

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castle Hill Infant
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Fitzpatrick
Pupil premium lead	Emma Fitzpatrick
Governor / Trustee lead	Katie Fatania

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,848
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,848

Part A: Pupil premium strategy plan

Statement of intent

At Castle Hill Infant School our intent for the pupil premium strategy is to:

- Close / narrow the gap between pupil premium children and their peers within school and their peers nationally
- Provide early-targeted intervention for underperforming children
- Ensure high quality early intervention is received from experienced staff, to support both academic and social needs
- Analyse progress of children in receipt of pupil premium to determine and identify barriers to learning and strategies / interventions to address any issues in performance
- Track progress and provision of children in receipt of pupil premium funding
- Increase parental engagement with school, especially at information and parent evenings
- Enable pupil premium children to access a wide range of curriculum opportunities (including extra curricular) and resources

Challenges

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

Challenge number	Detail of challenge
1	Phonics knowledge, retention and use in reading and writing
2	Continue to develop language at all levels of attainment
3	Ensuring that any gaps in maths are rapidly closed and children keep up with their peers
4	Social, emotional and mental health
5	Attention and concentration
6	Retaining information in long term memory
7	Parental well-being
8	Attendance of pupils in receipt of PP is significantly lower than their peers (94% / 97.8%)

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
Essential Letters and Sounds will be embedded in the school and will strengthen reading for all pupils	PP children make the same progress as non-pupil premium children in phonics and reading
Language development is strong and this is shown in the children's comprehension and across all curriculum subjects	PP children make the same progress as non-pupil premium children in reading and expressing themselves
Any gaps in maths are rapidly identified and closed	PP children make the same progress as non-pupil premium children in maths
Children are rapidly identified and their emotional needs are met	Children feel confident and resilient, which is reflected in improving Thrive Assessment scores
Children's barriers to learning are swiftly identified and appropriate resources are put in place to ensure that new learning and its retention are embedded	PP children make the same progress as non-pupil premium children across all curriculum subjects
Families are well supported and know where to turn to for advice. Other support services will be signposted	Families are confident to contact the PSA PSA is supporting families across the school
Families are supported with attendance and attendance gap with peers closes	Reduction in attendance gap

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure that they are correctly implementing the phonics scheme	Scheme has been approved by the DfE. All staff will be trained at the same time so that there is a common approach. EEF identifies phonics as high impact.	1
Monitoring by SL and English lead	EEF identifies that Phonics is high impact. The new phonics scheme needs to be implemented consistently across the school and additional training may need to be planned in.	1
Resources for phonics scheme	EEF identifies that Phonics is high impact. The new scheme will need to be correctly resourced to get the most benefit from it. Reading books need to be bought to align with the scheme and ensure all children have access to books for their phonic knowledge.	1
Talk Boost (for EYFS) CPD for new EYFS staff	EEF evidence shows that language intervention over a period of time has a high impact on children's learning.	2
Continued focus in EYFS on introducing new vocabulary using Word Aware (LSAs to attend training) and Widget resources	EEF reports that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	2
Working with Maple Ridge Outreach to develop whole class and group techniques to develop attention and focus	The approaches from Maple Ridge have been suggested to the school within EHCPs, Educational Psychologists and the Speech and Language Therapy team.	5
Training for staff on developing pedagogy to improve teaching and learning	EEF recommends the use of a variety of pedagogical approaches such as retrieval practice, flexible grouping and peer coaching. Establishing these would enhance the teaching and learning	1,2,3,6

Developing assessment across the school to ensure that teaching is focused on where the children are and what they need next	Formative and summative assessment are key in staff knowing where the children are in their learning and where they need to go next. Improving these would strengthen teaching and learning across the school.	1,2,3,6
Strengthening reading sessions across the school to focus on teaching children how to read and embedding the phonics knowledge	The Literacy lead is completing the NPQLL and from this training a number of suggestions have been made that would refresh the approach to reading in school. This would have a sharper focus on teaching the skills for reading and embedding the use of phonics.	1,2,6

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

Budgeted cost: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link programmes for all Year Groups	EEF evidence shows that language intervention has a high impact on children's learning	2
Talk Boost	EEF evidence shows that language intervention has a high impact on children's learning	2
Catch up interventions: Accelerad/ Accelewrite Paired Reading Precision Teaching Maths box	All interventions are selected to look at research behind them and what they offer the children	1, 2, 3, 5, 6

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

Budgeted cost: £10,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive Approach</i>	Evidence behind the Thrive Approach supports that it improves the emotional well-being of children	7,8
<i>School Clubs</i>	The children have access to clubs that they may not be able to attend outside	4

	of school. The can socialise with other children, while developing interests.	
<i>PSA</i>	The PSA provides links with families. She has helped families within the school improve attendance. She is able to signpost families to a variety of services.	7, 8

Total budgeted cost: £ 37,500

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 2022 to 2023 academic year.

Generally, the children in receipt of pupil premium achieved in line with their peers in Year 2 and Early years. There was a larger difference in the Year 1 phonic screening check – 57.1% in receipt of pupil premium passed compared to 80% of those not in receipt. This is a reason for focusing more on phonics and reading in the updated strategy.

The interventions on long-term memory and attention have had a positive impact across the school.

The PSA made contact with many of the PP families, supported them with strategies at home, and ensured that they could access the correct agencies in a timely fashion. The PSA will need to support PP families with attendance, as there was a 3.6% difference in attendance.

Externally provided programmes

Programme	Provider
Thrive	Thrive Approach

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable last year
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable last year

We have a very small number of Service families and this information may identify them. The funding is used as part of our overall strategy.