



**Cestria Primary School**  
**Pupil Premium Strategy Statement**  
**1st April 2018 – 1<sup>st</sup> September 2019**

**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
68	32	36	16	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**

<b>Total Number of Pupils ( Inc. FTE )</b>	416	<b>Number of Pupils Eligible</b>	68
<b>Total Pupil Premium Budget</b>	£91,180	<b>% of Pupils Eligible</b>	16%

SUMMER TERM ATTAINMENT 2018 – July Outcomes							
	PP Pupils			Other			SCH GAP
EYFS	SCH	NB	DIF	SCH	NB	DIF	
Reception EYFS GLD	40%	74%	-34%	80%	74%	+6%	-40%
<b>Year 1</b>							
Year 1 Phonics	89%	85%	+4%	94%	85%	+9%	+5%
<b>KS1 Results</b>							
Y2 Expected Standard Reading	80%	79%	+1%	87%	79%	+8%	+7%
Y2 Expected Standard Writing	80%	74%	+6%	85%	74%	+11%	+6%
Y2 Expected Standard Maths	80%	80%	0%	89%	80%	+9%	+9%

2018 – July Outcomes							
KS2 – Y6 : 15 children	PP Pupils			Other			SCH GAP
	SCH	NB	DIF	SCH	NB	DIF	
Expected Standard Reading	100%	80%	20%	93%	80%	13%	+7%
Expected Standard Writing	80%	83%	3%	96%	83%	13%	-16%
Expected Standard Maths	87%	81%	6%	96%	81%	15%	-11%
Expected Standard R/W/M	73%	70%	3%	91%	70%	21%	-18%

Summer Term 2018 Attainment (input July-Nov 2018)									
Cohort	Subject	Current Baseline Data: July 2018				FFT Targets: End of Y6 or End of Y2			
		All	PUPIL PREM	Other	Difference	All	PUPIL PREM	Other	Difference
Year 5	Reading	90%	86%	90%	-4%	89%	95%	88%	+7%
	Writing	95%	86%	96%	-10%	91%	97%	90%	+7%
	Maths	90%	86%	89%	-3%	92%	98%	91%	+7%
Year 4	Reading	85%	81%	85%	-4%	94%	96%	96%	0%
	Writing	82%	81%	82%	-1%	96%	98%	97%	+1%
	Maths	90%	92%	92%	0%	92%	97%	98%	+1%
Year 3	Reading	92%	92%	91%	+1%	94%	93%	94%	+1%
	Writing	89%	84%	89%	-5%	95%	92%	95%	+3%
	Maths	94%	92%	94%	-2%	96%	95%	96%	+1%
Year 1	Reading	82%	70%	85%	-15%				
	Writing	79%	60%	83%	-23%				
	Maths	86%	60%	91%	-31%				

Reception Pupil Premium On Entry Attainment – September 2017		Action	
Baseline Assessment – Age Expected Level Emerging 40-60 Months (8 children)	<b>On Entry Data Sept 2017</b>	<ul style="list-style-type: none"> <li>PSA involvement including 1:1 intervention and family liaison</li> <li>Dough Gym/Squiggle While You Wiggle pre writing physical development programme (x1 a week/term)</li> <li>Additional TA support in EYFS</li> </ul>	<b>On Exit Data July 2018</b>
<b>Numbers achieving age expected levels on entry in Reading</b>	1 (1 out of 8) = 12%		4 (4 out of 8)=50%
<b>Numbers achieving age expected levels on entry in Writing</b>	1 (1 out of 8) =12%		4 (4 out of 8)=50%
<b>Numbers achieving age expected levels on entry in Number</b>	4 (1 out of 8)= 50%		4 (4 out of 8)=50%
<b>Total Expenditure</b>		£11,000	

Barriers to Future Attainment	
<b>Internal Barriers</b>	1. In some year groups, the attainment of PP children is lower than non PP peers
	2. We have 16 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.
	3. Behaviour issues for a small group of PP pupils at lunchtime are having a detrimental effect on academic progress made during afternoon sessions.
<b>External Barriers</b>	4. The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.
	5. Rates of persistent absence is higher for PP than non-PP peers.
	6. Less engagement in home reading by adults and opportunities to support and value reading.

Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
INTERNAL BARRIERS	1. 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  To ensure pupils consolidate basic skills  To respond rapidly with targeted teaching for pupils at risk of underachievement	<ul style="list-style-type: none"> <li>• Pupils will meet (or exceed) age related national expectations in English and maths</li> <li>• All staff will receive appropriate CPD to facilitate development and sustain high quality teaching</li> <li>• Teachers will use accurate assessment to respond appropriately to pupil need</li> <li>• Support staff will support learning effectively</li> <li>• Additional intervention sessions to address gaps/misconceptions</li> </ul>
	2. To raise resilience for PP children when working independently  To engage and motivate PP children resulting in proactive, organised and enthusiastic learners	<ul style="list-style-type: none"> <li>• Pupils will develop resilience when working independently</li> <li>• Pupils will develop confidence to tackle challenging learning experiences</li> <li>• Pupils will be exposed to a wide range of experiences to enrich and empower them ie Prince William Award, STEM activities, Curriculum Rooms</li> <li>• Pupils will access specialist subject teaching – Immersive Days</li> </ul>
	3. To improve the behaviour of a small group of PP children over the lunchtime period  To ensure PP children’s needs are met so they are ready physically, mentally, emotionally ready to learn	<ul style="list-style-type: none"> <li>• Improved lunchtime behaviour and positive experience for pupils</li> <li>• Active Playgrounds established to serve as a platform for structured time, intervention and enrichment</li> <li>• All staff will receive appropriate CPD to facilitate development of social, mental, physical wellbeing</li> <li>• Pupils will access support from pastoral lead during lunchtime period</li> <li>• Positive behaviour rewarded through Cestria Money system</li> </ul>
	4. To provide a rich and varied range of experiences to enhance the children’s learning  To raise aspirations, self-confidence and belief in their own abilities	<ul style="list-style-type: none"> <li>• Pupils will be exposed to a wide range of learning experiences to engage, motivate and apply their learning</li> <li>• Pupils will access physical, social, emotional and mental wellbeing support</li> <li>• Heighten aspirations and be fully prepared for life beyond the classroom</li> </ul>
EXTERNAL BARRIERS	5. To continue to reduce the rate of persistent absence	<ul style="list-style-type: none"> <li>• All disadvantaged pupils will match that of non-disadvantaged pupils</li> <li>• Weekly attendance tracked and prompt action taken</li> <li>• Parents will be contacted if attendance slip – EWO</li> <li>• Monitor improvements and impact</li> </ul>
	6. To extend opportunities and engagement in reading for all  To embed and sustain a reading culture that ensure all pupils read regularly and develop ‘a love of books’	<ul style="list-style-type: none"> <li>• Pupils will be exposed to a wide range of high quality literature</li> <li>• Daily storytime in KS1 to inspire pupils to read</li> <li>• Pupils enthused about reading</li> <li>• Increased Salford reading scores</li> </ul>

	Desired Outcomes	Baseline Data April 2018	Action	Evidence Source	Evaluation April 2019
1	Y1: To raise attainment of PP children (10)	English: WT – 60% E – 30% WGD – 10%	<ul style="list-style-type: none"> <li>• Daily phonics intervention</li> <li>• Speaking &amp; Listening Focus in KS1 curriculum rooms</li> <li>• Tell Me approach</li> <li>• Attend EEF training</li> <li>• Implementation of EEF strategy for TAs</li> </ul>	Spring Term Writing Assessment	<ul style="list-style-type: none"> <li>✓ Significant increase in proportion of children WGD (20%)</li> <li>✓ Proportion of children WT decreased by half to 30%</li> <li>✓ 90% of PP children achieved Phonics Screening check</li> </ul>
	Y2: To raise attainment of PP children (5)	English: WT – 20% E – 40% WGD – 40%	<ul style="list-style-type: none"> <li>• Lexia targeted intervention (3 x Weekly)</li> <li>• Beanstalk 1:1</li> <li>• Speaking &amp; Listening Focus in KS1 curriculum rooms</li> <li>• Tell Me approach</li> <li>• Attend EEF training</li> <li>• Implementation of EEF strategy for TAs</li> </ul>	Spring Term Writing Assessment	<ul style="list-style-type: none"> <li>✓ Significant increase in proportion of children WGD (80%)</li> <li>✓ 100% of PP children working at or above expected standard</li> <li>✓ KS1 Writing SAT: 75% WGD</li> </ul>
	Y3: To raise attainment of PP children (12)	English: WT – 25% E – 33% WGD – 42%	<ul style="list-style-type: none"> <li>• Lexia targeted intervention (3 x Weekly)</li> <li>• Attend EEF training</li> <li>• Implementation of EEF strategy for TAs</li> <li>• Shared high level text approach to comprehension</li> </ul>	Spring Term Writing Assessment	<ul style="list-style-type: none"> <li>✓ Increase to 85% working at expected standard or above</li> </ul>
	Y4: To raise attainment of PP children (11)	English: WT – 45% E – 27% WGD – 27% Maths: Low confidence	<ul style="list-style-type: none"> <li>• Lexia targeted intervention (3 x Weekly)</li> <li>• Attend EEF training</li> <li>• Implementation of EEF strategy for TAs</li> <li>• Additional daily reading session</li> <li>• Prince William Award – Speaking &amp; Listening</li> <li>• Third Space Learning – 1:1 tutor led maths intervention</li> </ul>	Spring Term Writing Assessment  Pupil Survey	<ul style="list-style-type: none"> <li>✓ Significant increase in proportion of children WGD (42%)</li> <li>✓ Proportion of children WT decreased to 16%</li> </ul>

	Y5: To raise attainment of PP children (7)	English: WT - 43% E – 29% WGD – 29% Maths: Low confidence	<ul style="list-style-type: none"> <li>• Lexia targeted intervention (3 x Weekly)</li> <li>• CSI focus (Y5/6 Curriculum Day)</li> <li>• Specialist Teaching</li> <li>• Invention Shed – Speaking &amp; Listening</li> <li>• Third Space Learning – 1:1 tutor led maths intervention</li> </ul>	Spring Term Writing Assessment  Pupil Survey	<ul style="list-style-type: none"> <li>✓ Significant increase in proportion of children WGD (43%)</li> <li>✓ Proportion of children WT decreased to 14%</li> </ul>
2	To raise resilience for PP children when working independently	Pupil survey EEF Toolkit suggest social and emotional learning interventions have a significant impact	<ul style="list-style-type: none"> <li>• Invention Shed – Emotional resilience</li> <li>• Science Hub – STEM activities to motivate particularly girls</li> <li>• Y4 Prince William Award – Problem Solving/Team work</li> <li>• Curriculum Rooms</li> <li>• Challenging opportunities and choice within learning activities in the classroom</li> <li>• Residential visits (Y4 &amp; Y6) including Battlefields visit to Belgium with a group of Y5 children</li> </ul>	Pupil Survey EEF toolkit	<ul style="list-style-type: none"> <li>✓ PSQM award achieved</li> <li>✓ OFSTED November 2018: “This rich curriculum is supported by an impressive quality of teaching, learning and assessment. Your team maintains good relationships with pupils, who demonstrate positive attitudes to learning.”</li> </ul>
3	To improve behaviour even further to ensure all children participate fully in lessons	Behaviour Log indicating number of playtime incidents	<ul style="list-style-type: none"> <li>• Cestria Money – Reward system to motivate positive behaviour and attitudes</li> <li>• Appoint leader with TLR responsibility for monitoring impact</li> <li>• Lunchtime supervisor role/Pastoral Lead appointed – 1:1 contact for children requiring additional support</li> </ul>	Behaviour Log and analysis	<ul style="list-style-type: none"> <li>✓ OFSTED November 2018: “Pupils develop excellent attitudes to learning from an early stage.”</li> <li>✓ Improved behaviour at lunchtime</li> </ul>
4	To extend opportunities for learning for all	Curriculum audit	<ul style="list-style-type: none"> <li>• Science Hub – STEM activities</li> <li>• Curriculum Rooms – Art, DT, Computing, Cookery</li> <li>• Prince William Award – Y4</li> <li>• Invention Shed – DT opportunities for KS2</li> <li>• Educational visits including residential trip</li> </ul>	School Improvement Plan	<ul style="list-style-type: none"> <li>✓ Introduction of Immersive day (specialist teaching) into KS2</li> </ul>

5	To raise attendance by improving persistent absence rates	Attendance data	<ul style="list-style-type: none"> <li>• Appoint Attendance Officer</li> <li>• Track attendance weekly</li> <li>• Take prompt action to address issues</li> <li>• Contact parents and home visits</li> <li>• Monitor improvements and impact</li> </ul>	Analysis of attendance data	<ul style="list-style-type: none"> <li>✓ PP attendance tracked</li> <li>✓ Improved attendance rates</li> <li>✓ EWO working with target families</li> </ul>
6	To extend opportunities and engagement in reading for all	Audit by pupil council	<ul style="list-style-type: none"> <li>• Beanstalk</li> <li>• Lexia</li> <li>• Library visits</li> <li>• KS1 Phonic Intervention</li> <li>• CSI in Y5 &amp; Y6 with specialist teacher</li> <li>• Student council to audit library areas and be part of decision making process</li> </ul>	<p>Before and after photographs of library areas</p> <p>Reading grids and Salford analysis (WT/PP trackers)</p>	<ul style="list-style-type: none"> <li>✓ Improved reading areas in all classrooms</li> <li>✓ Improved reading ages (Salford)</li> <li>✓ PP readers making very good progress – demonstrated throughout other subjects with challenging texts &amp; high expectations in all lessons across the curriculum</li> </ul>

### Expenditure for Interventions

Lexia	£2850 (PP)
3 <sup>rd</sup> Space Learning	£6000 (PP)
Beanstalk	£2000 (PP)
Invention Shed	£1,000 (PP)
Educational Visits	£2000 (PP)
Prince William Award	£1100 (PP)
Teaching Assistants (including Curriculum Rooms)	£70,000 (PP)
CPD	£1000 (PP)
TLR	£500 (PP)
Attendance Officer	£2000 (PP)
PSA	£2000 (PP)
Pastoral Lead & lunchtime pastoral appointment	£3000 (PP)
EYFS PP Allocation	£11,000 (PP)
<b>Total</b>	<b>£104,450</b>

<b>Governance</b>			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Committee Members: Rachel Taylor			
Pupil Premium Committee Meeting	Autumn: November	Spring: April	Summer: June
<p>Autumn Summary</p> <ul style="list-style-type: none"> <li>• Present Pupil Premium Strategy for website to governing body</li> <li>• Updated strategy statement with Autumn data</li> <li>• Analysed data and develop Pupil Premium trackers to improve monitoring</li> <li>• Develop system to track progress of WT/PP children</li> </ul>			
<p>Spring Summary</p> <ul style="list-style-type: none"> <li>• Updated and analysed PP assessment overview and PP trackers</li> <li>• Presented to governors (Finance Meeting – April 2019)</li> </ul>			
<p>Summer Summary</p> <ul style="list-style-type: none"> <li>• Completed ASP training with EDP to improve Governors’ understanding of data</li> <li>• Head Teacher’s report presented to all governors</li> <li>• Finance committee meeting to review spending</li> <li>• Prepared Pupil Premium Strategy for website</li> </ul>			
<b>Review Date</b>		April 2019	