

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 View Primary School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-4
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Bright
Pupil premium lead	Jon Stark
Governor / Trustee lead	Lesley Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,550
Recovery premium funding allocation this academic year	£4,175
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	£103,725

Part A: Pupil premium strategy plan

Statement of intent

At Castle View Primary School 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.

Challenge number	Detail of challenge
1 Speaking and listening	Many disadvantaged children have a narrower vocabulary and lower language skills than non PP children. Some PP children have EAL and others have speech and language difficulties. This impacts on their ability to communicate effectively. Communication issues may also impact on behaviour if a child cannot make themselves understood, they may become frustrated, distressed or even angry.
2 Outcomes	A significant number of disadvantaged children 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.
3 Behaviour	Some disadvantaged children may have poor attention and behaviour for learning skills. These children may have poorer metacognition and self regulation skills and often require more support and, as a result, additional staff members are required
4 Pastoral	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.
5 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.
6 Attendance	Because some parents of disadvantaged children do not value education highly, they may not always ensure that their children are at school on time every day, therefore attendance and lateness may be a barrier to learning.

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. Improved language skills and vocabulary across school, but particularly in FS & KS1	Assessments show improvements in speaking and listening at the end of FS, Observations note that children are using a wider vocabulary, book monitoring shows more ambitious choices of words.
2. In FS & KS1, disadvantaged children to become confident with phonics sounds so that they are able to blend and segment letters in words. In KS2, disadvantaged children to be able to read with confidence, fluency and good comprehension	Fewer children in each year group will be below the expected standard for phonics. Children without SEN who were behind will have caught up. Improved outcomes from reading assessments in KS2
2. Gaps in reading, writing and maths knowledge to be plugged so that children have	Improved confidence and outcomes in reading, writing and maths

a firm foundation on which to build further learning	
3. Children who have experienced adverse childhood experiences learn to regulate their emotions and can learn well in class alongside their peers	Behaviour will be good across school and children will be able to self-regulate and access learning
4. Children will have the opportunity to speak to someone at school who can support them with any problems they may be experiencing	Children will feel well-supported and will be ready to learn
5. Parents and carers are enabled to support their child with learning at home and raise the level of aspiration in families	Disadvantaged children complete home learning and homework tasks. They understand that there is a connection between learning at school and jobs or careers in the future
6. Improved attendance and fewer lates in disadvantaged children	Improved percentage of attendance, fewer PA children and fewer lates

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: £18,770

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.'	2
CPD on 'Mastering Number Fluency Programme' for teachers in FS & KS1	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	2

	quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy'.	
CPD on metacognition and self-regulation to ensure appropriate strategies are woven through teaching	Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	3, 4
Recruitment of a part time teacher to split a mixed age class for Maths and Reading lessons	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.'	2, 3

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

Budgeted cost: £ 27,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L small grp intervention based on Nuffield Early Language to start after baseline assessments Trained TA to deliver the intervention 3 times per week	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
Comprehension materials for children who complete phonics	Reading Comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

but do not yet have good enough comprehension skills to access Literacy and Language	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).	
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	2, 3
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.	2, 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.	2
Tutoring for EAL children	National Tutoring programme – schools are recommended to use tutors to support children to catch up	2

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

Budgeted cost: £ 78,977

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	3, 4, 5

	interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	
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	2, 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	5, 6
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

Total budgeted cost: £125,547

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.

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?

Despite the many difficulties the pandemic has caused school over the previous 2 years, during the last year, successes have been:

- *Whole school training for phonics following the Read Write Inc scheme*
- *Phonics results in the period following the implementation (delayed due to lockdown) show 79% of children making progress, 60% making the expected or better progress*
- *Internal Y6 results show that 65% achieved the expected standard in reading, 48% in writing and 32% in maths*
- *Many PP children have accessed individual tuition from teachers or TAs in school*
- *Pastoral support has remained strong for those children that have required it*
- *Many PP children were able to stay in school throughout the lockdown*
- *Regular contact for PP families by teachers and pastoral staff throughout lockdown via phone calls, emails and doorstep visits ensured safeguarding was prioritised and families were supported*
- *Bought in Educational Psychologists have enabled us to support PP children with additional needs*
- *Bought in support from Stepping Stones has ensured that children who need additional support with behaviour have been helped during the last academic 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

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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.