

Pupil premium strategy statement – Constantine Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 to 2026-27
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Smith
Pupil premium lead	Jodie Bidgood
Governor / Trustee lead	Mark Lees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35, 544
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3, 335
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38, 879

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, including external assessments, indicate that attainment for disadvantaged pupils is significantly below non disadvantaged pupils within year 1 phonics.
2	Assessments, including external assessments, indicate that attainment for disadvantaged pupils is significantly below non disadvantaged pupils within the multiplication check.
3	Assessments, including external assessments, indicate that attainment for disadvantaged pupils is significantly below non disadvantaged pupils for the end of key stage 2 outcomes.
4	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with applying meta cognition skills.
5	Assessments, observations and discussions with pupils suggest that disadvantaged pupils need to further develop their oracy skills to enable them to access and participate in a broad and balanced curriculum.

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
Improved phonics outcomes for disadvantaged pupils	Disadvantage pupils outcomes are in line with National
Improved maths outcomes for disadvantaged pupils	Disadvantage pupils outcomes are in line with National
Improved outcomes from the multiplication check for disadvantaged pupils	Disadvantage pupils outcomes are in line with National
Improved attainment for disadvantaged pupils at the end of KS2	Disadvantage pupils outcomes are in line with National
Improved oral language skills and vocabulary among disadvantaged skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book looks and ongoing formative assessment.
--	---

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: £ 23,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of online time tables programmes to provide daily practise for the children, within school and at home.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Improving Mathematics in KS2</p>	2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. This will be supported by whole school CPD with Voice 21 alongside screening children using Language Link</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	2, 3, 4, 5
<p>Embed our new Math's curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	2, 3

<p>incorporating declarative, procedural and conditional knowledge.</p>	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve writing outcomes through using the Write Stuff approach to writing throughout the school.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in KS2</p> <p>DFE Research Evidence based on Writing</p>	<p>2, 3, 4, 5</p>
<p>CPD for all staff on delivering high quality phonics. Delivery of weekly master classes and coaching sessions. Phonics lead teachers will be involved in data analysis to enable them to deliver targeted sessions.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
<p>Staff CPD on whole school approaches to embedding metacognition strategies</p>	<p>EEF Metacognition and Self Regulated learning. Applying metacognitive strategies in the classroom</p>	<p>2, 3, 4</p>

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1
Purchase of a programme, Voice 21 and Language Link, to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	2, 3, 4, 5
Purchase of a programme, Nessy, to improve spelling skills and phonics for disadvantaged pupils who have relatively low spoken language skills.	Improving Literacy in KS2	1, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	3

including those who are high attainers.		
Purchase of a programme to support times table skills.	Improving Mathematics in KS2	2, 3

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

Budgeted cost: £ 6079

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on the PACE approach to support our behaviour policy and children's wellbeing	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Whole school CPD on developing positive learning behaviours	Behaviour interventions Teaching and Learning Toolkit EEF Positive Learning Behaviours Improving Behaviour in Schools	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pan-demic impacts) and to results achieved by our non-disadvantaged pupils

EYFS	% achieving GLD	% DP achieving GLD
GLD	67%	100%

	% Pass	% DP Pass
Phonics Check Y1	79%	32%
Cumulative Y2	100%	100%

Y4	% achieving 20+	% DP achieving 20+
MTC	38%	0%

Attainment Summer 2023 – KS1 Outcomes								
	% meeting standard	% GDS	% DP meeting standard	% DP GDS	% National	% National GDS	% National DP	% National DP GDS
Reading	79.3%	31%	66.7%	33.3%	68.2%	18.7%	53.7%	9.1%
Writing	62.1%	3.4%	33.3%	0%	60.1%	8.2%	44.3%	3.4%
Maths	65.5%	20.7%	33.3%	0%	70.4%	16.3%	55.6%	7.8%
Combined	55.2%	0%	33.3%	0%				

Attainment Summer 2023 – KS2 Outcomes								
	% meeting standard	% GDS	% DP meeting standard	% DP GDS	% National	% National GDS	% National DP	% National DP GDS
Reading	74%	33%	14.3%	0%	72.6%	13.2%	60%	
Writing	66.7%	7.4%	14.3%	0%	71%	13.2%	58%	6.6%
Maths	59.3%	29%	14.3%	0%	72.9%	23.8%	58.8%	
Spelling and Grammar	63%		14.3%		72.3%		58.8%	
Combined	55.6%	7%	0%	0%	59%	7.9%	43.9%	

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

Year	Pupils	Reading				Writing				Maths				Science			
		School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif	School	LA (Other)	Nat (Other)	Pupil Dif
2019	5	60.0%	76.0%	78.5%	0	0.0%	70.0%	73.2%	-3	40.0%	76.0%	79.3%	-1	40.0%	86.0%	85.5%	-2
2022	2	50.0%	70.2%	72.1%	0	0.0%	60.5%	63.2%	-1	0.0%	70.6%	73.0%	-1	50.0%	82.6%	81.8%	0
2023	3	66.7%	72.0%	72.8%	0	33.3%	62.9%	65.0%	0	33.3%	74.5%	75.0%	-1	33.3%	85.1%	82.8%	-1

We have not provided any three year averages, as 2022 & 2023 results are not comparable with previous years due to the impact of the Covid-19 pandemic

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, SEND, behaviour and wellbeing.

The data demonstrates that although there has been an improvement over the last 3 years, the performance of our disadvantaged pupils did not meet expectations.

Our evaluation of the approaches delivered last academic year indicates that the targeted approach towards the teaching of phonics and developing early oracy had a positive impact on outcomes in EYFS and Year 2 Phonics retakes. Disadvantaged pupils in Year 1 had complex barriers, and this impacted on them achieving expected.

Although significant changes had been made to the teaching of the maths curriculum, these had not been embedded and therefore had not yet had a positive impact on outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
One to One Tuition	School based tutor (recovery premium)
Read Write Inc	Ruth Miskin (pupil premium)
Times Table Rockstars	Times Table Rockstars (pupil premium)
Nessy	Nessy Learning (pupil premium)
Language Link	Speech and Language Link (pupil premium)
Mastering Number	NCETM

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

For the service children at our school, their parents were not deployed away from home. The support given in school was around accelerating their academic achievement through additional time with a teaching assistant.

The impact of that spending on service pupil premium eligible pupils

External assessments demonstrated that the children were working at the expected standard.