

# 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	
	2023-24	2025-26
Number of pupils in school	170	155
Proportion (%) of pupil premium eligible pupils	15%	12.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023- 24 2024 – 25 2025 – 26	
Date this statement was published	December 2023	December 2025
Date on which it will be reviewed	July 2024	July 2026
Statement authorised by	Hannah Bennett Headteacher	
Pupil premium lead		
Governor / Trustee lead	Susie Templeton	

## Funding overview

Detail	Amount	
	2023-24	2025-26
Pupil premium funding allocation this academic year (2025- 26)	£35, 544	£34,273.67
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>	£3335	£0

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0	£0
<b>Total budget for this academic year</b> <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	£34,273.67

## Part A: Pupil premium strategy plan

### Statement of intent

At Constantine Primary School, we believe that every child should be enabled to succeed. Our aim is for all pupils to access a varied, inspiring and enriching curriculum that nurtures curiosity, builds confidence and unlocks each child’s potential. We want every pupil to leave our school as a passionate, resilient learner, well prepared to embrace the opportunities and challenges of the future.

Our Pupil Premium Strategy is central to achieving this vision. It is designed to ensure that disadvantaged pupils are supported to achieve highly across the curriculum and to thrive both academically and personally. Guided by our core values of curiosity, care and creativity, we are committed to creating an inclusive environment in which every child feels valued, supported and empowered to succeed.

We recognise that some pupils face additional barriers to learning, including those who are vulnerable, have a social worker, or are young carers. The actions within this strategy are therefore designed to meet the needs of all pupils experiencing disadvantage—whether or not they are formally identified as eligible for Pupil Premium funding.

At the heart of our approach is high-quality, targeted teaching, particularly in areas where disadvantaged pupils require the greatest support. Evidence consistently shows that excellent teaching has the greatest impact in closing attainment gaps, while also benefiting all pupils across the school. Our strategy is responsive, evidence-informed and rooted in robust diagnostic assessment rather than assumptions about disadvantage. The approaches we adopt are carefully aligned and mutually reinforcing, ensuring pupils make strong progress and develop the knowledge, skills and attitudes required for lifelong learning.

To ensure our strategy is effective, we will:

- Challenge and support disadvantaged pupils through ambitious, well-sequenced learning experiences
- Intervene early and decisively when barriers to learning are identified.
- Embed a whole-school culture of high expectations, where all staff share responsibility for the progress and wellbeing of disadvantaged pupils
- Promote our values of care, curiosity and creativity so that every child learns to value themselves and others, develops a sense of belonging, and is encouraged to explore and engage with the world around them.

In making provision for socially disadvantaged pupils, we recognise that disadvantage is not limited to those eligible for free school meals (FSM), or those who have been eligible within the past six years. Equally, not all pupils who qualify for FSM experience disadvantage. We therefore allocate Pupil Premium funding flexibly to support any pupil or group of pupils identified by the school as being at risk of underachievement due to social disadvantage.

Through this collective commitment, we will ensure that every child at Constantine Primary—regardless of background—has the opportunity to succeed, to believe in their potential, and to know that there is no limit to what they can imagine and achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes in phonics at the end of Year 1</b> Assessments, including external assessments, indicate that attainment for disadvantaged pupils is significantly below non disadvantaged pupils within year 1 phonics.
2	<b>Outcomes in MTC at the end of Year 4</b> Assessments, including external assessments, indicate that attainment for disadvantaged pupils is significantly below non disadvantaged pupils within the multiplication check.
3	<b>Outcomes in reading, writing and maths at the end of KS2</b> 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	<b>Application of metacognitive knowledge and skills</b> Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with applying meta cognition skills.
5	<b>Oracy skills</b> 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	
	2024-25	2025-26

Improved phonics outcomes for disadvantaged pupils	Disadvantage pupils outcomes are in line with National	100% of DP (5/5) passes the phonics screening	
Improved maths outcomes for disadvantaged pupils	Disadvantage pupils outcomes are in line with National	20% (1/5) DP KS1 75% (3/4) DP KS2	
Improved outcomes from the multiplication check for disadvantaged pupils	Disadvantage pupils outcomes are in line with National	17.2 average score for DP compared to 22.4 non DP (small sample)	
Improved attainment for disadvantaged pupils at the end of KS2	Disadvantage pupils outcomes are in line with National	R 75% W 50% M 75% (small sample)	
Improved oral language skills and vocabulary among disadvantaged pupils	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: £ 22,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of online time tables programmes to provide daily practise for the children, within school and at home.  Training for staff to ensure assessments are interpreted and administered correctly.	<a href="#">Improving Mathematics in KS2</a>	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:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 3, 4, 5</p>
<p>Embed our new Math's curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with</p>	<p>2, 3</p>
<p>Incorporating declarative, procedural and conditional knowledge.</p>	<p>the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Mathematics guidance: key stages 1 and 2</a>          The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve writing outcomes through using 'Sentence Stacking' approach to writing throughout the school.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Literacy in KS2</a>  <a href="#">DFE Research Evidence based on Writing</a></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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2</p>
<p>Staff CPD on whole school approaches to embedding metacognition strategies</p>	<p><a href="#">EEF Metacognition and Self Regulated learning. Applying metacognitive strategies in the classroom</a></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
----------	--------------------------------------	-------------------------------

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>
<p>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.</p>	<p>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:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 3, 4, 5</p>
<p>Purchase of a programme, Nessy, to improve spelling skills and phonics for disadvantaged pupils who have relatively low spoken language skills.</p>	<p><a href="#">Improving Literacy in KS2</a></p>	<p>1, 3</p>
<p>Purchase of a programme to support times table skills.</p>	<p><a href="#">Improving Mathematics in KS2</a></p>	<p>2, 3</p>

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

Budgeted cost: £ 6079

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Whole school CPD on the PACE approach to support our behaviour policy and children’s wellbeing</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>4</p>
<p>Whole school CPD on developing positive learning behaviours</p>	<p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>   <a href="#">Positive Learning Behaviours</a>   <a href="#">Improving Behaviour in Schools</a></p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £ 34,273**

## 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

and to results achieved by our non-disadvantaged pupils

<b>EYFS - % Achieving GLD</b> (Number of Pupils / Total)			
	All Pupils	FSM	SEN
School	80% (20 / 25)	100% (1 / 1)	33.3% (2 / 6)
Trust	73.2%	57.4%	26.2%
National 23/24	67.7%	51.5%	19.7%

<b>Phonics Y1 - % Pass</b> (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	89.5% (17 / 19)	100% (5 / 5)	33.3% (1 / 3)
Trust	90.5%	84.4%	64.8%
National 23/24	80%	68%	44%

<b>Key Stage 1 - % Achieving Expected Standard</b> (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
<b>Reading</b>			
School	72% (18 / 25)	60% (3 / 5)	60% (3 / 5)
Trust	75.4%	57.4%	35.7%
<b>Writing</b>			
School	64% (16 / 25)	60% (3 / 5)	20% (1 / 5)
Trust	66.9%	47.3%	20.7%
<b>Maths</b>			
School	48% (12 / 25)	20% (1 / 5)	0% (0 / 5)
Trust	78%	65.5%	45.7%

<b>Phonics Y2 - Cumulative % Pass</b> (Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	96% (24 / 25)	80% (4 / 5)	80% (4 / 5)
Trust	95.2%	89.9%	78.6%
National 23/24	89%	82%	61%

<b>Year 4 MTC - Average Score</b>			
	All Pupils	Disadvantaged	SEN
School	22.4	17.2	17.7
Trust	22.1	20.8	18.4
National 23/24	20.6	18.3	15.9

  

<b>Key Stage 2 - % Achieving Expected Standard (Number of Pupils / Total)</b>			
<b>Reading</b>	All Pupils	Disadvantaged	SEN
School	88% (22 / 25)	75% (3 / 4)	71.4% (5 / 7)
Trust	78.8%	67.4%	59.4%
National 24/25	75%	63%	42%

  

<b>Writing</b>			
School	76% (19 / 25)	50% (2 / 4)	42.9% (3 / 7)
Trust	79.2%	64.7%	45.5%
National 24/25	72%	59%	32%
<b>GPS</b>			
School	88% (22 / 25)	50% (2 / 4)	71.4% (5 / 7)
Trust	77.1%	63.6%	52.1%
National 24/25	73%	60%	36%
<b>Maths</b>			
School	92% (23 / 25)	75% (3 / 4)	85.7% (6 / 7)
Trust	77.8%	61.5%	53.3%
National 24/25	74%	61%	40%
<b>RWM Combined</b>			
School	68% (17 / 25)	50% (2 / 4)	28.6% (2 / 7)
Trust	66.1%	49.7%	37.6%
National 24/25	62%	47%	24%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, SEND, behaviour and wellbeing. Our data is drawn from a small sample of DP pupils which can make the identifying of trends less reliable.

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 1 Phonics.

Outcomes at the end of KS2 showed that our DP achieved more highly in reading, maths and RWM combined than other DP nationally, there was still a gap between our DP pupils and non-DP pupils across all subject, which we need to close further.

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.

## Externally provided programmes

Programme	Provider
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)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>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.</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>External assessments demonstrated that the children were working at the expected standard.</p>