

Pupil premium strategy statement 2021/22

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	Castlewood Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	7% (14 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Nunns
Pupil premium lead	Rachel Nunns
Governor / Trustee lead	Richard Sharkey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28961
Recovery premium funding allocation this academic year	£ 2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1976
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	£32967

Part A: Pupil premium strategy plan

Statement of intent

Primarily, our intent is that all pupils in our school will have an equality of opportunity and through our school culture, which focuses on the development of strong relationships with our children and their families, we can ensure high expectations of aspiration, attainment and behaviour for all. All children will have high quality first teaching and learning, that is personalised to meet their needs. Through the use of tailored and effective assessment, we will identify specific needs and areas for focus and these will be addressed through the use of our teaching assistants, members of our teaching team and external professionals. We also realise that many of our pupils may need help with their emotional and mental health needs and that, in order for them to be effective learners, the children need to be supported to ensure that they are ready to learn. We want to ensure that no child is disadvantaged and will subsidise school-related expenses including uniform, school trips, after school clubs, musical instrument hire and other such items. We will continue to review and adapt our provision for our pupils enlisting the help of outside agencies as and when necessary.

Challenges

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

Challenge number	Detail of challenge
1	<i>Emotional, mental health and social needs which affect the children's ability to be ready to learn</i>
2	<i>Lower reading and writing attitude and skills (phonics KS1 /spelling KS2 /reading attitude)</i>
3	<i>Lower Maths ability given rise in expectation of National Curriculum particularly with regard to number fluency retention and application</i>
4	<i>To ensure that school is a positive experience for these pupils and ensure that they have a high level of attendance</i>
5	<i>Ability to have attend range of opportunities and experiences similar to their peers</i>

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
<i>For all PP pupils to feel emotionally secure and to have full and happy social lives</i>	Children retain more friendships & have less fall-outs. Children have a 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.
<i>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</i>	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 at end of KS2. 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.
<i>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</i>	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 %.
<i>The attendance of PP children is in line with the school attendance rate and there is no significant gap between PP and non PP children</i>	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% and no significant gap seen with non-PP children.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase TA support in all classes</i>	EEF T & L toolkit – small group tuition and teaching assistants	2 and 3
<i>Increase teacher for targeted intervention</i>	EEF T & L toolkit – small group tuition, individualised instruction,	2 and 3

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

Budgeted cost: £ 11550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning mentor</i>	EEF T & L toolkit – social and emotional Learning	1
<i>Quality texts</i>	EEF T & L toolkit, reading comprehension, small group tuition	2
<i>Specific resources for pupils</i>	EEF T & L toolkit - metacognition and self-regulation	All
<i>Reading diaries</i>	EEF T & L toolkit - parental engagement	2 and 5
<i>SEN private intervention</i>	EEF T & L toolkit - parental engagement	all
<i>ELSA training and appointment</i>	EEF T & L toolkit – social and emotional learning	1

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

Budgeted cost: £ 1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beacon house training	EEF T & L toolkit – metacognition and self-regulation, social and emotional learning	1
CPOMS	EEF T & L toolkit - parental engagement,	1
CPD for staff	EEF T & L toolkit – metacognition and self-regulation, feedback	All
Subsidy for trips, uniform	EEF T & L toolkit - outdoor adventure learning, arts participation & school uniform & parental engagement	5
Individual family support	EEF T & L toolkit - parental engagement	1,3,4, 5

Total budgeted cost: £ 33,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: Review of expenditure 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. Purchase of TT Rock stars as timetable learning support which can be accessed at home. Purchase of personalised tutor Maths programme to increase progress.	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 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.	£6279
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	£8090

	E4S purchased	health of PP and all pupils in the school All staff fully aware of PP needs and situations due to CPOMS. Comprehensive RSHE curriculum implemented to safeguard pupils and support chn in understanding their feelings, emotions and how to deal with these. Staff have a strong skill set and a plethora of resources to equip pupils with a 'toolbox' which will support them with friendships, a range of social situations and emotional security.	£250
	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	£890

		Increase in EHP opened and working with FSW to aid families	
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	All PP children took part in all school events	£250
	School to provide school uniform	All PP children have school uniform	£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	£500
		No residential cost due to COVID19	
Total budgeted cost			£24055

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
CPOMS	CPOMS
Maths Tuition	Third Space
Trauma informed	Beacon House
Times tables intervention	TT Rock Stars
Power of reading	CLPE
Maths	White Rose
Reading Comprehension	CGP
PIRA and PUMA assessment	Pearson
E4S	WSCC



Tackling educational disadvantage – an interrelated process

PLANNING			IMPLEMENTATION			EVALUATION	
System wide support: diagnostic reviews, professional development, partnership working, signposting, research evidence							
Culture	Assessment of need	Issues	Teaching	Intervention	Wider	Monitoring	Evaluate
	<i>The impact of disadvantage on learning</i>		these are inter-related				
Collective buy in ownership and commitment	Diagnostic	Language development / comprehension	Language development / comprehension	Small group reading	Attendance	A clear plan, with milestones	Outcomes for pupils, using the Guskey model
High expectations	Formative			Small group / one to one tuition	Parental involvement	EEF implementation guidance	EEF DIY evaluation guide
Understanding disadvantage	Summative	Metacognition / self regulation	Metacognition and self regulated learning	Use of TAs	Social emotional / mental health		
Early intervention	Classroom observation	Independence in learning	Assessment for learning	Subject specific intervention	External agencies	Governance	Evaluate, don't demonstrate
Relationships	Teacher voice	Motivation fatigue					Governance
Inclusion	Pupil voice	Learning environment	Use of TAs				
Bias	Parent voice	Access to resources	Expectations				
Governance	Academic		Determinism				
Research evidence informed	Pastoral	Gaps in prior learning	Bias				
		School capacity /					