



# Causeway Green Primary School

## Pupil Premium Strategy Statement 2023-24 and Review of Outcomes 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
School name	Causeway Green Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Jones, Acting Headteacher
Pupil premium lead	Helen Jones, Acting Headteacher
Governor / Trustee lead	Thenain Coulibaly Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,355
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b>	£197,900
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium finding following a needs analysis, which will identify priority classes, groups or individuals.

**Achieving these objectives:**

- The range of provision the Governors consider making for this group include:
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocating 'Pupil Premium' responsive teaching sessions - providing small group work focussed on overcoming gaps in learning.
- Ensuring that all learning support staff are used effectively to support pupil premium children.
- Additional teaching and learning opportunities provided for children. Aiming at accelerating progress, moving children to at least age-related expectations.
- Targeting able children on Free School Meals to achieve Age Related Expectations

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 but in particular in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 21/22 phonics data shows that there was a significant gap between PP and NPP pupils in Year 2 although this was not an issue in 22/23.

3	<p>Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in KS2.</p> <p>Our IDSR based on 2022 data shows that for disadvantaged pupils the attainment of the expected standard in reading (63%- all pupils 52% PP/76% NPP) was significantly below national in 2022.</p> <p>Summer 2023 shows there is a gap of on average 22% between the attainment of PP and NPP pupils. 2023 data shows that there was a very significant gap between PP and NPP pupils at KS1 and KS2 (gap closes slightly between KS1 and KS2).</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths in KS2 and in writing from Year 2 upwards. PP pupils' progress in writing was the weakest for 22/23. In 22/23 pupils' progress in writing and maths was weaker than reading.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic (the majority of whom are disadvantaged) currently require additional support with social and emotional needs receiving small group interventions.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-3% lower than for non-disadvantaged pupils. This gap has increased slightly during and since the pandemic.</p> <p>11-15% of disadvantaged pupils have been 'persistently absent' compared to 3-4% of their peers during that period. Again, this has grown during and since the pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our school attendance data 22/23:</p> <ul style="list-style-type: none"> <li>• Overall 93.9% (Nat 93.8%),</li> <li>• PP attendance 91.3%/ NPP 95% (National PP 90.3/ NPP 92.8%)</li> <li>• PA 21.7% (National 30.7%)</li> <li>• PP PA 25.2%/NPP 12.3% (National PA PP 30.7% / PA NPP 17.7%)</li> </ul>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, in particular in EYFS and KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomm data and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Year 1 Phonics outcome show that at least 85% of disadvantaged pupils met the expected standard. KS1 reading outcomes in 2023/24 show that 75% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2023/24 show that more than 79% of disadvantaged pupils met the expected standard.
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing and maths outcomes in 2023/24 show that more than 79% of disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• SEMH interventions are shown to be effective.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance for all pupils being no less than 96.1%, and the at-</li> </ul>

	<p>tendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 8.4% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li></ul>
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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: £ 69,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Ongoing replacement of books and resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Enhancement of our reading and maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Reading- We will fund teacher release time to embed key elements of guidance in school and to fund CPD and resources-books.</p> <p>Maths-We will fund teacher release time to embed key elements of guidance</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3,4</p>



in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
Improve rates of progress for all pupils in reading, writing and maths through responsive teaching sessions delivered daily by LSPs	AfL is used during lessons to identify pupils at risk of falling behind. Short interventions delivered to prepare pupils for the next stage of learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	3, 4
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> Commando Joe costs funded. <a href="https://commandojoes.co.uk/impact-research/">https://commandojoes.co.uk/impact-research/</a> . Growth Mindset costs.	5

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

Budgeted cost: £ 73,023 plus Recovery premium £17,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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="https://educationendowmentfoundation.org.uk/Oral_language_interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4

<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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small groups:1:3</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>12 Y6 pupils to access tutoring in Re/Wr and Maths.</p> <p>FFT Lightning Squad 1:3- Focus on Reading</p> <p><a href="https://fft.org.uk/tutoring/">https://fft.org.uk/tutoring/</a></p> <p>CPD for staff- 16 weeks 30 pupils across the school.</p>	<p>4</p>

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

Budgeted cost: £ 37,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Overtime for attendance officer to conduct meetings with parents of PA pupils (focus on PP and SEN support)</p>	<p>6</p>

attendance/support officers to improve attendance.		
To provide high quality and varied range of extra-curricular activities such as clubs, experiences and trips.	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities and socialisation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.	5
To provide a nutritious breakfast for all pupils	Food bank	5
To provide SEMH support for identified pupils	Costs of Nurture/mentoring and PPE	5

**Total budgeted cost: £197,900**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021, 2021 to 2022 and 2022 to 2023 academic years.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. This pattern continued with our statutory assessment outcomes in 2022 where there was a 23% gap between disadvantaged and other for Re/Wr/Ma expected standard and above (Reading and Maths 20%, Wr 31%). The majority of pupil premium pupils across the school are making at least expected progress in reading with 58% of pupils making above expected progress. In most year groups disadvantaged pupils make good progress (in line with non-disadvantaged). In 21/22 most year groups across the school closed the gap between PP and NPP pupils in reading. This was partly due to the introduction of the Little Wandle synthetic phonics scheme along with its interventions. Recovery Premium NTP tutoring (Lightning Squad) was also highly effective. Progress gaps are greatest between PP and NPP pupils in writing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which delivered live lessons via Google Classroom. All pupils had access to a device and internet access in order to participate fully in their learning. The impact on the gap in writing outcomes is particularly marked due to the impact of on-line learning whereby writing was difficult to teach and assess. N.B. In 2022 50% of the Year 6 cohort were eligible for PP and the vast majority of these pupils were in the highest deprivation decile (IDACI band).

Although overall attendance in 2020/21 was lower than in the preceding years at 96.7%, it was higher than the national average. 11-15% of disadvantaged pupils have been 'persistently absent' compared to 3-4% of their peers during that period. Again, this has grown during the pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

In 2021/22 PP attendance 92.4%/ NPP 95% (better than LA and Nat)

PP PA 25.2%/NPP 12.3% (better than LA and Nat). This shows that our strategy is beginning to have a good impact.

In 2022/23, PP attendance 91.3% which is inline with national. NPP 95% which was slightly above national (94.7%).

PP PA 22% which is better than LA and Nat. Rec and Yr 1 PA significant to the rest of the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the pandemic, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

2022 Data	PP	NPP	Gap
Year 1 phonics	40%	80%	40%
Year 2 Statutory Data	Re 44% Wr 32% Ma 44%	Re 71% Wr 72% Ma 67%	Re 27% Wr 44% Ma 23%
Year 6 Statutory Data	Re 52% Wr 48% Ma 35%	Re 76% Wr 79% Ma 52%	Re 24% Wr 31% Ma 17%

The majority of year groups closed the gap in reading in 21/22. In writing PP pupils made slightly less progress than non-PP pupils.

In the 22-23 academic year, PP Year 1 phonics were in line with NPP children. Key Stage 1 gaps and outcomes have improved with writing being the weaker subject. In Key Stage 2, PP outcomes have improved along with their NPP peers but the gap is roughly the same as the previous year.

2023 Data	PP	NPP	Gap

Year 1 phonics	86%	85%	1%
Year 2 Statutory Data	R – 58% W – 50% M – 58%	R – 75% W – 67% M -71%	R – 17% W – 17% M – 13%
Year 6 Statutory Data	R – 67% W – 57% M – 57%	R – 87% W – 75% M – 78%	R – 23% W – 18% M - 21%

Pupil premium pupils are a focus group across the school in terms of progress and attainment. As they tend to start at a lower baseline, there needs to be accelerated progress in order for the gap between them and their NPP peers to close further.

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also revisited our recent pupil premium review.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.