

Pupil premium strategy statement – Castle View Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	111 (+16 nursery)
Proportion (%) of pupil premium eligible pupils	50.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23 2023/24 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Amie Wilton
Pupil premium lead	Amie Wilton
Governor / Trustee lead	Jenny Downing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,880

Part A: Pupil premium strategy plan

Statement of intent

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.

Ultimate Objectives for Disadvantaged Pupils:

- 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.
- Supporting pupils who are PP and have Special Educational Needs (26.6% of pupils who are PP are also identified as SEND).
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Addressing the inequality of pupils entering school who are not school ready and significantly below Age Related Expectations (ARE) from the outset.
- Addressing the regression rates over the holiday periods – retention rates are low.

How does the pupil premium strategy work towards achieving these objectives?

Quality of teaching - 'Quality first' outstanding teaching for all.

- Implementation and embedding of a quality and approved synthetic phonics scheme
- Development of staff new to role through self-led professional development: regular sessions to review the impact on teaching and learning and engagement levels of pupils.
- Implement 'metacognition' strategies to aid retention based on the Education Endowment Fund (EEF) research

Targeted academic support - Structured interventions: Introducing targeted S&L teaching for pupils who are below age-related expectations

- Evidence based interventions
- Termly review of progress of all pupils and impact of interventions.
- Identify SEND barriers for pupils with PP and implement targeted interventions.

Wider strategies - Address the inequality for pupils: support for families to address the low starting points of pupils.

- Maintain attendance rates and reduce persistent absenteeism in particular for PP pupils
- School to implement a range of parental engagement strategies and opportunities for parents to develop own knowledge and skills in order to support pupils at home and ensure pupils are school ready.
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Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	A greater proportion of PP children also have special educational needs (than non-PP) 26.6% of pupils who are PP are also identified as SEND in our current cohort, whereas 11% of non-PP are also SEND.
3	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
4	Poor attendance and persistent absence impacts on pupil progress and attainment. Last academic year, 21% of disadvantaged pupils have been 'persistently absent' compared to 12.5% of their non-disadvantaged peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Anti-social behaviour outside of school impacts on pupil's ability to access learning in school, due to attendance, social emotional development and relationships with peers

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
Phonics teaching is of high quality and interventions are in place to address gaps and support any	Read Write Inc Phonics is delivered consistently and effectively	All phonics is of a consistently high quality The vast majority of children are at least in line with age related expectations as shown on the phonics tracker At least 80% of children pass Y1 phonics screening and the vast majority of children

children who are behind in catching up quickly.	Regular assessment ensures that children requiring intervention receive this in a timely manner to close the gaps.	in Y2 and Y3 children pass through catch up work.
Ensure there is quality first teaching in every classroom, which meets the needs of all learners.	Staff at all levels are coached and mentored in order to improve outcomes and further deepen and strengthen their understanding of how to meet the needs of all pupils.	All teachers meet the criteria of the 'Effective' teaching, with a number achieving 'Highly Effective'. 95% of children meet their personalised targets in Reading, Writing and Maths. Disadvantaged children across school are tracked, and discussions to accelerate progress are regular held to inform intervention. Quality first teaching is driving pupil progress in all curriculum areas. QA monitoring and evaluation demonstrates this. Pupils who are SEND and PP are supported effectively to make accelerated progress to bring them closer to being in line with their peers.
	To ensure the consistent, continuation of quality first teaching and learning across all subjects, in particular to support those new to the school, profession and developing practitioners.	
	Staff at all levels are confident to support the learning and progress of pupils with SEND, and understand the increased prevalence of SEND amongst pupils who are PP, and therefore may have even greater barriers.	
	Use of whole class responses (RAG, mini whiteboard) to ensure PP pupils are confident with content, detailed questioning (linked to oracy) which allows PP students to build confidence to articulate responses using tier 2 and tier 3 vocabulary (see outcome below)	
Improve English and Maths outcomes	Improve progress rates for PP children in English and Maths.	Progress 0 or above
Pupil's retention rates increase	Improve progress rates for pupils who are PP, but also are identified as SEND, ensuring targeted support and intervention	In school data and standardised data demonstrates improving rates of progress for PP pupils in English and Maths in ALL classes/year groups.

	is put in place based on their needs CPD on developing vocabulary and oracy for all year groups enables teaching staff to explicitly teach new vocabulary, and support pupils to use this more effectively in speaking (answering in full sentences with appropriate vocabulary) Developing the curriculum offer from Nursery to Y6 as a sequence will deepen understanding of teachers, and of pupils of what has already been learned and how this is enhanced to be retained in long term memory.	Pupils' ability to orate answers improves in lessons as evidenced through observation. Pupils' ability to use correct tier 2 (academic) and tier 3 (disciplinary vocabulary) is enhanced, as evidenced through in school observations and data, and external assessment.
Improve the number of pupils who are school ready.	Improve 'Good Level of Development' (GLD) outcomes to narrow the attainment gap from the earliest opportunity (particularly in English and Maths; so that children can access the breadth of curriculum and experiences). Ensure a clearly the curriculum offer in EYFS to be clearly sequenced and resourced effectively to target pupils entering school below expected levels and below non-disadvantaged peers.	Raise the % of PP pupils who are 'School Ready' from 0% GLD target 57% (2023-24) 60% (2024-25) (currently 0%)
To ensure all PP children can access learning at every opportunity – not hindered by poor attendance.	Increase the attendance rates of 2023-24 Target: 96.5% Persistent attendance for PP pupils 10% or lower.	There is a reduction of children who are persistently absent Attendance of disadvantaged children is at least in line with national (96%)
All children, but especially those who are disadvantaged, are well regulated and supported with social and	Opportunities for structured play during playtimes, with guidance on turn taking and positive behaviour. Improving the outdoor environment for EYFS to	Children attend regularly and are able to play in a positive manner in school. 100% of children say they feel safe in school.

emotional development. Playtime and dining gives opportunity to model positive behaviour and relationships.	support role play and promote positive play Opportunity to dine with children, in particular PP children during lunch promoting and modelling positive family dining experiences and building trust	100% of children can say who they need to see if they are worried in school or outside school.
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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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed COST
Embed DfE approved Reading and Phonics programme (RWInc) consistently through EYFS and KS1 Continuation of Fast Track (RWInc) intervention for KS1 using DfE approved R&P programme Embed KS2 RWI intervention to support those below age expected	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2, English Lead release time to coach staff in RWI £5000 English Lead release time for RWI tracking throughout the year £3000 Staff time to deliver RWI Fast Track and interventions £4000
Embed Speech and Language programme to support early literacy skills	Through support from Speech and Language therapist, develop staff skills within both EY and KS1	1, 2, 3 EYFS/ Lower School Lead release time - £2000

		EYFS and KS1 staff release time for training £1500
Implement clear strategies which support the teaching of EAL children in school- Bell Foundation CPD for staff in order to deliver EAL intervention for additional pupils. Resources support teaching and learning of EAL children.	All pupils are able to access the full curriculum. Teachers are confident in adapting teaching and learning for EAL pupils.	CPD Small Group/TA £200 release time
Subject Leaders to ensure that substantive and disciplinary knowledge is clearly identified in all curriculum areas. Core learning is clearly identified in planning and progression documents. Subject Leaders to review and embed vocabulary – Tier 1,2 & 3 within their subject specific areas.	Quality first teaching has the highest impact on pupil progress and outcomes. The curriculum responds to the needs of all pupils.	1,2,3 Release time to visit other settings - £5000 1, 3 Subject lead time to review - £2500

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

Budgeted cost: £ 13,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ensure that appropriate and impactful interventions are in place to support children further in English and Maths Close monitoring of interventions to track progress and impact. CPD for staff	Research using the EEF toolkit and recommendations from other lead schools (Maths and English) implement: • Early years communication and language intervention – LaunchPad • WR intervention • Fast Track Read Write Inc KS2 • Reading for Understanding	1,2,3 WR Intervention £660 Release time for staff to attend training £2000 Staff release to deliver interventions £8,000
Develop best practice models from the SEND sector and SEND specialists to ensure accurate cognitive data analysis and targeted provision. SEND strategy group set up within the Trust across Primary and Secondary schools to share best practice.	There are a number of pupils who have significant SEND with complex needs, that even with quality first teaching, are not making the expected progress for their age.	1,2,3 Release time for SENDCO - £3000

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

Budgeted cost: £48400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure attendance is not a barrier to accessing education. Continue to reduce persistent absence figures and in term time holidays. Reduce PA to less than 10%. Pastoral Manager to track and monitor attendance and offer support for families where their child's attendance is an issue. Attendance panels to be used to address poor or low levels of attendance. To use the Early Help support team within the Highfield's cluster to meet family's needs.	Attendance continued to decrease in 2022/23 to below 95% due to persistent absence of a number of pupils and the number of in term time holidays taken. Sept – Dec showed whole school overall attendance at 93.61% (drop of 0.6% from 2021-22) Three year groups achieved over 95%. Lowest attendance was Reception at 85.03%. 2022-23 Persistent absence reduced from Spring 1 32.23% to Spring 2 15.97% .(Autumn 1 17.54%, Autumn 2 31.03%) Embed principles of good practice set out in the DfE's Improving School Attendance advice. EEF – Parental Engagement + 4 months gain Parental engagement EEF (educationendowmentfoundation.org.uk) A clear induction system for all new school starters will build strong connections between school, pupils and families. The Pastoral Lead to implement meet and greet processes.	4, 5 £8,500 Early Help £22500
Increase Parental Engagement with school. Provide regular, planned in opportunities for parents & carers to develop greater links with their child's learning, reducing barriers between the classroom and home.	EEF – Parental Engagement + 4 months gain Parental engagement EEF (educationendowmentfoundation.org.uk) Open mornings/ afternoons to showcase English, Maths and other curriculum areas to be planned into the school	4, 5 Staff release time to plan parental workshop sessions £1000

To provide training and resources for parents to enable them to help their children with learning at home	calendar. Reading café to support reading for pleasure. English and Maths subject leaders to support through informal meetings & workshops: • Phonics – Links to RWInc • Early Reading and Writing • Maths fluency – four operations Parents to be aware of development / assessment points ie. Phonics Screening Check, Times Tables, KS 1 & 2 SATs.	Parent Resources - £400
Extended music lessons – open to wider year groups through SMP Subsidised residential trips Uniform e.g., Forest School, sports kit After school club opportunities for all pupils: Cricket, Football, Singing, French IT equipment for home learning Home learning packs and resources – Times Tables Revision resources - SATS Curriculum Immersion Experiences Development of whole school experiences: Author visits, Music Workshops, Theatre Performance Groups,	Finances are not a barrier to children experience full breadth of the curriculum and wider opportunities. Research identifies link between music tuition and academic success.	1,2 £2000 (music) £1000 bus PGL (Subsidised to ensure affordable for all) £2500 £500 £10,000 – Year Group trips / visitors And additional Whole School

PSHE Groups – Anti-bullying etc, Science / Maths Groups (STEM) Engineering in Schools Assembly Groups		
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Total budgeted cost: £ 91,685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.