

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	193
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	15/12/22
Date on which it will be reviewed	15/07/23
Statement authorised by	Claire Smith
Pupil premium lead	Charlotte Savage
Governor / Trustee lead	Karen Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 35.224
Recovery premium funding allocation this academic year	£3.480
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 38,704

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment.

Funding has been used to benefit all pupil premium pupils. We ensure that we track PP pupil's achievements and that all staff know which pupils need additional support to either support or extend their learning. We also identify most able PP pupils. This has meant making informed decisions about spending such as:

- Making sure there is at least good teaching daily
- Ensuring we deliver a robust systematic synthetic phonic programme
- Ensuring positive health and wellbeing for children in school so that they are able to access learning.
- Ensuring a consistent approach to maths is presented across the school and that teaching standards in a mastery approach are good.

The attached Pupil Premium Strategy Statement includes the details of how we are improving outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2021-22.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication & understanding, literacy and language (heightened following covid)- baseline data KS1 data
2	Below expected maths achievement in KS1 and KS2

3	Metacognitive skills are limited in DP children post covid (increased need for catch ups by adults throughout the school.)
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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. Communication and Language for children entering the school is quickly brought up to expected levels. All children are at the expected level for Communication and Literacy by the end of Y1	Children with lower than expected levels for C&L are identified in YR,1 and 2 and Language Link catch up is provided regularly to bring the children to the expected level.
2. Maths outcomes for DP children are in line with national for non-DP children.	<p>The mastery programme is embedded daily in YR, Y1 and Y2 and impacts positively on the maths attainment for DP children.</p> <p>Numbots is embedded in KS1 as a home support tool and DP children access this in school too and have improved.</p> <p>KS2 children regularly use TT Rockstars and have improved.</p> <p>Children who have received tuition through the NTP have made accelerated progress and gaps in learning have been closed.</p> <p>Teachers use adaptive planning and the impact of this can be seen in accelerated scores for DP children.</p>
3. Metacognition is improved throughout the school and impact seen through increased focus and consistency of learning for DP children.	<p>BLP is used throughout the school and evidence for this can be seen on display boards and in lessons consistently.</p> <p>Children can talk about how it helps them to achieve.</p> <p>Fewer My Concerns regarding behaviour/wellbeing are reported.</p>
4. Individual DP children will be supported to access the learning and cultural capital that others receive.	Engagement by DP children with outside agencies to overcome any external barriers.

	All DP children have full entitlement to all cultural capital experiences.
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and Language		
Language Link is set up and delivered for children in YR, Y1 and Y2 where needed.	This intervention is based on the EEF TARGET approach and will be delivered by a trained TA or teacher.	1
Maths		
All Ks2 teachers use rapid recall at the beginning of each lesson.	EEF research shows cognitive strategies like memorisation techniques as part of high quality first teaching have a good success rate with children needing improved information recall.	2
Teachers will be trained in adaptive planning and will implement this in all classes.	EEF has collated research showing that a wide and flexible number of approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.	2
In KS1 NCETM mastery will be followed daily on top of White Rose maths. Resources to support this will be purchased.	The Maths Hub Programme (NCETM) brings together professionals in a collaborative national network each locally led by an outstanding school to develop and spread excellent practice, for the benefits of all pupils. This is based on a variety of research eg research on the Variation Theory.	2
TT Rockstars and Numbots will be	These interventions are are targeted to specific areas of need for different	2

promoted and monitored throughout the school to improve times tables.	children and follow a progression of skills based on assessment of each child. These are all recommended in the EEF guidance report for improving maths. They are easily accessible, can be supported at home and are motivating for children so that they will be delivered regularly to children.	
Metacognition		
Spring Term: Building Learning Power is relaunched in assemblies and by teachers in class. This will be monitored by the headteacher.	Metacognition has been well researched and the EEF guidance report shows its benefits for DP pupils. The use of the Building Learning Power programme is a vehicle for delivery and promotes and develops metacognitive talk in the classroom.	3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language		
Language Link will be purchased, staff will be trained and all children who are targeted will be assessed ie all EYFS and Y1 children and selected pupils from other years.	Language Link is a scheme to deliver catch-up language based on individual assessment of children and targeted in a small group approach in a progressive way. Children can be reassessed regularly to maintain progress and monitor impact. The explicit nature of instruction means delivery is consistent by a trained TA or teacher. All these points support research guidance from EEF.	1
Language Link catch-ups introduced in small Groups in KS1 and EYFS.	As above	1
Monitoring of impact of Language link.	As above	1
Maths		
Teachers to work with small groups one day a week in Y5 and 6 to implement the NTP.	NTP is a government-based programme.	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition		
Individual and group interventions using the Lemonade Project.	The Lemonade Project is an initiative of Shared Health Foundation with the aim of building resilience in young people who are experiencing low levels of emotional wellbeing.	3
The Young Carers programme will be on offer for any child who needs to access it.	Run jointly by Carers Trust and The Children's Society, the Young Carers in Schools (YCiS) programme works with schools across England to share good practice, provide relevant tools and training, and celebrate the great outcomes many schools achieve for young carers. These will help support metacognitive skills in these children.	3
Financial or practical support eg transport will be provided to enable DP children to access after school clubs or other events which will increase their cultural capital and self esteem.	Feedback and case studies over many years have shown the benefits to confidence and well being as well as metacognitive skills of extra-curricular clubs, camps and school visits.	3

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium statement for 2019-22 has been completed and the impact considered.

Constantine have graduated from English Hub development programme in Autumn 2021 with an efficient functioning system of teaching phonics and 87% pass on the phonics screening including 50% DP in Y1 and 0% for DP retakes in Y2.

This year has proved immensely challenging with inconsistent staffing due to high rates of staff absence and lack of available cover. Limited interventions have been possible and many groups have had to be merged, cancelled or covered by unskilled staff. This has affected the phonics progress for DP children. The effect of lack of pre-schooling over lockdown has resulted in many children entering YR this year lacking the executive function to access the usual level of phonic input. 3x new staff have attended a 1day RWI training. The phonic lead has been unable to be released from class to run RWI workshops for staff but some training of staff has occurred within the YR classroom where possible. All of this, along with an above average number of SEND children has resulted in lower than usual outcomes for EYFS although good progress has occurred in the prime areas of learning for these DP children preparing them to access learning in Y1.

2 TIS practitioners are have been delivering TIS support sessions 1:1 weekly in school for 4 to 5.5 hrs and have maintained training updates and termly supervision. All staff are now trained to support the TIS approach and resources and a TIS space have been set up. There have also been weekly visits for a whole day from the play therapist who has worked 1:1 with several DP pupils. This has seen an impact on Boxall profiles (e.g. case study) and in day to day ability of children to access learning. This now need to be continued with new staff appointed for this role.

Maths mastery has been introduced and embedded across the school with the school using White Rose Maths to support teaching. Catch-up maths programmes including school led tutoring and 3rd space learning online have taken place. The maths subject lead is well trained in the mastery approach and is able to model teaching and cascade learning to staff new to year groups. Outcomes for DP children for last year were:

41% KS2 exp 0% DP

56% KS1 0% DP increased standardised score.

Better monitoring of the direct impact of catch-up programmes would improve performance in future.

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.