Castle Newnham (Primary)

Pupil premium strategy statement

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
Number of pupils in school	622
Proportion (%) of pupil premium eligible pupils	55 (8.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	15 December 2022
Date on which it will be reviewed	01 December 2023
Statement authorised by	Ruth Wilkes (Federation Principal)
Pupil premium lead	Jim Balmbra (Primary Headteacher)
Governor lead	Rachel Endersby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,025
Recovery premium funding allocation this academic year	£9,570
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	£99,595

Part A: Pupil premium strategy plan

Statement of intent

Using the pupil Premium and Recovery funding, we will focus upon and specifically target to improve literacy levels across the school (Reading, Writing and Speech and Language). This will be at individual pupil level, class level, school level and community. We will also focus upon improving attendance and engagement of pupils and their families through parent engagement projects. Finally we will focus upon offering pupils enrichment opportunities and experiences to inspire and develop their aspirations.

Our current pupil premium strategy plan focuses upon these areas, targeting staff support and funding to increase learning, enrichment and family opportunities for our pupils. Tight, targeted and focused interventions primarily aimed at improving and developing speech, language and communication skills will be implemented to support literacy skills and all other areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Attainment low in comparison to non-pupil premium children
2	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. It is particularly evident in phonics attainment.
3	Poor attendance and punctuality issues due to lack of understanding of the value of education – high mobility which elevates issues.
4	Lack of support with learning at home due to various factors, lack of outside experiences and opportunities

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	To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading (including phonics), writing and Maths. To ensure more able vulnerable	Vulnerable pupils will make **at least** 3 terms progress. SEND pupils will achieve 80% of learning plan targets.

	pupils are given the opportunities to make good progress through challenge and mastery learning.	
2	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3	To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.	Class teachers to identify specific learning difficulties to clearly inform class teaching and next steps of assessment if required. Clear baseline and progress assessment data for SEMH interventions, and clear summary of pupil progress.
4	All pupils attend school 96% or above. Vulnerable pupil groups to improve attendance by 2%	Attendance has improved, particularly in vulnerable groups of pupils. 96% whole school attendance target.
5	To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to, outside school. To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support	Pupils are attending a range of clubs and enrichment activities in school and in the community

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: School budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	1, 2
Marking and feedback non-negotiable part of learning for children	New marking and feedback policy introduced that focuses on verbal feedback. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).	1, 2

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

Budgeted cost: £67,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff in targeted year groups (TAs)	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF 2020)	1, 2, 4
SLT coordinating to support key students. (SLT closing gaps)	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2, 4

Primary class teacher interventions during Performance Arts lessons *(Class teachers Y1-6)*	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2, 4
Additional interventions for targeted children *(Georgia Marshall)*	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF 2020).	1, 2, 4
Use of a teacher to support groups/ individuals with identified gaps in their learning *(Melissa Harwood, Emma Bailey)* *Use of a teacher to support groups with identified gaps in their learning.* *(Matt Cleaver)*	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF 2020).	1, 2, 4

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

Budgeted cost: £32,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Behaviour TA to positively reinforce attitudes to learning. (Georgia Marshall)	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	1, 2, 4
Use dedicated staff to reinforce a positive attitude to learning. Offer bespoke 1:1 sessions focusing on SEMH for targeted children	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. EEF Toolkit Parental Engagement suggests +3 months progress. Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.	3

(Pupil & Family Support team)	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	
Offer bespoke 1:1 sessions focusing on SEMH for targeted children

(Chef) | Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. | 3 |
| Ensure all identified PP students with poor attendance to school are monitored and supported by the Pupil/family Support Team (PFS). Administered by Attendance team | In previous years, PP attendance has been below non-PP children. In order to now maintain attendance in line with non-PP and above national we need to continue to put in support for targeted children. | 3 |
| PP children to access all trips offered to children so experience a curriculum that includes enrichment (Trips & visits) | Parents struggle to pay for trips for PP children. Evidence also suggests through talking to PP children that they don't have as many opportunities outside of school as non-PP children. | 2, 3, 4 |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review: aims and outcomes (2021-22)

	Aim	Outcome
1	To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading (including phonics), writing and Maths. To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning.	Progress for PP children (Y2-6) overall 46 children with data): - % & (no. of children) See table below. The vast majority of PP children progressed well from Autumn 21 to July '22.
2	Improved oral language skills and vocabulary among disadvantaged pupils.	Case studies demonstrates improved oral language from the majority of pupils
3	To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.	PP Provision map show support in place for pupils who need it from the Pupil & Family support team. Success is well documented.
4	All pupils attend school 96% or above. Vulnerable pupil groups to improve attendance by 2%	Some notable success with attendance but this remains an issue for a number of PP pupils.
5	To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to, outside school. To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support	Opportunities for PP pupils to take part are in place. Children respond well, although this needs developing further to ensure more opportunities are provided.

Table within Outcome 1:

	slow	expected +	accelerated
R	9% (4)	91% (42)	33% (15)
W	15% (7)	85% (39)	24% (11)
M	13% (6)	90% (40)	41% (19)