

Pupil premium strategy statement for 2018-19

Summary information					
Name of Academy	Constantine Primary School				
Academic Year	2018-19	Total PP budget: <i>budget runs from April 18 to March 19</i>	£26,820	Date of most recent PP Review	July 2018
Total number of pupils	169	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Jan 2019

Current achievement (based on Summer 2018 results)			
Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% attaining ARE or higher in reading, writing and maths combined	40%	67%	67%
% making expected progress or better in reading	80%	91%	80%
% making expected progress or better in writing	80%	81%	82%
% making expected progress or better in maths	60%	90%	78%
Key Stage 1	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% passing Y1 phonics	2017-2018 No Disadvantaged Pupils		
% attaining ARE or higher in reading	2017-2018 No Disadvantaged Pupils		
% attaining ARE or higher in writing	2017-2018 No Disadvantaged Pupils		
% attaining ARE or higher in maths	2017-2018 No Disadvantaged Pupils		
Early Years	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils (your school)</i>	<i>Other pupils (national)</i>
% achieving Good Level of Development or higher	2017-2018 No Disadvantaged Pupils		

Part one – review of spending for the previous academic year

What was the impact of our PPG- funded strategies and interventions in 2017-18?

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Teachers have greater understanding of how they can impact on disadvantaged pupils' confidence and self-esteem in their classes. Building Learning Power: a renewed focus on risk-taking, motivation and resilience. 	<p>Quality First Teaching for DP pupils training (April 2018)</p> <p>Revise and review BLP.</p>	<ul style="list-style-type: none"> Teachers were encouraged to reflect carefully upon the barriers that disadvantaged pupils faced. They were then able to identify what interventions would help individuals. Emotional aspects of learning have been a feature in all classes this term. Elements of BLP are generally observed in every lesson, to improve reflection and focus on next steps that come from learners rather than teachers. Children are constantly encouraged to use the language of BLP. Outcomes for pupils in year 6 have improved since 2017 and the in-house gap has closed in maths, reading and writing. However, the gap for combined scores is still a lot lower than non-DP. <i>"I've found motivation to be better in all that I can do. It's come because I have a goal. Teachers have helped me to get through the learning. Like in Maths...I need a bit of help at the start and once I've done it I can get on easily. Any my family help. I know that there are people who can help me so that I'm not stuck for the time."</i> Y6 pupil 	<ul style="list-style-type: none"> Since JA took on the role of DP Lead, teachers have become more involved in identifying pupils' barriers to learning. Disadvantaged pupils need to be a priority for all staff. Further consideration needs to be given to Social and Emotional Aspects of Learning in next years disadvantaged pupils plan. Use the EEF's Metacognition guidance report as a basis for the debate about where to go next with Building Learning Power. All teachers need to analyse disadvantaged pupil data in much greater detail and use it to inform planning and identify potential gaps in learning. 	Overall for (i), (ii) and (iii): £24,820

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Focussed interventions will improve disadvantaged pupils' knowledge and understanding of key mathematical concepts. 	<p>Interventions: Precision teaching. Additional, focussed support and interventions from teacher/TA. External maths tutors working on a 1:1 and with small groups.</p> <p>Feedback: Immediate verbal feedback on learning from teacher and TA.</p> <p>Online: TT Rockstars. Mathletics.</p> <p>Practice for SATs: Timed tasks Group marking and feedback. SAT style questions. Timed questions and test conditions to improve confidence.</p>	<ul style="list-style-type: none"> End of KS2 Maths scores for disadvantaged pupils was 86%, with 19% working at Greater Depth. Disadvantaged pupils speak positively about Maths, even though some of them still find it challenging. <p>Quotes from pupils:</p> <ul style="list-style-type: none"> <i>"I counted to 200 on the weekend. It was to see how long it took to get home."</i> Y1 pupil. <i>"Lots has changed. I used to pretend that I could do things. Maths lessons have helped me to develop my skills and confidence. Now it's just another subject. I enjoy it now, for some reason."</i> Y6 pupil. Reasoning has been a focus across the school. In Y6 word problems had more prominence and children working at the expected level received support from a former governor who previously only supported more-able. Pupil conferencing about past papers gave pupils opportunities to review and reflect on strategies and misconceptions. A teacher was able to take out pupils 1:1 for one morning/week to support this process. Instant feedback has been key. In Y3 for example, any misconceptions have been addressed by JB or PG / KP immediately, either during the lesson or afternoon. This has meant that teachers know if it is simply the calculation that they are struggling with or the whole concept or process. Mixed ability pairing has also improved the understanding of greater depth children while providing a new opportunity to grasp a concept for children working towards objectives. 	<ul style="list-style-type: none"> Strategies must continue into next year. Use of displays with Fluency, Reasoning and Problem Solving sections to continue. Reasoning activities must remain a focus, with an emphasis on word problems involving more than one step. 	Overall for (i), (ii) and (iii): £24,820

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Ensure DP pupils have access to a range of opportunities, especially extra-curricular. 	<p>Monitor participation in clubs, music, educational visits (especially residential). Curriculum enrichment to fund visiting artists/dance/opera etc.</p>	<ul style="list-style-type: none"> <i>"Camp has helped me to overcome things I couldn't do."</i> Y6 pupil <i>"Cross country has helped me to know I can do it. Once I'm doing it, it's OK."</i> Y6 pupil. Disadvantaged pupils from Y4 ran a dance and drama club; they got positive feedback from their peers and couldn't wait to do it. They were run for at least 6 weeks. Disadvantaged pupils were also given opportunities to lead in other ways, such as Friendship Bench; the responsibility that went with this has been reported by class teachers as improving their confidence and self-esteem. All disadvantaged pupils in Y4,5 and 6 took part in at least one activity where they represented the school, some in 5 different disciplines. 	<p>Funding/part funding will be made available for some pupils when the impact relates to the desired outcome set out in the 2018.2019 statement.</p>	<p>Overall for (i), (ii) and (iii): £24,820</p>

Part two – strategy for the current academic year

What are the barriers to future attainment for pupils eligible for PP, including those who are academically more-able?

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some disadvantaged pupils lack social confidence and/or find it difficult to manage their emotions in readiness for learning; this currently prevents them from being ready to take advantage of all learning opportunities.
B.	Some disadvantaged pupils lack motivation due to fear of failure and are therefore adverse to taking risks in their learning.
C.	Maths provision needs to enable disadvantaged learners to achieve outcomes that compare favourably with others.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	For a small minority of disadvantaged pupils, persistent absence is impacting negatively on all aspects of learning and progress.
-----------	---

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> All disadvantaged pupils have the necessary confidence and self-belief required to fully engage with the curriculum. For those disadvantaged pupils identified as being most in need of emotional support appropriate provision enables them to be ready to take advantage of all learning opportunities. 	<ul style="list-style-type: none"> Pupil conferencing and teacher feedback demonstrate that bespoke support ensures pupils are calm, settled and ready to learn. Teacher and support staff feedback and learning walks demonstrate that individual children are responding positively to therapeutic and sensory provision put in place to address their personal needs.
B.	<ul style="list-style-type: none"> All disadvantaged pupils embrace challenge and show high levels of resilience in their learning. For those disadvantaged pupils identified as most lacking in resilience provision supports them in choosing more challenging learning choices. 	<ul style="list-style-type: none"> Learning walks and book looks demonstrate that pupils mostly choose the harder option and equate doing so with success in learning. Learning walks and pupil conferencing demonstrate that teachers and TAs focus praise on pupils' efforts and persistence in relation to appropriately challenging learning goals Resilience in Learning Audit, learning walks and book looks, demonstrate that pupils' resilience in learning has improved from the autumn baseline.

<p>C.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will benefit from raised expectations of all maths learners; raised expectations will underpin quality first teaching, planning and assessment in order to ensure that more disadvantaged pupils reach the expected level in maths. • For the more-able disadvantaged pupils there is an expectation that through appropriate stretch and challenge they will be working at greater depth. 	<ul style="list-style-type: none"> • Learning walks, book looks, pupil progress meetings and the monitoring of planning will confirm that expectations of all disadvantaged pupils are high and that there is consistently good to outstanding quality first teaching. • Through accurate teacher assessment and end of key stage tests, a higher percentage of disadvantaged pupils will achieve the expected level in maths. • Through accurate teacher assessment and end of key stage tests, a higher percentage of more-able disadvantaged pupils will be working at greater depth in maths.
<p>D.</p>	<ul style="list-style-type: none"> • Supportive engagement of parents and carers which identifies and addresses underlying causes for persistent low attendance. 	<ul style="list-style-type: none"> • Records of conversations with parents and carers demonstrates that school have actively engaged with parents and carers in order to identify underlying causes for persistent low attendance. • Attendance records indicate that all disadvantaged pupils who were identified as having persistent low attendance during 2017-2018, will have attendance of at least 90% during the academic year 2018-2019.

What strategies and interventions are we putting in place to address the barriers to future attainment identified above?

The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B.</p> <ul style="list-style-type: none"> All DP children embrace challenge and show high levels of resilience in their learning. For those DP children identified as most lacking in resilience provision supports them in choosing more challenging learning choices. 	<ul style="list-style-type: none"> Autumn Term: All DP key stakeholders to undertake the Resilience in Learning Audit. Repeat early summer term. Autumn Term: Staff questionnaire to identify current practice in relation to BLP/Growth Mindset. CPD is tailored to staff meet staffs' individual needs based on staff questionnaires. Staff meetings to share good practice – bring and brag sessions. 	<p>All staff have reported that learning behaviours have improved across the school, however we still have a number of disadvantaged pupils who need to develop:</p> <ul style="list-style-type: none"> (i) Their understanding of what makes a good learner. (ii) The key learning behaviours which will help them embrace challenge and become more resilient and take charge in their own learning. <p>Key research to support this desired outcome:</p> <ul style="list-style-type: none"> Education Endowment Fund: Developing effective learner's toolkit. 	<ul style="list-style-type: none"> Pupil conferencing. Feedback from teachers and teaching assistants. Teachers and TAs to take shared responsibility to implementing and monitoring the impact of the chosen action/approaches. Disadvantage Pupil Lead to monitor impact via DP Trackers. Monitor whether support is impacting on progress and attainment via pupil progress meetings. 	<p>All staff</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>

		<ul style="list-style-type: none"> • Angela Duckwork • Carol Dweck • Paul Tough 			
<p>C</p> <ul style="list-style-type: none"> • Disadvantaged pupils will benefit from raised expectations of all maths learners; raised expectations will underpin quality first teaching, planning and assessment in order to ensure that more disadvantaged pupils reach the expected level in maths. 	<p>All staff will benefit from the school's involvement in the maths hub project which will involve:</p> <ul style="list-style-type: none"> • CPD for staff, including teaching assistants to ensure that quality first teaching and support remains a priority. • Visit from a maths expert Who will help to develop a bespoke maths action plan which will focus on the curriculum, progression, teaching, assessment and planning. <p>In addition:</p> <ul style="list-style-type: none"> • Daily maths lessons will have daily challenges. • Link to desired outcomes A & B. 	<ul style="list-style-type: none"> • Data from the academic year 2017-2018 indicates that there is a gap between disadvantaged pupils working at the expected level and non-disadvantaged pupils in some year groups. • Link to: Targeted support C. 	<ul style="list-style-type: none"> • Pupil conferencing. • Feedback from teachers and teaching assistants. • Teachers and TAs to take shared responsibility to implementing and monitoring the impact of the chosen action/approaches. • Disadvantage Pupil Lead to monitor impact via DP Trackers. • Monitor whether support is impacting on progress and attainment via pupil progress meetings. 	<p>Maths Leaders: JB and CW</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>
Total budgeted cost					<p>Overall for (i), (ii) and (iii): £24,820</p>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>B</p> <ul style="list-style-type: none"> • All disadvantaged pupils have the necessary confidence and self-belief required to fully engage with the curriculum. • For those disadvantaged pupils identified as being most in need of emotional support appropriate provision enables them to be ready to take advantage of all learning opportunities. 	<p>For all disadvantaged pupils:</p> <ul style="list-style-type: none"> • Strategies that improve self-esteem, <i>may include</i>, being given areas of responsibility (self-worth), opportunities to represent the school (pride), reward and praise for effort (positive mind-set), review the learning environment (calmness), positive and supportive staff (make individuals feel safe and secure). <p>For those most in need of emotional support:</p> <ul style="list-style-type: none"> • Strategies <i>may</i> include some or all of the above. • Design and implement a bespoke nurture package, which may include, 1:1 talk time (counselling), social stories (support understanding), therapeutic activities (calming), individual reward system (motivate and reinforce), involvement of outside agency support if required (specialist support) and if permission is granted by parents or carers. 	<p>Staff collectively agree that this is an area to focus on for the forthcoming year.</p> <p>As a school, we are seeing an ever increasing number of disadvantaged pupils who for a range of reasons lack confidence and self-belief. As a school we recognise, understand and experience the impact that this can have on some pupils attitude to learning, emotional well-being, mental health and choice of behaviours.</p>	<ul style="list-style-type: none"> • Pupil conferencing. • Feedback from teachers and teaching assistants. • Teachers and TAs to take shared responsibility to implementing and monitoring the impact of the chosen action/approaches. • Disadvantage Pupil Lead to monitor impact via DP Trackers. • Monitor whether support is impacting on progress and attainment via pupil progress meetings. 	<p>SH to lead.</p> <p>All staff need to play a role in supporting this provision.</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>
--	---	---	---	---	--

<p>C.</p> <ul style="list-style-type: none"> For the more-able disadvantaged pupils there is an expectation that through appropriate stretch and challenge they will be working at greater depth. 	<p>For the more-able disadvantaged pupils in maths there will be:</p> <ul style="list-style-type: none"> Formative and summative assessments will help to identify more-able disadvantaged pupils in maths. Daily opportunities to stretch and challenge more-able pupils even further. Focussed adult intervention to help develop the appropriate mathematical skills, knowledge and understanding needed to be working at greater depth. Opportunity to join the more-able mathematicians at Penry College when the opportunity arises. Teacher/external maths tutor to work specifically with those disadvantaged pupils who are capable of working at greater depth. Adults to support pupils in believing that they can and will achieve at greater depth. 	<ul style="list-style-type: none"> Data from the academic year 2017-2018 indicates that at the end of KS2, that only 20% (1 out of 5) of disadvantaged pupils achieved greater depth. Data from the academic year 2017-2018 indicates that only one disadvantaged pupil out of thirteen potential disadvantaged pupils achieved greater depth in maths. 	<ul style="list-style-type: none"> Learning walks and book looks. Feedback from teachers and teaching assistants. Teachers and TAs to take shared responsibility to implementing and monitoring the impact of the chosen action/approaches. Disadvantage Pupil Lead to monitor impact via DP Trackers. Monitor whether support is impacting on progress and attainment via pupil progress meetings. 	<p>Maths Leaders: JB and CW</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>
Total budgeted cost					Overall for (i), (ii) and (iii):
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<ul style="list-style-type: none"> • Supportive engagement of parents and carers which identifies and addresses underlying causes for persistent low attendance. 	<ul style="list-style-type: none"> • Part fund some pupils with persistent low attendance and /or lateness to attend breakfast club. 	<ul style="list-style-type: none"> • Historical school-based evidence suggests that being able to access breakfast club has helped to overcome social difficulties that parents and or disadvantaged pupils may face at the start of the school day e.g. parental anxiety. • Regular attendance and arriving on time impacts on pupil progress and attainment. • Being punctual enables pupils to arrive on time with their peers and have a smooth start to their day. 	<ul style="list-style-type: none"> • Closely monitor the attendance and punctuality of disadvantaged pupils and identify any pupils/families causing concern. • The school will work hard to develop positive relationships with the families in an attempt to identify what the challenges/barriers may be for families and how the school may be able to further support. 	<p>Sonya Herbert</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>
<ul style="list-style-type: none"> • All disadvantaged pupils have the necessary confidence and self-belief required to fully engage with the curriculum. • For those disadvantaged pupils identified as being most in need of emotional support appropriate provision enables them to be ready to take advantage of all learning opportunities. 	<ul style="list-style-type: none"> • Support with funding disadvantaged pupils with low self-confidence to attend extracurricular activities such as camp, if there are financial difficulties within the family. 	<ul style="list-style-type: none"> • Financial restraints can sometimes impact on the opportunities that disadvantaged pupils may be able to access. • Being able to explore a new sport or extra-curricular experience will improve self-belief and self-confidence. • Access to a full and balanced curriculum will help to ensure that disadvantaged pupils can fully engage in all areas. 	<ul style="list-style-type: none"> • Identify individual disadvantaged pupils who may have a particular interest or talent in a given area, but for financial reasons may not be able to access some of the extra-curricular opportunities on offer. • Identify individual disadvantaged pupils who may benefit from being more physically active and/or being part of a team, but for financial reasons may not be able to access some of the extra-curricular opportunities on offer. 	<p>Sonya Herbert</p>	<p>January 2019</p> <p>May 2019</p> <p>July 2019</p>
<ul style="list-style-type: none"> • For those disadvantaged pupils identified as being most in need 	<ul style="list-style-type: none"> • For those disadvantaged pupils most in need of additional support, appropriate interventions 	<ul style="list-style-type: none"> • There are occasions when the most emotionally needing disadvantaged pupils need additional, bespoke support. 	<ul style="list-style-type: none"> • The most appropriate services will be selected carefully with the permission or parents or 	<p>Sonya Herbert and Jodie</p>	<p>January 2019</p> <p>May 2019</p>

<p>of emotional support appropriate provision enables them to be ready to take advantage of all learning opportunities.</p>	<p>and services may be used, for example, counselling, play therapy.</p>	<p>This may be provided in-house or by external specialists who are more expert in their area.</p>	<p>carers to ensure the individuals needs are closely supported.</p> <ul style="list-style-type: none"> • The impact of the support provided will be closely monitored by the service provider, school and home. 	<p>Bidgood (SENDCo)</p>	<p>July 2019</p>
Total budgeted cost					<p>£2000</p>

Additional detail
Empty space for additional detail