

# PUPIL PREMIUM STRATEGY STATEMENT

2023-2024

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Castle Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jill Mason (Headteacher)
Pupil premium lead	Jill Mason
Governor / Trustee lead	Jessica Jardine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£16000

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities we have outlined in this statement are 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 focused interventions 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
- 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in literacy – particularly in writing at the higher level.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 will show that 100 % of disadvantaged pupils will meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 will show that more than 50% of disadvantaged pupils will meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £5500 (1, 3), £0 (2)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Training to secure stronger fluency and comprehension teaching for all pupils.	Fluency and comprehension teaching approaches have a strong evidence base that indicates a positive impact on reading for understanding for disadvantaged pupils: <a href="#">EEF READING HOUSE FLUENCY</a>	1,2
2 Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</a>	3, 4
3 Recruit a Teacher to support the delivery of small group work for writing, GPS and reading for Upper KS2 including disadvantaged children	Focus group work regularly delivered shows strong outcomes from all starting points.	3

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

Budgeted cost: £3000 (1), £3000 (2)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Additional sessions targeted at disadvantaged pupils who require further reading fluency support as identified through assessment. This will be delivered via additional three TA's support.</p>	<p>Fluency and comprehension approaches have a strong evidence base that indicates a positive impact on reading for understanding for disadvantaged pupils:  <a href="#">EEF READING HOUSE FLUENCY</a>            Targeted reading interventions have been shown to be more effective when delivered as regular sessions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</a></p>	<p>1,2</p>
<p>2. Using school-led targeted intervention for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers. Intervention support by Teacher and TA.</p>	<p>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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>

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

Budgeted cost: £3000 (1), £1000 (2), £1000 (3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. To provide individual and group counselling and therapy sessions for children with identified mental health needs via SWaNs and Cheshire Playtherapy.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3,4
2. To provide full wrap around care and After School Clubs for PP children enabling them to have full access to our whole school provision	As above	4
3. Provision of enrichment activities including forest schools and any trips and residential.	As above	4

**Total budgeted cost: £16,500**

## 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 2022 to 2023 academic year.

External assessments at the end of 2022/2023 showed that the performance of disadvantaged pupils was greater than their cohort targets at the expected grades with the exception of writing. The outcomes we aimed to achieve in our previous strategy by the end of 2023 were therefore not fully realised particularly at the higher grade.

Maths: EXS 82%; 100%PP      GDS 27%; 0%PP

Reading: EXS 73%; 100%PP      GDS 27%; 0%PP

GPS: EXS 91%; 100%PP      GDS 45%; 0%PP

Writing: EXS 73%; 0%PP      GDS 0%; 0%PP

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Little Wandle Letters & Sounds
Little Wandle Fluency	Little Wandle Letters & Sounds
EEF Fluency	EEF