of pupils in school 2023	410
Proportion (%) of pupil premium eligible pupils 2021	15%
Proportion (%) of pupil premium eligible pupils 2022	16%
Proportion (%) of pupil premium eligible pupils 2023	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed (Year 1)	October 2022
Date on which it will be reviewed (Year 2)	October 2023
Date on which it will be reviewed (Year 3)	October 2024
Statement authorised by	Lorraine Gowland
Pupil premium lead	Nicola Bentham
Governor / Trustee lead	Rachel Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022 - £110,290 2023 - £110,548
Recovery premium funding allocation this academic year	2022 - £9,135 2023 - £10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2022 - £0 2023 - £0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2022 - £119,425 2023 - £121,278

# Part A: Pupil premium strategy plan

## Statement of intent

At Cestria it is our aim to use Pupil Premium funding to improve and sustain higher attainment for our disadvantaged pupils that is comparable with that of non-disadvantaged nationally.

We are committed to help all children, irrespective of their background and circumstances, to achieve their full potential, broaden their horizons and raise their aspirations through:

- ✓ Promoting an ethos where all can succeed and achieve their goals irrespective of their background.
- ✓ Act early to intervene at the point need is identified therefore overcoming barriers to learning.
- ✓ Ensuring disadvantaged pupils are challenged at an appropriate level in the work they are set
- ✓ Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ✓ Providing high quality teaching and effective deployment of staff to support disadvantaged pupils.

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

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

Challenge number	Detail of challenge
1.	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge
2.	Pupils eligible from Pupil Premium do not typically enter Early Years at age-related expectations. Some pupils show underdeveloped oral language and vocabulary gaps therefore requiring intervention to close the gap.
3.	Our assessments, discussions and observations have identified social and emotional/self confidence issues for some disadvantaged pupils, particularly in maths This can impact on their ability to concentrate and their resilience when working on challenging tasks.
4.	Our assessments indicate an attainment gap in reading between our disadvantaged pupil and their peers which is compounded by less engagement in supporting children to read at home. Staff must therefore ensure there are specific opportunities in school to support and value reading.
5.	The Cultural Capital experience of pupils eligible for Pupil Premium is low compared to their peers impacting on their aspirations and ability to reach their full potential.
6.	Our assessments and observations have identified mental health, social, emotional and wellbeing needs amongst some of our most vulnerable families (impacted from Covid and non Covid related issues)

## 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
1. Sustain high quality teaching and feedback across school to ensure progress in all lessons.	<ul style="list-style-type: none"> <li>✓ Increased proportions of disadvantaged pupils achieve at least the expected standard with some achieving greater depth therefore closing the gap with non-disadvantaged pupils.</li> </ul>
2. Pupils entering EYFS who are eligible for Pupil Premium make rapid progress in all areas to meet national expectations.	<ul style="list-style-type: none"> <li>✓ Improved oral language for disadvantaged pupils</li> <li>✓ Reduction in the attainment gap between disadvantaged pupils and their peers</li> <li>✓ A higher proportion of pupils achieve a Good Level of Development</li> </ul>
3. Improve emotional resilience and self-confidence particularly in maths	<ul style="list-style-type: none"> <li>✓ Disadvantaged pupils performing as well as non-disadvantaged pupils nationally, reflecting our ambition to reduce the attainment gap between disadvantaged pupils and their peers</li> <li>✓ High levels of self-esteem and confidence in maths</li> <li>✓ Increased levels of concentration</li> </ul>
4. To reduce the attainment gap between disadvantaged children and their peers in reading. Increase engagement with parents to support home reading.	<ul style="list-style-type: none"> <li>✓ Disadvantaged pupils performing as well as non-disadvantaged pupils nationally, reflecting our ambition to reduce the attainment gap between disadvantaged pupils and their peers</li> <li>✓ A higher proportion of disadvantaged children leave Cestria at above age-related expectations</li> <li>✓ Children develop a love of reading to last a lifetime</li> </ul>
5. To enrich the Cultural Capital of our disadvantaged children through providing an enrichment curriculum to inspire children to achieve and raise their aspirations for their future	<ul style="list-style-type: none"> <li>✓ Disadvantaged children access rich and varied experiences and opportunities.</li> <li>✓ Disadvantaged children equipped with essential knowledge and experiences raising their aspirations for future success</li> </ul>
6. To provide sustained and intensive support for disadvantaged children and their families where needed including mental health and wellbeing needs.	<ul style="list-style-type: none"> <li>✓ Swift and targeted intervention from PSA (Parent Support Advisor) results in appropriate mechanisms deployed to support disadvantaged children and their families</li> <li>✓ Enable disadvantaged children to reach their potential</li> <li>✓ Sustain high rates of attendance of disadvantaged children</li> </ul>

## 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: **£61,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching and Teaching Assistant Intervention across school – Employment of additional Teacher/TA</p> <p>Deployment of Teaching Assistants across school focusing on specific needs and interventions</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch up' with previously higher attaining pupils.</p> <p><i>EEF Toolkit: Teaching Assistant Intervention – additional 4 months progress</i></p>	1
<p>Feedback CPD</p> <p>Programme of effective CPD focusing on planning and feedback across school</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><i>EEF Toolkit: Feedback – additional 6 months progress</i></p>	1
<p>Continual Professional Development – Provide highly effective CPD across the school for all staff</p>	<p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice – ensure robust links to SEF/SIP</p> <p><i>EEF: Effective Professional Development</i></p>	1

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

Budgeted cost: **£32,278**

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 <sup>rd</sup> Space Maths Project (September 2021 – July 2023)	<p>Third Space Learning is a primary-school focused, one-to-one maths tutoring programme that is highly scalable, and which employs an intensively trained and selected pool of tutors who deliver a carefully structured intervention based on initial individualised assessments. It therefore provides a valuable solution to the challenges our pupils and education system are currently facing.</p> <p><i>CFEY (Centre for Education and Youth) 2021</i>  <i>EEF Individualised Instruction – additional 4 months progress</i>  <i>EEF Improving mathematics in the Early Years and KS1</i>  <i>EEF Early Years Toolkit: Early Numeracy Approach – additional 6 months progress</i></p>	1, 3
Reading Interventions: Including Lexia, Reading comprehension, Oxford Reading Tree Buddy, Beanstalk, and Reading Plus	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.</p> <p>Reading comprehension strategies are high impact on average (EEF Reading Comprehension +6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress  Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence suggests that disadvantaged pupils make less academic progress. By designing and delivering effective approaches to support parental engagement, schools may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	1, 3, 4

	<p><i>EEF Lexia Core Reading 5 – additional 2 months progress</i></p> <p><i>Coram Beanstalk Impact Report</i></p> <p><i>EEF Toolkit: Teaching Assistant Interventions – additional 6 months progress</i></p> <p><i>EEF Reading Comprehension Strategies – additional 6 months progress</i></p> <p><i>EEF Toolkit: Parental engagement – additional 4 months</i></p>	
<i>Implement Nuffield Early Language Intervention within EYFS</i>	<p>Children who receive the communication and language intervention make about six months of additional progress, but some studies show slightly larger effects from disadvantaged backgrounds.</p> <p><i>EEF Toolkit: Communication and Language approaches – additional 6 months progress</i></p> <p><i>NELI – additional 10 months progress</i></p>	2

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

**Budgeted cost: £ 28,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Cultural Capital – providing an enrichment curriculum to inspire children to achieve</p> <p><i>(including educational visits, access to peripatetic music lessons, STEM curriculum rooms)</i></p>	<p>The Sutton Trust commissioned report ‘Subject to Background’, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project which found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings.</p> <p><i>Sutton Trust: Subject to Background report</i></p>	5
<p>Deployment of Parent Support Advisor (PSA) to provide more sustained and intensive support where needed.</p>	<p>PSA to provide practical strategies and offer sustained and intensive support where needed including therapy and counselling within the home and at school.</p> <p><i>EEF: Parental Engagement – Working with Parents to Support Children’s Learning report (+3 months)</i></p>	6

<b>PUPIL PREMIUM EXPENDITURE 2022-23</b>	
<b>TEACHING PRIORITIES (approx. 50% of PP allocation)</b>	<b>£55,000</b>
Quality First Teaching (QFT): Plus Additional Teacher	£10,893
Deployment of teaching assistants	£46,920
CPD	£8,000
Total spend	£65,813
<b>TARGETED INTERVENTION (approx. 25% of PP allocation)</b>	<b>£27,500</b>
Lexia licences (50)	£1,540
Lexia: Targeted Intervention Teaching Assistant Support (3 lessons per week across school)	£22,152
3 <sup>rd</sup> Space Learning licences (20 licences)	£1,742
3 <sup>rd</sup> Space: Targeted Intervention Teacher Support (1 lesson per week x 38 weeks)	£750.88
Nuffield Early Language Intervention: Targeted Teaching Assistant Support (3 sessions x 38 weeks)	£1,368
Total spend	£27,552
<b>WIDER STRATEGIES (approx.25% of PP allocation)</b>	<b>£26,000</b>
Educational Visits (subsidy)	£2,500
PSA – Attendance 0. .0	£2,500
PSA – support for children and families	£4,500
Music Provision	£1,500
Cultural Capital (including Curriculum Rooms, Resources, Teaching Assistant)	£15,500
Total spend	£26,500
TOTAL	£119,865
PP ALLOCATION & Recovery Curriculum	£119,425
DIFFERENCE	£440

<b>PUPIL PREMIUM EXPENDITURE 2023-24</b>	
<b>TEACHING PRIORITIES (approx. 50% of PP allocation)</b>	<b>£61,000</b>
Quality First Teaching (QFT): Plus Additional Teacher	£13,000
Deployment of teaching assistants – deployed across school and utilised for specific interventions (Lexia, Literacy Box, Maths Box, Reading)	£48,000
CPD	£9000
<b>Total spend</b>	<b>£70,000</b>
<b>TARGETED INTERVENTION (approx. 25% of PP allocation)</b>	<b>£32,278</b>
Lexia licences (50)	£1,540
Lexia: Targeted Intervention Teaching Assistant Support (3 lessons per week across school)	£25,152
Oxford Reading Tree: Online Buddy plus additional reading material	£2,000
Reading Intervention: 10 Minute Literacy Box	£2,000
Maths Intervention: 10 Minute Maths Box	£2,000
Nuffield Early Language Intervention: Targeted Teaching Assistant Support (3 sessions x 38 weeks)	£2,500
<b>Total spend</b>	<b>£35,102</b>
<b>WIDER STRATEGIES (approx.25% of PP allocation)</b>	<b>£28,000</b>
Educational Visits and Music Tuition (subsidy)	£2,500
PSA – Attendance	£2,500
PSA – support for children and families	£4,500
Music Provision	£1,500
Cultural Capital (including Curriculum Rooms, Resources, Teaching Assistant)	£17,000
<b>Total spend</b>	<b>£28,000</b>
<b>TOTAL</b>	<b>£133,102</b>
<b>PP ALLOCATION &amp; Recovery Curriculum</b>	<b>£121,278</b>
<b>DIFFERENCE</b>	<b>£11,824</b>



## 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**, **2021 to 2022** and **2022 to 2023** academic year.

A number of our planned strategies from 2020-2021 were not fully implemented due to COVID 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising during the pandemic. School remained open for the children of Key Workers and vulnerable families providing a network of support whilst catering for the needs of children and their families accessing remote learning.

#### Teaching Strategies:

##### 2020-2021

- ✓ CPD package delivered (see CPD records) across whole school and individual professional development
- ✓ Staff training in the use of our online platform, Dojo, supported the quality and delivery of our remote learning offer which increased to 100% of our families throughout lockdown. A combination of paper based and digital work was provided. Laptops were made accessible to those in need.
- ✓ Although national assessments were cancelled in 2020/21, our school assessments demonstrated that 50% of children achieved the expected standard in reading (KS1 – 3 out of 6 children) and 75% of children achieved the expected standard (KS2 – 6 out of 8 children) therefore achieving in line with our strategy goals.

##### 2021-2022

- ✓ Quality First Teaching and support from Teaching Assistants impacted on 2022 SATS results leading to the following (Expected +):  
KS1: READ: 83% (Nat: 51%), WRITING: 83% (Nat: 41%), MATHS: 67% (Nat: 52%)  
KS2: READ: 63% (Nat: 63%), WRITING: 75% (Nat: 56%), MATHS: 75% (Nat: 57%)
- ✓ Pupil Premium children at Cestria perform significantly above those nationally at the Expected + standard in Reading, Writing and Maths in 2022
- ✓ Quality First Teaching and support from Teaching Assistants impacted on 2022 SATS results leading to the following (WGD):  
KS1: READ: 17% (Nat: 8%), WRITING: 17% (Nat: 3%), MATHS: 0% (Nat: 7%)  
KS2: READ: 38% (Nat: 17%), WRITING: 63% (Nat: 6%), MATHS: 75% (Nat: 57%)
- ✓ The proportion of children achieving the higher standard (Working at Greater Depth) is significantly above those nationally at KS2
- ✓ Although there is a gap between the attainment of PP and non PP children, children at Cestria achieve significantly above those nationally. The gap between PP and non PP children is less than that nationally.

## 2022-2023

- ✓ Quality First Teaching and support from Teaching Assistants impacted on 2023 SATS results leading to the following (Expected +):  
KS1: READ: 78% (Nat:68%), WRITING: 72% (Nat: 60%), MATHS: 78% (Nat: 70%)  
KS2: READ: 93% (Nat: 73%), WRITING:93% (Nat: 71%), MATHS: 95% (Nat: 73%)
- ✓ Pupil Premium children at Cestria perform significantly above those nationally at the Expected + standard in Reading, Writing and Maths in 2022 (national data released December 2023)
- ✓ Quality First Teaching and support from Teaching Assistants impacted on 2023 Y2 SATS results leading to the following (WGD):  
KS1: READ: 23% (Nat: 19%), WRITING: 25% (Nat: 8%), MATHS: 22% (Nat:16%)  
KS2: READ: 47% (Nat: ), WRITING: 35% (Nat: ), MATHS: 33% (Nat: %) awaiting data release for KS2
- ✓ Although there is a gap between the attainment of PP and non PP children, children at Cestria achieve significantly above those nationally. The gap between PP and non PP children is less than that nationally

### Targeted Intervention:

## 2020-2021

- ✓ Targeted intervention including 3<sup>rd</sup> Space Learning, Beanstalk and Lexia resumed in the Summer Term for identified children.
- ✓ Teaching assistants deployed across school with targeted children – needs fed back to teachers and lessons adapted as necessary to address misconceptions.
- ✓ Jigsaw programme proved crucial following return to school – children deploying strategies to sustain concentration and resilience as well as supporting mental health needs.

## 2021-2022

- ✓ 3<sup>rd</sup> Space Intervention – Individualised pupil reports indicate learning gaps which have been narrowed during the intervention. Discussions with target pupils indicate increased confidence and resilience in maths.
- ✓ NELI – 8 children were identified as requiring intervention through assessment of language acquisition. Progress indicators reflect a 20 point average increase from their starting points
- ✓ NELI: 88% (7 out of 8) children achieved the expected standard in EYFS FSP (Listening, attention & understanding & Speaking)

## 2022-2023

- 3<sup>rd</sup> Space Intervention – Pupil voice evidenced increased confidence in maths with individualised reports evidencing progress in specific areas of learning for individuals. Pupil voice also indicated less time for practical approach to embed and apply learning and some disruption due to technical connection issues. As a result, we will not be continuing the 3<sup>rd</sup> Space programme in 2023-24 and will replace with targeted interventions utilising our highly experienced teaching assistants.
- ✓ Oxford Reading Tree Buddy – Class data evidences increased parental involvement and access to wider range of reading material
- ✓ Reading Interventions – analysis evidences increase in Reading Age (Salford scores) following targeted intervention such as 5 minute Literacy Box

## Wider Strategies:

### 2020-2021

- ✓ High rates of attendance
- ✓ Effective and intensive support provided by Parent Support Advisor before/during and post lockdown enabling children to address issues including mental health and well-being
- ✓ Educational visits provided (post lockdown) and funded for PP children

### 2021-2022

- ✓ High levels of engagement in curriculum rooms which have enriched and motivated their learning – Art Room, Invention Shed, Cookery Room, Science Hub. Discussion with pupils reflect their desire to pursue these areas as part of their next phase of education and to consider possible career opportunities within these fields (KS2 pupils)
- ✓ Parent Support Advisor has provided intensive and sustained support to children and their families impacting positively on their mental and emotional health and positive behaviours. This has resulted in high attendance rates amongst our PP cohort.

### 2022-2023

- ✓ High rates of attendance – attendance data monitored and swift action taken to follow procedure and support offered by PSA for those families identified.
- ✓ Deployment of specialist staff in curriculum rooms. High levels of engagement in curriculum rooms. Timetables refined to ensure regular weekly access.
- ✓ Subsidised funding for educational and residential trips enabled children to access wide and varied curriculum
- ✓ Intensive and sustained support for children and families received from PSA.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<b>2020-21</b> Significantly low number – not evaluated
What was the impact of that spending on service pupil premium eligible pupils?	<b>2021-22</b> Significantly low number – not evaluated
	<b>2022-23</b> Significantly low number – not evaluated