

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	21.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/22 – 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	John Martin, Head Teacher
Pupil premium lead	Jane Hartley (Rooksdown) Helen Cocker (Greenbank)
Governor / Trustee lead	Christine Bagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,820 – based on the funding allocation for the 2022/23 financial year and assuming this will be similar for the 2023/24 financial year.
Recovery premium funding allocation this academic year	£16, 965

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Pupil Premium: £354 Recovery Premium: £9179
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	£197,318 – based on the funding allocation for the 2021/22 financial year and assuming this will be similar for the 2022/23 financial year.

Part A: Pupil premium strategy plan

Statement of intent

At Castle Hill Primary School, our overarching aim is to ensure that every child, regardless of any barriers they may face, is given the opportunity to achieve their full potential in all areas of the curriculum. The targeted and strategic use of Pupil Premium funding supports the team at Castle Hill Primary School in raising the attainment of disadvantaged children and in promoting the school's vision of 'Aiming for Excellence'.

Our strategy is guided by the following key principles:

1. that every child should have access to the same opportunities within school;
2. that every child has the potential to succeed given the right support;
3. that the emotional needs of every child must be addressed in order for them to be ready to learn.

In line with the Education Endowment Foundation's 3-part model, our strategy is directed at three key areas: quality teaching in the classroom, ensuring that children are well supported to be successful and independent learners; small group teaching and interventions that target specific learning needs; and wider strategies that promote emotional well-being and readiness to learn.

Our strategy takes a holistic approach, which considers children's emotional needs as a precursor to academic success. Having completed the Virtual School's ATAS programme, the school is continuing on its journey to become an Attachment and Trauma Aware School. As part of that process, the school has adopted the Thrive approach to social and emotional wellbeing and has in place other enrichment activities that target emotional and mental health. Over the course of this year, staff will continue to receive training in Attachment and Trauma and will implement actions to support the emotional needs of our children.

Another aspect of our strategy focuses on quality teaching in the classroom and on ensuring that all children are well supported to be able to access the learning. With a focus on the effective use of resources in the classroom, our strategy aims to develop confident and independent learners who are scaffolded appropriately to keep up with classroom learning and achieve success. We also recognise the vital role that vocabulary development plays in learning, which is why addressing the vocabulary gap is another key focus of our strategy. Through quality teaching that encourages the development of vocabulary and through targeted professional development of staff, we aim to create a level playing-field that enables all children to fully participate in and fully access the learning in the classroom.

Our strategy also incorporates targeted interventions and small group catch-up teaching in order to target specific learning needs and address any gaps in learning. While it is our priority that children remain in the classroom the majority of the time where they benefit from high quality teaching and peer group interactions, there are times when children may need specific interventions (for example phonics, precision teaching, speech and language). This is always carefully considered so that children are not always removed from the same subjects, especially from those that they enjoy and in which they may excel. To this aim, funding has

been allocated to employ an experienced catch-up teacher, as well as to make a 40% contribution to school-led tutoring costs.

Finally, our strategy is underpinned by strong leadership. Pupil Premium Leads work closely with the Senior Leadership Team, SENDCo and Core Subject Leads to ensure that the PP strategy is woven into all areas of school life and is supported by the wider leadership team. The strategy is reinforced by a cycle of monitoring and feedback which measures the impact of actions and ensures quality provision that is consistent across the school. This is achieved through lesson observations, learning walks, book scrutiny, data analysis, pupil progress meetings, staff surveys and pupil conferencing.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing and readiness to learn Since the reopening of schools after the pandemic, we have seen an increase in the social, emotional and mental health needs of many of our children – particularly those who are vulnerable or disadvantaged. This, along with subsequent behavioural difficulties, is impacting on their ability to engage fully in lessons and to become confident and successful learners.
2	Accessing learning in class through appropriate resources and scaffolding. Many of our disadvantaged children are working at a level which is behind that of their peers. Supporting learning with specific resources and scaffolding is a priority in order to accelerate the progress of our disadvantaged children, reducing the need for 'catch-up' by ensuring that in all lessons our children 'keep-up'.
3	Language deficit – developing vocabulary Many of our disadvantaged children have a deficit in language compared to their more advantaged peers. This is particularly true of some of our younger children. This impacts on all aspects of learning and progress, and as such is a priority for the school.

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
Children will be able to manage their emotions so that they are ready to learn.	Children will: - Identify emotions they are feeling;

	<ul style="list-style-type: none"> - Be confident at talking about their emotions; - Develop a rich emotional vocabulary; - Forge trusting relationships with adults; - Understand good stress and bad stress and how their brain responds to each; - Understand how their emotional wellbeing impacts on learning; - Identify strategies to self-regulate; - Have fewer recorded behaviour incidents; - Be more engaged in lessons; - Make good academic progress*.
Children will be supported through a range of resources and scaffolding to fully access the learning in class.	<p>Children will:</p> <ul style="list-style-type: none"> - Have access to a wide range of resources in the classroom; - Be supported by appropriate scaffolding during learning tasks; - Know the resources available to them in class; - Know how to select and use resources appropriate to the task; - Feel more confident at tackling learning tasks; - Be more independent in their learning; - Complete more of the work set; - Make good academic progress*.
<p>Children will develop a broader vocabulary, enabling them to better access learning.</p> <p>*Progress data – Target Tracker, PIRA/PUMA standardised scores, KS1 and KS2 SATS, Y1 phonics screening, EYFS ELG.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Experience a rich word environment in the classroom; - Be confident at engaging in conversation with staff and peers; - Be given opportunities to take part in class discussion and in informal classroom talk; - Be exposed to a wide range of vocabulary across the curriculum; - Develop better understanding of spoken language; - Read and understand a wider vocabulary; - Be more engaged in learning; - Make good academic progress*; - Percentage of children working at ARE in Reading and Writing will consistently improve.

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: £23,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategy meetings:</p> <ul style="list-style-type: none"> PP Leads, SENDCo, SLT – every other week or as necessary; PP Leads, SENDCo, PP/SEND governor – termly; PP Leads, SENDCo, Maths and English Leads – termly; Monitoring feedback meetings – weekly; PP Leads, Finance Officer – half-termly. 	<p>The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland).</p> <p>Experience in school of where co-ordinated strategy planning and good communication has led to effective implementation of actions and more effective monitoring.</p>	1, 2, 3
Target setting/Individual Pupil Profiles (IPPs) – advice and monitoring.	<p>The positive impact of setting targets is well established in educational discourse (leading to ongoing review and feedback, high teacher expectations, targeted interventions that directly impact pupils).</p> <p>Internal teacher assessment shows children making good progress towards targets that have been set.</p>	1, 2, 3
Designated Teacher role – EPACs/PEPs – liaison with parents, teachers, social workers, Virtual School; advice and monitoring of targets; meeting time.	<p>The positive impact of setting targets is well established in educational discourse (leading to ongoing review and feedback, high teacher expectations, targeted interventions that directly impact pupils).</p> <p>Internal teacher assessment shows children making good progress towards targets that have been set.</p> <p>The benefits of multi-agency working in promoting positive outcomes for vulnerable children is well documented.</p>	
Thrive subscription and refresher training for 2 practitioners.	<p>EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Attachment Theory – well supported by research evidence.</p>	1

	<p>(Bath Spa University, 2015) Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil's emotional wellbeing through Emotion Coaching.</p> <p>https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf</p> <p>The Thrive Approach – growing case study evidence of its positive impact in schools on behaviour, attendance and attainment.</p> <p>In school, several children have been identified as having complex social and emotional needs and whose attendance, behaviour and academic progress is of concern. These children need a targeted approach that supports their emotional development.</p>	
Pupil Premium Conference 2022-23 – for PP Leads to remain up-to-date with latest research and developments.	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1, 2, 3
CPD for ECTs/new head of years – to up to date knowledge	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	2, 3
<p>Inhouse whole staff CPD:</p> <ol style="list-style-type: none"> 1. Scaffolding – September 2022 2. Vocabulary/Lexonik – November 2022 3. Emotion Coaching/Hand Model of the brain – November 2022 	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils' learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1, 2, 3

Monitoring and feedback – Focusing on scaffolding/resources; vocabulary; ATAS activities. Also, a combination of learning walks, book monitoring, pupil conferencing across the year.	The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland). Internal PP and subject monitoring have identified effective actions that have been implemented following staff training or following previous monitoring and feedback that have had positive impacts on pupils (see internal monitoring files).	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group catch-up teaching/targeted intervention – main focus on Y5 and Y6 reading and writing.	EEF Teaching and Learning Toolkit: Small group tuition - moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Small group catch-up teaching by an experienced teacher – main focus on Y3 phonics.	EEF Teaching and Learning Toolkit: Small group tuition - moderate impact (+4 months progress). Phonics – high impact (+5 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
School-led tutoring (Recovery Premium) – 1:1 and small group tutoring (1:4) by 2 teachers, 1 day each per week. (40%	EEF Teaching and Learning Toolkit: 1:1 tuition – high impact (+5 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3

<p>contribution from Recovery Premium)</p> <p>Third Space Learning (Y6 - 32 pupils)</p> <p>FFT Lightning Squad (Y2, Y3, Y4)</p>	<p>Small group tuition – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>According to Third Space Learning’s own impact report, 93% of teachers felt that Third Space Learning helped their pupils achieve higher maths scores than they would have otherwise</p> <p>On average, Third Space Learners achieved higher scores in their maths papers than the rest of their year group and the national average. https://thirdspacelearning.com/</p> <p>Research has demonstrated that pupils using tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. https://fft.org.uk/tutoring</p>	3
<p>Lexonik Sound subscription</p> <p>Targeted intervention for Y6 children aimed at developing phonological awareness and vocabulary.</p> <p>Lexonik Vocabulary</p> <p>A vocabulary bank that makes links between words through analysis of affixes/root words/stems.</p>	<p>Average reading gain – 27 months in 6 weeks (data validated by Northumbria University). https://lexonik.co.uk/katys-view/northumbria-university-study/</p> <p>EEF Teaching and Learning Toolkit: Small group tuition – moderate impact (+4 months progress). Children identified in school with reading scores between 80 and 115 and with poor phonological awareness. These children need a targeted intervention to close the gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<p>Nessy Reading and Spelling</p> <p>Multi-sensory approach to phonics, especially effective for children with dyslexia.</p>	<p>Recommended as a high-quality evidence-based program by the Australian Federation of SPELD Associations (AUSPELD) and the Dyslexia SPELD Foundation (DSF), global partners of the International Dyslexia Association.</p> <p>Awarded the British Dyslexia Association mark of quality assurance and winner of the Educational Resources Award.</p>	3

	https://www.nessy.com/en-gb/about-us/our-expert-research EEF Teaching and Learning Toolkit: Phonics – high impact (+5 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £83,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
ATAS activities and monitoring	Attachment Theory – well supported by research evidence. (Bath Spa University, 2015) Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil's emotional wellbeing through Emotion Coaching. https://www.bathspa.ac.uk/media/bathspa.ac.uk/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf	1
Support for vulnerable families/engagement/attendance – staffing cost of 2 PTPs	EEF Teaching and Learning Toolkit: Parental engagement – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
ELSA Training for one PTP – Autumn 2022	The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3

TALA Training for 2 PTPs – Autumn 2022	Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).	1, 3
Therapeutic storywriting	Increased use of emotional vocabulary and understanding of emotions, significant academic gains in writing (Madden 2013). Increased optimism, recovery, independence, sharing creative ideas. Improved emotional wellbeing and behaviour (Batchelor, Warhurst, Nuttall & Bradley 2014).	1
Play Therapy	Evidence shows that play therapy gives children the tools to communicate and process their emotions, thus improving their ESMH: Through play, therapists may help children learn more adaptive behaviours when there are emotional or social skills deficits (Pedro-Carroll & Reddy, 2005). The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing (Moustakas, 1997). Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child (O'Connor & Schaefer, 1983; Reddy, Files-Hall, & Schaefer, 2005).	1, 3
Breakfast Club	EEF (reviewed 2019) “improved attendance and behaviour and ensure that no child has to learn when they’re hungry”. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1, 3
Clubs funded - £160 per child	Internal anecdotal evidence – children who attend after school clubs show an increase in confidence and resilience. Children who participate in organised sports and physical activities had better social, emotional and behavioural skills than those	1

	<p>who did not (NatCen Social Research Institute, Newcastle University and ASK Research).</p> <p>https://www.natcen.ac.uk/news-media/press-releases/2016/april/out-of-school-activities-improve-children%E2%80%99s-educational-attainment.-study-reveals/</p>	
School trips funded - £40 per child	<p>Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting' (York Consulting).</p> <p>It is well documented that school trips provide valuable learning and enrichment opportunities and contribute to cultural capital.</p>	1, 3
<p>Other resources:</p> <ul style="list-style-type: none"> - to support emotional wellbeing activities (e.g. den building equipment, resources for Thrive/TALA) - to support families (e.g. uniform, leavers hoodies) 		

Total budgeted cost: £173,310

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 2021 to 2022 academic year.

Substantial progress has been made towards the intended outcomes of the 2021-22 Pupil Premium Strategy. Where objectives have been met and actions implemented, there will be a continued drive in the coming academic year to build upon these and to imbedded existing good practice. Where objectives have not yet been met and where monitoring has identified areas for development, there will be a renewed focus on these as priority areas in the coming year and as part of our 3-year strategy.

Staff are fully aware of Pupil Premium priorities and have received training at staff meetings in the areas of attachment and trauma, scaffolding and target setting in order to strengthen the implementation of initiatives and to highlight areas of development. The most current thinking and research evidence regarding disadvantaged pupils has also been shared with staff, in order to ensure that all staff are fully aware of the importance of providing quality classroom provision for PP children and to ensure that staff are aware of PP priorities and their role in implementing those.

Several key pieces of monitoring have taken place either to audit current practice or to monitor the implementation of initiatives. Monitoring has consisted of learning walks, book scrutiny, monitoring of planning and pupil conferencing. Thorough feedback has been given to staff and follow-up training as necessary.

Taking each strategy focus in turn and giving a brief summary, monitoring has shown that emotional check-ins are well established in the majority of classes; children have responded well to them and have a growing understanding of different emotions and how to manage them. Clear progression is evident, with older children showing a greater awareness of the complex nature of emotions. Some of our parents have commented on how beneficial the emotional check-ins have been to their children. Training has taken place on attachment and trauma, ensuring that all staff are more informed and are more aware of how attachment and trauma can impact behaviour and learning. Building on this, staff training on emotion coaching will take place in the autumn of 2022.

Monitoring for resources and scaffolding has shown that there are a range of accessible hands-on resources in all classrooms for children to use. Many teachers model the use of resources so that children are aware of how those resources can help. There are many types of scaffolding in place to support children, including graphic organisers, visual images, sentence starters etc. Monitoring has identified two key areas of scaffolding we would like to develop further – teacher modelling and effective use of wall displays. This will continue to be a focus in the next academic year and training for staff has been scheduled for the autumn term.

Vocabulary is taught through a range of strategies, including the word for the day, explicit teaching of topic related vocabulary and in guided reading sessions. Monitoring shows that the word of the day is being taught consistently and regularly in all classes, discussion of new vocabulary is a key component of guided reading across the school, and the overwhelming majority of children enjoy learning about new words. Moving forward, the key areas to develop are the explicit teaching of topic vocabulary and the use of wall displays as a tool for supporting vocabulary learning. Lexonik Vocabulary has been recently purchased and will be introduced to teachers early in the next academic year. Lexonik Vocabulary aims to support the teaching of vocabulary through the identification of prefixes, suffixes and root words, and through making links to other words.

Individual Pupil Profiles (IPPs) for disadvantaged pupils have been developed this year to reflect the move towards becoming an 'attachment and trauma aware school'. ACEs and wider barriers to learning are now listed for each child on the IPP and the emphasis has been on 'soft' targets that address these wider barriers to learning – as without addressing these, academic learning will be compromised. Teachers have received training on how to write SMART targets and there has been a steady improvement in the quality of written targets.

This year, senior school staff have worked to develop a more co-ordinated approach, linking whole school, English, Maths, Pupil Premium and SEND priorities. Regular meetings have taken place with the relevant lead members of staff to co-ordinate and share planning and monitoring goals and outcomes. This has strengthened the implementation of actions and led to a more unified approach.

In addition to this, termly meetings with the school's PP governor have taken place. The most recent of these has involved a hand-over from the outgoing PP governor to the new. These meetings are valuable in building strong links with governors and in providing opportunities to reflect on progress. As school restriction on visitors were not lifted until Easter of this year, learning walks with the PP governor have not been possible for a while. However, we plan to reintroduce those in the next academic year.

Recovery Premium funding has been used to fund 25% of school-led tutoring costs and to part-fund a catch-up teacher. In the period from January to July, 40 children have received school-led tutoring, with a total of 404 tutoring hours being delivered. The focus of tutoring has been reading – most notably vocabulary and inference skills. Internal school data shows that 76.9% of children that received tutoring made expected or above expected progress in the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik Sound Training + Lexonik Vocabulary	Lexonik
Reading and Spelling	Nessy
Third Space Learning	Third Space Learning
NELI	The Nuffield Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.