

Pupil premium strategy statement – Castlewood Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kirsty Anstee-Brown
Pupil premium lead	Kirsty Anstee-Brown
Governor / Trustee lead	David Storer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,510
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 22,510

Part A: Pupil premium strategy plan

Statement of intent

At Castlewood, we strive to provide every single pupil in our school has an equitable educational experience which contributes wholeheartedly to ensure that our pupils are 'world-ready' by the time they leave us. We understand that pupils come to us with an extensive range of lived experiences and will need varied, rich opportunities in order to access a meaningful curriculum. Our main focus is that our pupils will have a range of equitable and high-quality of opportunities. This will be supported through our school culture, which focuses on the development of strong relationships with our children and their families; we value high expectations of aspiration, attainment and behaviour for all. With this in mind, 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. These will be addressed through the use of our teaching assistants, members of our teaching team and external professionals. We also realise that an increasing number of pupils need significant help with their emotional and mental health needs. In order for them to be effective learners, pupils need to be supported to ensure that they are regulated, feel safe, happy and 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.

'Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it'

Caroline Belden

Challenges

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

Challenge number	Detail of challenge
1	Emotional, mental health and social needs which affect the children's ability to be ready to learn

2	Lower reading and writing attitude and skills (phonics KS1 /spelling KS2 /reading attitude/writing stamina)
3	Lower Maths ability given rise in expectation of National Curriculum particularly with regard to number fluency retention and application
4	To ensure that school is a positive experience for these pupils and ensure that they have a high level of attendance
5	Ability to have attend range of opportunities and experiences similar to their peers

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
For all PP pupils to feel emotionally secure and to have full and happy social lives.	Children are able to apply learnt strategies to support them with their 'real life' situations e.g. managing friendships & less conflict on the playground. Children have a secure and trusted adult to talk to, and access to ELSA. PP children have access to range of therapeutic spaces and programmes, including the Sensory Room, nurture space and sensory circuits. Staff have access for advice and training from the Senior Mental Health Lead and outside agencies. 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.
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 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. Staff to be trained in a whole school approach to writing, to ensure that the most disadvantaged pupils receive the support they need to be successful.
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 and MTC results – cohort dependent. Maths arithmetic scores to be above national figures. Year 4 Times tables scores to be in line or above National %.
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	FSW and Early Help involvement is reduced. Families are supported within school with resources, uniform and parenting support as necessary. Attendance for the PP 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: £8272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase TA support in all classes	EEF T & L toolkit – small group tuition and teaching assistants	2 and 3
Increase teacher for targeted intervention	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: £9610

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

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

Budgeted cost: £4610

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	EEF T & L toolkit – metacognition and self-regulation, social and emotional learning	All
CPOMS	EEF T & L toolkit - parental engagement,	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcome	Chosen action / approach	Impact	Cost
For all pupils to be making good progress with all their learning but focusing 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. White Rose training and support been used across the school Purchase of TT Rock Stars as timetable learning support which can be accessed at home.	Maths results at end of KS2 are very positive – 87% ARE, 30% GDS. Maths progress across the school looks positive due to the use of White Rose resources, PUMA assessments enabling prompt targeted intervention with programmes such as pre-teaching, Plus One. Use of TAs has ensured that children have also benefitted from small class teacher intervention. Maths Keys continue to be used across the whole school Mastering Number project with Sussex Maths Hub has been very successful in KS1 ensuring firm basic understanding ready for KS2. training with the Sussex Maths Hub. 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. This year, our average score was 21.4. 92% of Year 4 pupils achieved 80%+ in multiplication test – well above national figures.	£1000 - PUMA assessments £200 - TTRS £522 – Maths resources
For all PP pupils to feel emotionally secure, have increased self-esteem and to have full and happy social lives.	Range of emotional and therapeutic support in place for children including ELSA, Nurture Space, Drawing and Talking therapy, Theraplay & Sensory Circuits. Access to 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. 45% of PP/PP+ pupils see the ELSA or TAs for specific interventions 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	£930 - CPOMS £8500 - ELSA support

	Widgit Software purchased.	and mental health of PP and all pupils in the school All staff fully aware of PP needs and situations due to CPOMS. Widgit is a pioneering software company with a passion for symbols-based communication. This form of communication empowers individuals to express themselves independently through symbols, aiding comprehension and understanding across any environment. They primarily cater to individuals with communication difficulties of all ages, including autistic people, learning disabilities, and speech impairments. Their solutions are designed to support educators, therapists, and caregivers by enhancing inclusive learning environments while promoting meaningful interactions. The Widgit Online and InPrint software give users access to the entire symbol language, designed to meet the unique needs of symbol users across a multitude of settings. Resources include flashcards, vocabulary lists, visual timetables, now/next boards and a range of other items which can be easily personalised helping to facilitate communication both in school and beyond.	£300 - Widgit Software
	Staff attended Team Teach, PDA and other online training to support children	Staff now have greater understanding and knowledge of strategies to adopt with PP/PP+ children.	£240 - Training £2500 - Extra SENDCo hours
For all pupils to be making good progress with all their learning but focussing on reading and writing in line with non – PP children	Children receive extra daily reading. Additional TA deployment across the school to give more child focussed support and extra sessions to increase literacy & phonics skills. Extra phonics sessions according to assessment and work.	Reading assessment at end of KS2 87% expected standard, 37% GDS. 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. Phonics tracker assessment data shows that PP pupils are making good progress and their progress	£6100 - Additional TA support £300 - Reading diaries £200 - Literacy interventions (Hornet)

	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.	is in line with that of their peers from similar starting points 50% of PP pupils achieved Phonics expected standard at end of Yr. 2 (1 out of 2 pupils) and 100% achieved expected standard at Yr 1.	£50 - Grammarsaurus Phonics Reading Programme - £20 Phonics Tracker - £300 £150 - The Write Stuff
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	Looking at FFT data, there is a -9% gap in absence % between PP and Non PP chn. (2023/24) and a -5% difference when compared to National figures. However, this is due to a FSM6 pupil being on a Part Time Timetable. When this data is removed, the difference is -5.8% between non-PP chn and PP chn and -2% below National. Attendance is constantly reviewed and addressed as necessary. Children are collected from home by school staff and we have a robust Attendance policy in place. All PA pupils are known to school staff and monitored carefully.	£200 - EBSA resources
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 access to school uniform	£230 – School events £250 - Uniform
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	School clubs available for all pupils at no cost. Any PP pupils had their residential costs covered by the school from PP fund.	£500 - Trips
Total budgeted cost			£22,492

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
Trauma-informed practice and therapeutic behaviour management	Paul Dix Behaviour training, PDA training, Virtual School training West Sussex County Council WHSN EP
Times tables intervention	TT Rock Stars
Phonics Tracker	Phonics Tracker
Widgit Software	Widgit Software
Reading Comprehension	CGP
PUMA assessment	Pearson/RS Mark
FFT	Reading intervention and tracking

Further information (optional)

We are in the process of setting up a nurture space to further support pupils who may need extra interventions which will be rooted in trauma-informed, therapeutic practice. We have secured a grant of £3000 to further train staff in mental health support and trauma-informed, attachment-focused practices which will benefit our PP/PP+ pupils.