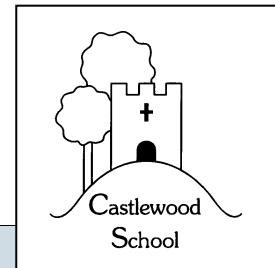


Pupil premium strategy statement:



1. Summary information					
School	Castlewood Primary School				
Academic Year	2020/21	Total PP budget	£23805 £12080	PP+ £11725	Date of most recent PP Review July 2020
Total number of pupils	195	Number of pupils eligible for PP	16: 8%	Date for next internal review of this strategy	July 2021

2. Current attainment		
Attainment for: 2019/20 @ end of KS2 (3 pupils) Whole school based on TA as no SATS due to COVID19	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/ FFT National attainment)</i>
% achieving expected standard or above in reading, writing and maths	33%	81%/70%
% achieving expected standard or above in reading	100%	90% / 79%
% achieving expected standard or above in writing	100%	87% / 76%
% achieving expected standard or above in maths	33%	87% / 78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Emotional, mental health and social needs which affect the children's ability to be ready to learn
B.	Lower Maths ability given rise in expectation of National Curriculum particularly with regard to number fluency retention and application
C.	Lower reading and writing attitude and skills (phonics KS1 /spelling KS2 /reading attitude)
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance & lateness
E.	Lack of routine (sleep, food, homework, uniform,) which again affect the children's readiness to learn.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For all PP pupils to feel emotionally secure and to have full and happy social lives	Children retain more friendships & have less fall-outs Children have secure and trusted adult to talk to, and access to Learning Mentor PP children have access to range of therapeutic programmes including Lego therapy, Drawing and Talking & sensory circuits Staff have access for advice and training from Primary Mental Health Worker Parents and carers report that children are presenting as more emotionally secure. PP children have trained staff to work with who understand their barriers and can help them be successful Staff to have up to date training and knowledge in how to support children with complicated and emotional needs from a range of sources PP children are included in playtimes with their peers and are having successful interactions. PP children to attend Ambassadors programme from THS
B.	For all pupils to be making good progress with all their learning but focussing on Maths and that it improves in line with non – PP children from a similar starting point	Assessment data shows that PP pupils are making good progress and their progress is in line with that of their peers from a similar starting point. Increased TT Rockstars performance Staff to be trained in Mastery in Maths approaches to improve quality of Maths teaching and learning across the school Maths arithmetic scores to be above national figures Year 4 Times tables scores to be in line with National %
C.	For all pupils to be making good progress with all their learning but focussing on reading and writing and that it improves in line with non –PP children from a similar starting point	PP children make better progress in reading so that their writing is influenced by this and shows increased progress PP children to make good progress in phonics in KS1 and achieve expected standard PP children can achieve well in spelling and score more than 12/20 Children have access to a range of quality texts, enjoy reading and can talk enthusiastically about a book they are enjoying. PP children achieve in line with non-PP children from a similar starting point
D.	The attendance of PP children improves and is in line with the school attendance rate	Reduce the number of persistent absentees among pupils eligible for PP FSW and Early help involvement is reduced Families are supported within school with resources, uniform and parenting support as necessary. Attendance for the children is in line with national at 96%
E.	For all PP pupils to be able to take part in all school activities and have a safe and secure time and place to complete school work	PP pupils attend homework club and complete their homework Pupils to attend a range of after school and extra-curricular clubs PP pupils take part in all school trips and residentials PP pupils to show greater confidence and resilience from attending range of opportunities linked to their learning.

5. Planned expenditure					
Academic year	2020/21				
i. Targeted support					
ii.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP/PP+ pupils to feel emotionally secure and to have full and happy social lives	Learning mentors to support PP emotional and social needs. £6640 Access to Locality Primary Mental Health Worker, Ambassadors programme, locality PP/CLA focus group meetings & TS24 mental health courses £1000 CPD training for all staff in attachment training and other mental health training as necessary £500 CPOMS purchased for safeguarding/well-being £300 E4S self-safety curriculum purchased for SRE £250 Resources to support CLA children £ 200 Total : £8890	Children to have own time to talk 1 -1 with Learning mentors about their concerns, worries and successes. This ensures that children are in a better place to concentrate more fully on their learning if they have talked through their worries with a trusted adult. Clear adoption and structure of behaviour policy Staff have access to trained professionals to give support, advice and up to date training as necessary. Staff to be trained in new therapeutic approaches	Half termly review meetings with Learning mentor & D & T assistant Ongoing weekly feedback as necessary according to children's individual needs and circumstances. Evaluation of training with Team Teach and clear record of when used. Obtain pupil voice feedback about support.	Rachel Nunns with Learning Mentors	Half termly
For all pupils to be making good progress with all their learning but focussing on fluency in Maths	Additional TA deployment across KS1/KS2 to give more child focussed support and extra sessions to increase maths fact knowledge retention. £5079 Renewal of TT Rock Stars £200 Purchase of Third Space Learning tutor support for Year 5 & 6 PP pupils £1000 per term £1000 Total: £6279	Smaller groups of children with pre teaching, extra intervention foci to ensure that misconceptions are addressed early and key skills are constantly practised and reviewed. All staff to be aware and understand how to teach the three key elements of Maths in all lessons – Fluency, reasoning and problem solving. Purchase of TT Rock stars as timetable learning support which can be accessed at home. Purchase of personalised tutor Maths programme to increase progress.	Lesson observations of class teaching and groups working. Book scrutiny of work completed Assessment data of individual pupils completed half termly Feedback from TA and teachers	Rachel Nunns with SBu and Maths team	Half termly data analysis through assessment data

For all pupils to be making good progress with all their learning but focussing on reading and writing and that it improves in line with non – PP children	Children will receive extra daily reading Additional TA deployment across KS1/KS2 to give more child focussed support and extra sessions to increase literacy & phonics skills £5079 New CGP reading comprehension resources purchased to support development. £400 All topics will be underpinned by quality texts £500 Benchmarked assessment in reading purchased PIRA £250 Subscription to CLPE Power of Reading project and CPD for all teaching staff £500 Total: £6729	Proven link between reading and writing skills Daily reading is proven to improve reading skills. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Reading diaries will be completed daily A rich text environment clearly supports not only the reading progress but has significant impact on the writing ability of all children.	Pupil progress meetings will review intervention given (daily readers) and progress made. Whole school training and development in increasing reading and writing progress Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the books they are reading and the ideas they have magpied from their text.	Rachel Nunns with English Coordinator support	Half termly data analysis through assessment data
The attendance of PP children improves	Daily monitoring of attendance and contact as necessary Specific plans and rewards set up as necessary. Relationships built with families to ensure school and family work together and support each other Access to Locality FSW pilot scheme Purchase attendance monitoring software/CPOMS £390 Total : £390	Correlation of attendance and progress in school Important to build relationships within school which can only be done through attendance at school. FSW/ EHP/ Learning mentors offered to help family and child attend school if problem.	Send home work to pupils if not at school to ensure that they feel up to date with school learning Subsidise trips if necessary Help with 'identified problem days Diary dates in advance Encourage pupils to take part in range of sporting activities both in and out of school	R Nunns and Sue B	Weekly and half termly analysis of attendance
For all PP pupils to be able to take part in all school activities and have a safe and secure time and place to complete school work	School to subsidise school events and resources School to provide school uniform School to set up school homework clubs and supportive areas to complete work as needed. Total cost £750	Ensure all children feel part of school and that there are no financial barriers that may impact on their ability to take part in school events. Ensure children feel sense of belonging, community and wear uniform with pride. Children can complete homework in school using resources which they may otherwise not have access to at home.	All PP children to take part in all school events All PP children to have school uniform All PP children to attend After school clubs.	RNunns and Sue B	Termly review of costings and attendance at homework club.
Total budgeted cost					£ 23805

lii : Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children to have access to activities outside of school to boost their self-esteem.	Ensure funding for out of school activities and visits/ residential subsidy	Some of the PP children in our school are particularly talented in extracurricular activities. Also some of our children would benefit from out of school activities and positive male role models which can be accessed through a range of after school clubs.	Talk to parents/carers about suitable clubs and activities Regular updates with club organisers and parents to ensure that they are a positive experience.	RN and Sue Barnard	Termly
For all PP children to have access to range of extra-curricular/outdoor activities to encourage positive mental health and wellbeing	PP and PP+ children's individual needs to be assessed across the year and school to decide upon intervention and CPD strategies as necessary	6 PP and PP+ children are in KS1 and their developmental needs are not currently diagnosed but may require support and professional input over the academic year	HT to continue to liaise with parents, FSW and SENDCO over 2020/21	RN and KB	Half termly
Total budgeted cost					£1000

1. Review of expenditure	
Previous Academic Year	2020/21

Desired outcome	Chosen action / approach	Impact	Cost
For all pupils to be making good progress with all their learning but focussing on Maths	Smaller groups of children with pre teaching, extra intervention foci to ensure that misconceptions are addressed early and key skills are constantly practised and reviewed. All staff to be aware and understand how to teach the three key elements of Maths in all lessons – Fluency, reasoning and problem solving.	Due to lack of assessment data due to the COVID 19 pandemic there is no statutory % available. Yr. 6 in house data showed positive progress and 33% at GDS. However, Maths progress across the school looks positive due to the use of White Rose resources during lockdown. Also high % of children in school during lockdown who benefitted from small class teacher intervention. Maths keys continue to be used across the whole school	£6279

	Purchase of TT Rock stars as timetable learning support which can be accessed at home. Purchase of personalised tutor Maths programme to increase progress.	Pre teaching and small group work of Maths across the school has meant that children's attainment in Maths is increasing and we will continue with this strategy next year. Assessment data shows that PP pupils are making good progress and their progress is in line with that of their peers from similar starting points. Prompt intervention by SENDCO if necessary. 75% of Year 4 pupils achieved 80%+ in multiplication pilot test.	
For all PP pupils to feel emotionally secure and to have full and happy social lives.	Range of emotional and therapeutic support in place for children including Learning mentors, drawing and talking therapy & sensory circuits, Access to Locality Primary Mental Health Worker, locality PP/CLA focus group meetings & mental health courses. CPOMS purchased	This ensures that children are in a better place to concentrate more fully on their learning if they have talked through their worries with a trusted adult. 85% of PP pupils see the learning mentor or therapeutic trained TA on a regular basis. Staff have access to range of professional support and training to ensure they have range of strategies to support the emotional and mental health of PP and all pupils in the school All staff fully aware of PP needs and situations due to CPOMS	£8090
	Purchase of resources to support and monitor CLA children	Staff now run range of sensory circuit activities to help regulation of behaviour for range of PP/PP+ children.	£200
	Staff attended Beacon House and other on line training to support children through impact of COVID	Staff now have greater understanding and knowledge of strategies to adopt with PP/PP+ children.	£600
For all pupils to be making good progress with all their learning but focussing on reading and writing and that it improves in line with non – PP children	Children receive extra daily reading Additional TA deployment across KS1 to give more child focussed support and extra sessions to increase literacy & phonics skills Extra phonics sessions according to assessment and work New comprehension books purchased to use across whole school All topics will be underpinned by quality texts Teachers to attend training courses and INSET to develop Literacy teaching across the school	Due to lack of assessment data due to the COVID 19 pandemic there is no statutory % available. Identified pupils have continued to make progress and PIRA in house assessment data shows that they are in line with other children from the same starting point. In house assessment data shows that PP pupils are making good progress and their progress is in line with that of their peers from similar starting points 100% of PP pupils achieved Phonics expected standard at end of Yr. 2 Potential for 66% of PP and PP+ to achieve Phonics expected standard at end of Yr. 2 2022	£6729
The attendance of PP children improves	Daily monitoring of attendance, lateness and contact as necessary Specific plans and rewards set up as necessary. Relationships built with families to ensure school and family work together and support each other	No significant gap in absence % between PP and Non PP chn. Attendance constantly reviewed and addressed as necessary 85% of vulnerable pupils attended keyworker school 2021 Attendance for the PP children was consistently above national/FFT data over 2020/21 Increase in EHP opened and working with FSW to aid families	£890
For all PP pupils to be able to take part in all school activities and have a safe and secure time and place to complete school work	School to subsidise school events School to provide school uniform	All PP children took part in all school events All PP children have school uniform	£250 £250
For all PP children to have access to activities outside of school to boost their self-esteem.	Ensure funding for out of school activities and residential subsidy	No clubs could be run due to COVID but all PP children took part in all school events No residential cost due to COVID19	£500
Total budgeted cost			£23805

6. Additional detail