

# Pupil premium strategy statement 2022-23

## Castlecroft Primary School



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	Castlecroft Primary School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	63 Pupils = 26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	28 <sup>th</sup> December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andrew Dyll
Pupil premium lead	Andrew Dyll
Governor / Trustee lead	Ashley Haffie-Hobday (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,255
Recovery premium funding allocation this academic year	£10,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,750
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,210

## Part A: Pupil premium strategy plan

### Statement of intent

At Castlecroft Primary School we have high aspirations and ambitions for our children. We believe that no child should be left behind and are determined to ensure that all our children are given every chance to realise their full potential. It is our intention that **all** pupils regardless of their background achieve well, make good progress and leave Castlecroft ready for the next stage in their educational journey.

The actions identified in this statement are designed to support all those children who are at a disadvantage. These may be children who are or have been in receipt of free school meals, children who are or have been in the care system or children who are facing other challenges such as needing the support of a social worker.

Ensuring that children receive quality first teaching is essential to our approach. Teacher assessment information is used to identify areas that need increased focus or to prioritise learning. Whilst there is evidence to show that this approach is one of the most effective ways of reducing the attainment gap for disadvantaged pupils, it will also lead to **all** children making progress and achieving well.

As well as using pupil premium funding to develop and maintain high quality teaching, funding will also be spent on targeted academic support. Again assessment systems in school will identify which pupils need to be targeted and in what areas. Funding will also be used to allow **all** children access the full curriculum offer, therefore allowing them to experience success, develop confidence and be ready for, and excited about, future learning experiences.

This strategy also identifies the planned support for education recovery following post covid lock down. Targeted support through the National tutoring programme and in house programmes will be used for pupils whose education has been most affected including non-disadvantaged pupils.

The challenges faced by disadvantaged children are not only identified through diagnostic assessment and data analysis, but through whole staff discussions around the barriers to learning. These may be common challenges or individual needs.

To ensure our response is effective Castlecroft adopts a whole school approach where staff hold the highest expectations for all pupils, are aware of the children's starting points and provide appropriate challenge in the work set. They monitor pupil welfare and progress closely and intervene quickly when required.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with staff and pupils identify that Language skills and vocabulary gaps on entry to school are often lower for pupils eligible for PP than for other pupils.
2	Observations and discussions identify that Pupil Premium children particularly those who are Ever Looked After Children often have emotional and behavioural needs that block learning. This has significantly increased post Covid Lockdown and is not restricted to disadvantaged pupils. Currently we have 2 counsellors that attend school to provide support to pupils. There are 15 disadvantaged pupils (24%) that school is aware of with emotional needs and receive support from the counsellors in school, or are supported and monitored by staff, or receive support externally.
3	Observations and records indicate that many pupils eligible for pupil premium also have other factors such as SEN to consider when planning successful interventions. Currently 14 disadvantaged pupils (22%) are on the SEN register
4	Observations and discussions identify that children eligible for Pupil Premium funding do not always arrive in school with the same rich life experiences as other pupils and so knowledge and language acquisition are limited.
5	Our attendance data identifies that attendance of Pupil Premium children is below that of other pupils in school by 2.5% - 3.1%.over the last 2 years. 29% of disadvantaged pupils were persistently absent last year that was 9.5% higher than other pupils. Our assessments and observations indicate that absenteeism is having a negative impact for some disadvantaged pupils
6	Our observations indicate that the education of many of our disadvantaged pupils have been negatively affected by school closure to a greater degree than other pupils. These findings are supported by national studies. This has resulted in knowledge gaps developing and pupils falling further behind age related expectations in reading writing and maths.

## 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
Maintain recent Improvements in speaking, reading and writing skills for PP pupils in foundation stage.	Pupils eligible for PP in Foundation Stage make good progress from their low starting points to meet the Communication and Language and Speaking elements of the EYFS expectations by the end of Reception. For those children with speech and language difficulties, early

	intervention is provided. Those with EAL receive vocabulary acquisition support.
To improve maths attainment for disadvantaged pupils by the end of KS2	By 2024/25 Pupils eligible for PP make good progress in maths. By the end of KS2 pupil premium progress scores are positive in maths providing evidence that the group has narrowed the gap on all pupils nationally. Attainment is in line with the National average for all pupils
To improve reading attainment for disadvantaged pupils by the end of KS2	By 2024/25 Pupils eligible for PP make good progress in reading. By the end of KS2 pupil premium progress scores are positive in reading providing evidence that the group has narrowed the gap on all pupils nationally. Attainment is in line with the National average for all pupils
To achieve and sustain improved wellbeing for all pupils in school particularly disadvantaged pupils	By 2024/25 there is evidence of sustained high levels of pupil behaviour and well being Children have access to a variety of enrichment opportunities which promotes all areas of learning. Pupils are enthusiastic about school. Qualitative data from observations, discussions and surveys are used as a measure. Incidents of bullying remain Low Identified pupils' behaviour improves.
To achieve and sustain a high level of attendance for all pupils including those disadvantaged	By 2024/25 there is sustained high attendance Attendance rates for pupils eligible for PP are in line with other pupils nationally Overall PP absence improves to 5% or less and is in line with other pupils. Persistent absence percentages are in line with other pupils. Parents are challenged and supported to improve children's attendance.

## 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: £ £22,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase high quality training for staff to strengthen the teaching of early reading Training for staff to ensure RWI scheme is delivered effectively in KS1	Consistent Phonics approaches has been successful in raising reading standards in school and is recognised to have positive impact on accuracy of word reading	1,6
Further strengthen the quality of teaching and learning in phonics in KS1 through maintaining an increased number of practitioners	A small number of children leave year 1 behind their peers nationally. An internal school review of phonics identified that a reduction in RWI leaders following a staffing restructure in 2018-19 had a significant negative impact. Group sizes were increased and it was difficult to meet the needs of all pupils.	1,6
Strengthen Maths teaching and curriculum planning in line with DFE and NCETM guidance Continued support from an external advisor used to provide whole staff training. Teachers released to attend Maths Hub training and embed good practice	DFE non statutory guidance in Maths and EEF guidance on Maths teaching strategies	6
Further develop the teaching and learning opportunities in the Early years that help children develop language acquisition EYs to continue to be supported by external advisor. Training to be provided on identified areas for development.	There is strong evidence that suggests that high quality discussions and teacher interactions can lead to accelerated speech and language development Oral Languages Interventions EEF	1, 6
Purchase of new pupil reading resources that perfectly match the DFE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on	

programme already established within school	the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils Phonics Toolkit Strand EEF	
Continue whole school Reading for pleasure drive - Moving into a fourth year of development		1,4,6
Whole staff training from SEND specialist teacher on a number of recognised and recommended programmes for developing language acquisition as well as oral and written sentence construction skills.	Recommended programmes from SEND specialists to be used to support pupils with developing language and such as colourful semantics, alphabet arc, precision teaching.	1, 3, 6

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

Budgeted cost: £51610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading catch up KS2</b> FFT lightning squad tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups - EEF	3,4,6
<b>Early Literacy Catch up EYFS</b> Nuffield Early Literacy Initiative used to provide 1 to1 and small group support to identified children in Reception	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Impact from last year shows that 3 of the 4 children who were targeted were assessed as being secure in the 40-60 band at the end of EYFS	1,3,4,6
<b>Phonics Interventions EYFS and KS1</b>	Research including, EEF Toolkit, identifies that high quality focused 1:1 teaching has a very good impact on achievement.	1,3,4,6,

Phonics interventions for those children identified as not on track to achieve the expected standard. Little and often method of in house intervention implemented		
<b>Maths Catch Up KS1 and SEN pupils KS2</b> Spot on with Numbers catch up programme used to deliver small group interventions for identified children not on track to be at the expected standard in KS1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups - EEF	3,4,6
<b>Maths Catch up KS2</b> National tutoring programme funded intervention commissioned for identified pupils Interventions led by experienced teachers provided for pupils weekly. Assessment data used to identify children including more able children who need additional support to catch up.	Research including, EEF Toolkit, identifies that teacher directed intervention has a significant impact on pupil attainment.	3,6
<b>Targeted SEN support</b> Targeted speech and language support by a contracted speech and language therapist to develop oral language and listening skills.	The EEF Toolkit suggests that oral language interventions have a moderate impact but it is our view that without the bedrock of linguistic skills, that some of our children do not start school with, that their formative years in education would be further disadvantaged.	3,6
<b>Targeted SEN support</b> SEN TA to provide additional focused support for identified pupils and support the work of the inclusion manager	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups - EEF	2,3,6

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

Budgeted cost: £ 22,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase service level agreement for support of an Education Welfare Officer to support vulnerable families In getting their children to school on time every day.	Arriving promptly for school every day has a direct relationship with academic progress.	5
The school to continue to use Pupil Premium Funding to support children's access to a broad and rich curriculum Funding provided for <ul style="list-style-type: none"> <li>• Small group music lessons</li> <li>• Trips and Residential visits</li> <li>• To attend fee paying afterschool clubs like cookery, art, football, EKO club etc</li> </ul>		2,4,5
Provide support for disadvantaged or vulnerable pupils to attend breakfast club	This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	2,4,5
Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	The impact of sports participation on academic success is thought to be low by EEF. We disagree. We are sure that the role of sport in developing good learning behaviours, resilience, teamwork, increased attention, good mental well being and positive self image have a huge impact on core academic skills and therefore we are keen to give as much opportunity to our children as possible.	2,4,5
Whole staff training from the SEND specialist teacher on supporting children with behavioural/emotional needs to maintain control and re-engage sooner with teaching and learning .	Recommended programmes from the SEND specialists to be used by all staff. Zones of regulation and Team teach strategies	2,3



Early identification and access to the services of school counsellor	In school evidence identifies that Children working with counsellor have seen improvements in learning behaviours including increased self control, self confidence and enthusiasm	2,5

**Total budgeted cost: £ 97019. Leaving a £5191 contingency fund**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results, our own internal assessments and teachers own formative assessments. Qualitative data is also used to review the impact of the pupil premium activity.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and/or regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

#### EYFS

Assessment outcomes identified that 2 out of 6 disadvantaged pupils achieved a Good Level of Development. Reading outcomes showed that half the group were assessed as being at the expected standard and a third in maths and writing.

The NELI programme did not have the impact that it had the previous years. To strengthen the programme a staffing change has been made to allow the programme to be delivered by a dedicated member outside of the reception teaching team.

#### Phonics

<b>Phonic Check 2020 Taken in Dec 2020 in Y2</b>	<b>All Pupils 94%</b>	<b>Disadvantaged 89% 8 out of 9 children</b>
<b>Comment</b> 8 out of 9 disadvantaged children achieved the expected standard and the one child who did not was a near miss with a score of 30		
<b>Phonic Check 2021 Taken in Dec 2021 in Y2</b>	<b>All Pupils 80%</b>	<b>Disadvantaged 75% = 3 out of 4 children</b>
<b>Comment</b> 3 out of 4 disadvantaged children achieved the expected standard. The one child who missed out is receiving speech and language support and improved her score considerably from July to Dec.		
<b>Phonic check 2022</b>	<b>All Pupils 80%</b>	<b>Disadvantaged 60%= 3 out of 5 children</b>
<b>Comment</b> Of the 2 that missed out, one pupil was a near miss and one was disapplied.		

There is evidence that the teaching of early reading is strong and internal assessments show that the methods for helping children to catch up are effective. At the end of KS1 all pupils achieved the expected standard. This was the case in 2019.

#### Reading

Internal assessment and statutory assessments, provide evidence that the quality of teaching and support systems in place to help children to catch up are effective. At the end of KS1, 3 out of 5 disadvantaged pupils achieved the expected standard in reading whilst at the end of KS2 7

out of 11 pupils achieved the expected standard. Both of these outcomes are ahead of both LA and National averages. Disadvantaged pupil outcomes however, were behind those of other pupils.

### **Maths outcomes**

Internal assessment of Maths at the end of EYFS identified 2 out of 5 children were teacher assessed as being at the expected standard.

Maths outcomes at the end of KS1 and KS2 for disadvantaged pupils were below that of other pupils, although in year assessments show that progress was made once children returned to school but catch up programmes and support were not able to catch up all the lost learning. At the end of KS1 2 out of 5 pupils achieved the expected standard and 5 out of 11 pupils achieved the expected standard.

School is looking to strengthening the systems in place to help children catch in maths

### **Attendance**

Attendance during the last academic year for **all pupils** was higher in 2020/21 (96.9%) than in the year 2018/19 (96.2%)

Pupil premium attendance was slightly below **all other pupils** at 91.7% (-3.1%) and was below last years pupil premium attendance figure of 95.1% and the figure in 2018/19 of 95.3%

Due to pupil premium attendance being below the target of 96% it remains a focus in our current plan.

Assessments and observations indicate that a significant number of pupils' wellbeing and mental health were negatively affected during the last year due to the impact of Covid-19. This is particularly the case for disadvantaged children. Pupil premium funding was used to quickly respond to the needs of pupils through targeted wellbeing support. Pupil discussions and observations identify the positive impact these sessions have had.

Pupil discussions and observations identify the positive impact that funded opportunities for disadvantaged pupils to attend educational trips and visits, access music lessons etc have had.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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

## 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.*

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated the activity undertaken in previous years to assess the degree of impact. Where the impact was below what we expected, consideration has been given as to how this can be improved.

As part of termly data meetings, we have also discussed the progress of disadvantaged children and the impact initiatives are having at an individual level in this way support can be personalised and hopefully become more effective.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.