



## Pupil premium strategy statement

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	Castlechurch Primary School
Number of pupils in school	254 YR-Y6
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022 June 2022 September 2022
Statement authorised by	Mrs E Goodyear
Pupil premium lead	Miss M White
Governor / Trustee lead	Mrs H King

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 111, 635
Recovery premium funding allocation this academic year	£ 12, 905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5, 121
<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	£129, 661

# Part A: Pupil premium strategy plan

## Statement of intent

Castlechurch Primary School offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.

We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, Castlechurch Primary School aims to achieve the following for all DA pupils.



By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement

Our Key principles to achieve this success are:

- Quality First Teaching including deployment
- Aspirational Mindset
- Leadership
- Cultural Capital
- Attendance & Behaviour

Castlechurch has an Inclusion Link and the Children First Learning Partnership has an Inclusion Champion whose roles include ensuring our multi academy trust provides ambitious provision which to aspires close any attainment gaps and ensures all pupils who are disadvantaged access their full curriculum entitlement. This will be done via termly monitoring of the PP budget and PP strategy alongside observing provision, talking to pupils and talking to staff.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Attendance, in particular Persistent Absenteeism is above the national average and has been consistently over the last few academic years
2	Half of all identified children are working below the national average attainment level and 20% are on the SEND register. Needs tend to be centred around poor communication and literacy and becomes very apparent when looking at year group attainment data: Writing (Summer 2021) YR 38% at working at ARE, Y1 50%, Y2 70%, Y3 38% Y4 46% Y5 46%
3	We have low baseline data scores for our Reception children with large numbers working below in the PRIME areas of the EYFS curriculum CAL 23% OT, PD 23% OT and PSED 54% OT. These areas need addressed before our Reception children are ready to learn in the specific areas
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Transitions between classes and schools cause difficulties with many children in this cohort. They typically show that they regress in their both their ability

	and confidence levels meaning accelerated progress is needed just to make expected progress. Children struggle to reflect on their learning, acknowledge their strengths and apply skills in different areas
6	There is a lack of appropriate engagement from parents in additional school learning activities coupled with low parental expectations for learning behaviours and outcomes
7	Access to and involvement in a full curriculum entitlement is restricted for some. This includes quality extra curricular clubs, school trips and residential, learning resources, appropriate kit and uniform and pupil leadership roles

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 8.2% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce</li> <li>the percentage of all pupils who are persistently absent being below national figure of 8.2% and the figure among disadvantaged pupils being more inline than their peers</li> </ul>
Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2	KS1 and KS2 Writing outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children
Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.	Phonics Screenings data, KS1 and KS2 Reading outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children

<p>Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1</p>	<p>Assessments and observations indicate significantly improved oral language, physical, personal and social development among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, <b>Evidence me</b> and ongoing formative assessment.</p>
<p>Improved self assessment, motivation and belief in their learning capabilities among disadvantaged pupils</p>	<p>Sustained high levels of participation in pupil conferences and marking and feedback from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in assessment and learning activities, particularly among disadvantaged pupils</li> </ul>
<p>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<p>Records show:</p> <ul style="list-style-type: none"> <li>• An increased engagement in activities</li> <li>• Increased completion of parent surveys</li> <li>• Thriving PTFA committee</li> <li>• Use of social media to promote the school and parental events</li> </ul>
<p>Increases attendance of disadvantaged pupils on trips, residential, school run extra-curricular clubs and external local sporting membership</p>	<p>Increased number of disadvantaged children on registers for clubs, trip, residential</p> <p>School is represented in local sporting clubs by disadvantaged pupils</p>

## 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: £ 80, 850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our teaching of the Writing curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access External and internal English Networks and support</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Embedding self assessment, reflection and responses to marking and feedback in order for children to evaluate their own work effectively in order to improve</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	5

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

Budgeted cost: £ 33, 811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Use of Speakwrite (Private Speech and Language therapist) to provide sessions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills initially in the Early Years.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Additional physical development sessions targeted at disadvantaged pupils who require both fine and gross motor support in the Early Years in readiness for writing	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</a>	3,2



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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Use VIP Education to increase the support and challenge to DA families including additional attendance clinics to overcome barriers and implement new procedures to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Offer Breakfast club provision to improve attendance of some children and ensure children are ready to learn</p>	<p>Magic Breakfast project EEF saw +2 months academic progress at Y2 and improvements in behaviour and readiness to learn</p> <p><a href="#">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Use OWL (Outdoor Wisdom and Learning) to provide Forest School sessions in order to promote self reflection, resilience, problem solving and teamwork in practical situations</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://literacytrust.org.uk/resources/early-words-together-two-outdoors/">https://literacytrust.org.uk/resources/early-words-together-two-outdoors/</a></p>	<p>3, 4</p>
<p>Incentives to encourage pupil school attendance and parental engagement in school activities, learning workshops and PTFA events</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>6</p>

Contingency fund for acute issues and teacher bids	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £ 129, 661**

## 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.

Our internal assessments in 2020 21 showed that our disadvantaged pupils were under performing in all areas, and the attainment gaps between disadvantaged and non-disadvantaged ranged from 20 to 50% across the school.

Attendance and Persistent absenteeism were also a problematic area for these cohort with PA above the national average in July 21 and attendance being below.

Covid-19 obviously had an 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. Despite efforts to personalise their online learning as much as possible and providing some additional online intervention, the children missed the benefits from the face to face pupil premium interventions that would normally take place. This cohort struggled from a lack of parental support and engagement to complete their activities at home to the level expected within school.

Once school reopened, school provided a catch up curriculum to try and support the basic skills. We noticed as a school that the children were less resilient, lacked stamina and independence, this was even more prevalent amongst our disadvantaged cohort, we believe that when children did complete work that had access to support on hand at home.

### 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*