



Cestria Primary School
Pupil Premium Strategy Statement
1st September 2020 – 1st September 2021

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/PLAC	Number of Service Children
64	25	39	7	3
	Per Pupil £1,345	Per Pupil £1,345	Per Pupil £1,700*/£2345	Per Pupil £300

*Looked After Children receive £1,900 with £600 being retained centrally by the Local Authority.

Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	405	Number of Pupils Eligible	64
Total Pupil Premium Budget	£98,070	% of Pupils Eligible	16%

SUMMER TERM ATTAINMENT 2019 – July Outcomes NO 2020 DATA DUE TO COVID								
		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) NO 2020 DATA DUE TO COVID													
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 2019		Action	
Baseline Assessment – Age Expected Level Emerging 40-60 Months (5 children)	On Entry Data Sept 2019	<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 2020 No Data - Covid
Numbers achieving age expected levels on entry in Reading	0% 0/5 children		
Numbers achieving age expected levels on entry in Writing	0% 0/5 children		
Numbers achieving age expected levels on entry in Number	20% 1/5 children		
Total Expenditure		£7,725	

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 12 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. Educational, social and emotional needs for PP children due to the impact of COVID-19 (see catch up funding)

TEACHING PRIORITIES					
	Desired Outcomes	Baseline	Action	Evidence Source	Evaluation July 2021
1	Further extend quality first teaching supported by evidence informed CPD for teachers	Pupil Voice Planning records	Further extend quality first teaching classroom practise enabling gaps in learning to be addressed and rapid progress made. CPD programme – feedback, AFL strategies	EEF Teacher feedback (+8)	✓ CPD package (see CPD records) across whole school and individual professional development
2	Deployment of TAs across school	Intervention records	Deploy teaching assistants across school to work with targeted children within each class/year group Focused teaching through interventions – Lexia, 3 rd Space.	EEF Guidance TAs	✓ Focused interventions indicate progress across all areas for targeted children
3.	High quality induction of NQTs	NQT Documentation Teacher standards	High quality induction of NQT Focused professional development of NQT		✓ Successful induction of NQT – quality assured by County

TARGETED ACADEMIC SUPPORT					
	Desired Outcomes	Baseline	Action	Evidence Source	Evaluation July 2021
1	Y1: To raise attainment of PP children (5)	Writing Samples Assessment grids	<ul style="list-style-type: none"> Daily phonics intervention Tell Me approach TA allocated to each class Daily storytime Talk4Writing 	Spring Term Writing Assessment	<ul style="list-style-type: none"> ✓ COVID 19 LOCDOWN January-March 2021 ✓ Teacher assessment indication 75% of PP children on track across school
	Y2: To raise attainment of PP children (10)	Writing Samples Assessment grids	<ul style="list-style-type: none"> Lexia targeted intervention (3 x Weekly) Speaking & Listening Focus Tell Me approach TA allocated to each class 	Spring Term Writing Assessment	

			<ul style="list-style-type: none"> • Daily storytime • Talk4Writing 		<ul style="list-style-type: none"> ✓ Intervention records indicate progress from their starting points
	Y3: To raise attainment of PP children (15)	Writing Samples Assessment grids	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • Shared high level text approach to comprehension • TA allocated to each class • Times Tables Rockstars • Talk4Writing 	Spring Term Writing Assessment	<ul style="list-style-type: none"> ✓ Teaching assistants deployed across school with targeted children – needs feedback to teachers and lessons adapted as necessary to address misconceptions
	Y4: To raise attainment of PP children (10)	Writing Samples Assessment grids	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • Additional daily reading session • Third Space Learning – 1:1 tutor led maths • TA allocated to each class • Times Tables Rockstars • Talk4Writing 	Spring Term Writing Assessment	
	Y5: To raise attainment of PP children (7)	Writing Samples Assessment grids	<ul style="list-style-type: none"> • Lexia targeted intervention (3 x Weekly) • Beanstalk 1:1 Reading Intervention • Talk4Writing • TA allocated to each class 	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"> • Challenging opportunities and choice within learning activities in the classroom • Residential visits (Y4 & Y6) • Jigsaw programme for PSHCE • TA allocated to class/year group • Introduce new reward system 	Pupil Survey	<ul style="list-style-type: none"> ✓ Jigsaw programme proved crucial following return to school – children deploying strategies to sustain concentration and resilience

WIDER STRATEGIES					
3	To raise attendance by improving persistent absence rates (non COVID)	Attendance reports	<ul style="list-style-type: none"> • Additional hours for PSA to focus on attendance Officer • Track attendance weekly • Take prompt action to address issues • Contact parents and home visits • Monitor improvements and impact 	Analysis of attendance data	✓ High rates of attendance
4	To support the social and emotional needs for PP children due to the impact of COVID-19 (see catch up funding)		<ul style="list-style-type: none"> • Additional hours of PSA to provide Talk Therapy • Fund contributions to visits for FSM pupils including residentials (where possible – COVID-19) • Reduced tariff for FSM pupils to access music/ instrumental lessons • TA allocated to class/year group 		<ul style="list-style-type: none"> ✓ Effective and intensive support provided by PSA before/during and post lockdown enabling children to address issues ✓ Educational visits provided (post lockdown) and funded for PP children
Expenditure for Interventions					
Lexia					£2850
3 rd Space Learning					£6000
Beanstalk					£2000
Educational Visits					£2000
Teaching Assistants					£70,000
CPD					£10,000
TLR					£1000
PSA additional hours for attendance					£2000
PSA					£2000
Pastoral Lead & lunchtime pastoral appointment					£3000
EYFS PP Allocation					£7,725
Total					£108,575

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 2020 • Head Teacher’s report presented to all governors • Baseline assessment following COVID-19 			
Spring Summary <ul style="list-style-type: none"> • Pupil Premium strategy discussed at Spring Term governors meeting and included in the Headteachers report to governors • LOCKDOWN – JANUARY – MARCH 2021. 			
Summer Summary <ul style="list-style-type: none"> • Governor subscription to Governor Hub – HT directed governors to site for further reading and research 			

Review Date	September 2021
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