# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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 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

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| Detail | Data |
| School name | Castle View Primary Academy |
| Number of pupils in school | 131 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Claire Bright |
| Pupil premium lead | Polly Cudby |
| Governor / Trustee lead | Lesley Lewis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £117,077 |
| Recovery premium funding allocation this academic year | £11,890 |
| 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 | £128,967 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Castle View Primary Academy 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 experienced adversity, those with 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 * monitor the progress of all children termly * 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 |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1.  SEND | Many disadvantaged children in school have SEND and need early identification of needs and appropriate levels of support put in place promptly.  Current SEND list: 41 pupils |
| 2.  Attendance | Many disadvantaged pupils have lower attendance and poorer punctuality than non-disadvantaged children |
| 3.  Speaking, listening and communication and early reading | Many disadvantaged children have a narrower vocabulary and lower oral language skills than non PP children.  Some EAL children join the school and have little or no English  Communication issues impact on ability to access the rest of the curriculum and behaviour - if a child cannot make themselves understood, they may become frustrated, distressed or angry.  Because of language issues, and other barriers to learning, many disadvantaged children can be slow to pick up phonics and early reading |
| 4.  Transience | Many children who join the school have gaps in their reading, writing and maths knowledge, which causes problems for further learning as children do not have a secure knowledge base to build on. |
| 5  Meta cognition & self-regulation | Children from disadvantaged families may have experienced adverse childhood experiences (eg domestic violence, addiction and poor mental health) which impact on their social, emotional and behavioural development.  These children may have poorer metacognition and self-regulation skills, and often require additional support from external agencies as well as school staff |
| 6  Home support | Many disadvantaged children do not receive home support for learning and research projects. They may not have been given the opportunity to read at home frequently, and their inability to read fluently hinders their progress across the curriculum. Education in these particular households may not be valued therefore, children may not see the importance of learning and may have a lack of aspiration. |

## 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.

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| Intended outcome | Success criteria |
| 1. SEND needs are met in a timely manner | * SEND needs are identified early * Specialist advice is sought and acted upon * SEND children all have their needs met within school |
| 1. Improved Attendance | * Attendance for all pupils improves to be in line with the national average * Reduction in the number of children who are persistently late |
| 1. Improved levels or oral language, vocabulary and communication | * Improved Wellcomm scores from start to end of Reception * Good rates of progress through the phonics scheme in Reception & Year 1 * Phonics scores in line with, or better than, the national average * Reading scores at Year 2 to be in line with the national average |
| 1. Children who are new to school will be quickly inducted | * Any language needs will be assessed quickly * Parent support to be available from the pastoral team * Children will quickly become familiar with CV values, rules and routines |
| 1. Children learn to regulate their emotions and can manage their own learning | * Consistent approach to positive behaviour management across the school * Clear teaching of metacognitive approaches * Improvements in behaviour and children managing their own emotions and learning |
| 1. Improved level of parental engagement | * Parents come into school regularly to learn how to support their child at home through workshops, visits to classrooms to watch teachers teach, parent & child clubs etc * Parents volunteer to come into school to help in classrooms or the library * There is positive communication between school and home and children are supported with learning at home |

## 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: £14,261

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for subject leaders | See EEF Toolkit : High Quality Teaching  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>  ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ | 3,4,5 |
| CPD on ‘Mastering Number Fluency Programme’ for teachers in KS2 | See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>  ‘Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy’. | 3 |
| CPD on behaviour for all staff and for the behaviour leads | See EEF Toolkit: Behaviour Strategies <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.  Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning | 5 |
| CPD to support social and emotional development | See EEF Toolkit: Social and emotional learning  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1,5 |

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

Budgeted cost: £ 31,149

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| S&L small grp intervention based on Wellcomm screening | Endorsed by EEF Research:  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention>  ‘Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. | 1,3,4 |
| Comprehension materials for children who complete phonics but do not yet have good enough comprehension skills to access Poer of Reading lessons | Reading Comprehension  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). | 1,3,4 |
| Use of strategies from ‘Mastering Number Fluency Programme’ delivered in small groups by TAs | See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths> | 1,4 |
| Individual feedback given to children by their teachers every week | Feedback intervention  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning. | 1,3, 4 |
| Phonics intervention | Phonics intervention <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  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. | 3 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 100,330

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of a learning mentor to support children with emotional and behavioural needs | Behaviour intervention <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.s  13,012uccessful. | 3, 4, 5 |
| Use of educational psychologist to provide teachers with strategies to support individual children | EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies> | 2, 3 |
| Use of SENCo to ensure that children are quickly assessed and appropriate interventions are provided | EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies> | 1,3,4,5 |
| Improving attendance by having an attendance lead / family liaison officer to implement strategies to improve attendance | The DFE have published ‘Improving School Attendance’ which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 2 |
| Run homework projects with incentives for children and their parents to improve writing | Parental Engagement provides moderate impact for low costs and has extensive evidence  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  Homework provides high impact for low cost  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 5,6 |

**Total budgeted cost: £145,740**

# 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 academic year.

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| 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 of outcomes from 2022-23 Plan:**  **End of KS2 PP children (9/19):**  Reading – 67% reached EXS+ compared to 60% nationally  Writing – 67% reached EXS+ compared to 58% nationally  Maths – 67% reached EXS+ compared to 59% nationally  Reading, Writing and Maths – 56% reached EXS+  **End of KS1 PP children**  Reading – 45% reached EXS+ compared to 75% nationally  Writing – 45% reached EXS+ compared to 65% nationally  Maths – 55% reached EXS+ compared to 52% nationally  Reading, Writing and Maths – 27% reached EXS+  **Key Stage 1 Phonics PP children**  Year 1 phonics – 100% passed the check compared to 67% nationally  Year 2 phonics re-take – 80% passed the check  **EYFS PP children**  67% reached a Good Level of Development compared to 67% nationally |

## 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*

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| Programme | Provider |
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# Further information (optional)

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| *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.* |