

Pupil premium strategy statement: *Castlefields 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	Castlefields Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	21.10.2022
Date on which it will be reviewed	14.7.2023
Statement authorised by	R. Lee
Pupil premium lead	K. Wills
Governor / Trustee lead	J. Sneed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,255.83
Recovery premium funding allocation this academic year	£2,000
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	£26,255.83

Part A: Pupil premium strategy plan

Statement of intent

- The key intention of the Castlefields Pupil Premium Strategy is to improve the educational outcomes of those pupils. We aim to achieve this through improving attendance amongst those pupils to ensure they are accessing high quality teaching and not missing learning, improving their mental health and emotional wellbeing, and ensuring that staff are appropriately trained to overcome barriers to learning.
- High quality teaching is proven to have the greatest impact on closing the disadvantage gap, while benefitting all children in school.
- The staff at Castlefields Primary School will ensure that disadvantaged pupils are supported and challenged as appropriate in the work they are set.
- The staff will identify needs and use interventions as appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment and progress are lower amongst those receiving Pupil Premium, than the overall class and School averages.
2	Maths attainment and progress is lower amongst those receiving Pupil Premium, than the overall class and School averages.
3	Attendance is lower among those receiving Pupil Premium and persistent absentees are higher amongst those receiving Pupil Premium.
4	Emotional resilience amongst some pupils is lower. For some, they need support in order to develop social skills and to improve and maintain their mental health and wellbeing.
5	Some pupils are not exposed to certain experiences which may negatively impact upon their cultural capital.

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
Improve reading progress scores in summative assessments.	Reduction in the gap in progress scores between PP and non-PP pupils.
Improve maths progress scores in summative assessments.	Reduction in the gap in progress scores between PP and non-PP pupils.
Improve attendance amongst PP pupils, so that their attendance is closer to that of non-PP pupils.	An improvement in attendance from the historic trends of individual pupils.
Support children so that they have a positive attitude to learning and to increase their resilience	Children show increased resilience in their learning.
Enhance extra-curricular opportunities to improve social skills and social resilience.	Pupils show increased resilience in social settings.

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: £2,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in CPD/staff training and additional resources to further develop quality first teaching	Phonics audit led to the purchasing of Essential Letters and Sounds. The teaching of phonics has fidelity to the scheme. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Maths training – Maths Mastery approach. Mastering Number in KS1 and Teaching for Mastery in KS2	1,2
Further invest in CPD to increase	Mental Health lead in school to work alongside external agencies to provide CPD	1,2,3,4,5

<p>staff expertise with supporting mental health in school.</p>	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>https://www.gov.uk/government/publications/children-and-young-peoples-mental-health-government-response/the-governments-response-to-the-health-and-social-care-committee-report-children-and-young-peoples-mental-health</p> <p>ELSA training and supervision for staff: https://www.elsanetwork.org/</p>	
<p>Promotion of Level 3 Teaching Assistants with cover payments to enable more CPD opportunities covered internally.</p>	<p>Increases professional development opportunities which in turn motivates and builds knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £23,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing additional TA hours to run intervention programmes.</p>	<p>The Education Endowment Foundation -Teaching & Learning Toolkit – Small Group Tuition (+3) and Teaching Assistant Interventions (+3) Department for Education- Supporting the attainment of disadvantaged pupils:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1,2,4</p>
<p>Small group after school teacher tuition</p>	<p>The Education Endowment Foundation -Teaching & Learning Toolkit – Small Group Tuition (+3) and Teaching Assistant Interventions (+3) Department for Education- Supporting the attainment of disadvantaged pupils:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>1,2,4</p>

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

Budgeted cost: £7,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase membership of the 'Shropshire Virtual School' to support staff with implementing and evaluating PEPs for LAC pupils.	https://www.shropshire.gov.uk/looked-after-children/shropshire-virtual-school/ Department for Education - Promoting the education of looked after children and previously looked after children: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf	1,2,3,4,5
Funding for pupils to access after school clubs.	The Education Endowment Foundation - Provision of a range of initiatives to extend children's experiences - Arts participation (+3) and Physical activity (+1) Department for Education: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	3,5
Funding for pupils to access residential school trips in Years 3, 4, 5 and 6 to help increase cultural capital.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	3,4,5
Funding for breakfast club and wrap-around club for pupils.	Department for Education- Evaluation of Breakfast Clubs: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf EEF research (breakfast clubs) https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfastclubs	3,4,5

Total budgeted cost: £33,139

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.

1. Attendance is lower among those receiving Pupil Premium

Attendance levels among those receiving Pupil Premium is still lower than their non-disadvantaged peers. The gap is narrowing, but more work needs to be done to address persistent absentee levels. Work with the EWO and SLT has strengthened the partnership between school and home

2. Maths attainment and progress is lower amongst those receiving Pupil Premium, than the overall class and School averages. (This has been exacerbated by School closures due to Covid-19).

Attainment and progress gaps remain for children in KS2 but are narrowing. The gap is closing for other pupils. Staff CPD has led to quality first teaching consistently in all classes.

3. Reading attainment and progress is lower amongst those receiving Pupil Premium, than the overall class and School averages. (This has been exacerbated by School closures due to Covid-19).

Quality first teaching is reducing this gap, but it does still remain. The new ELS phonics scheme in EYFS and KS1 is having a positive impact in early reading.

4. Emotional resilience has been negatively affected by the Covid-19 school closures.

Eligible P.P. pupils were invited to take up a place at school during the school closure. However, we are now seeing the effects of the pandemic on mental health and emotional resilience. Hence the increased ELSA work this year.

5. Missed social opportunities due to Covid-19 school closures and 'bubbles', leading to reduced social skills.

Children in receipt of Pupil Premium have been invited to join after school clubs. They are given a place in Wrap Around Care if required.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:



Measure	Details
Funding for residential trips to improve social skills and cultural capital for those pupils.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf
Small group tuition work.	<p>The Education Endowment Foundation - Teaching & Learning Toolkit – Small Group Tuition (+3) and Teaching Assistant Interventions (+3) Department for Education- Supporting the attainment of disadvantaged pupils:</p> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf

Further information

Trust addition:

Further information is found in the School Improvement Plan, the Strategic Objectives and curriculum policies.

All children receiving Pupil Premium are tracked as part of the cohort and separately in internal data tracking documents.