

Castilion Primary School; Pupil premium (PP) strategy statement 20/21 School overview

Metric	Data
School name	Castilion Primary School
Pupils in school	435
Proportion of disadvantaged pupils	13.8%
Pupil premium allocation this academic year	£85,743.75
Academic year or years covered by statement	2018-21
Publish date	14 July 2020
Review date	14 July 2021
Statement authorised by	Steven Pepperrell
Pupil premium lead	Victoria Shaw
Governor lead	Steve Gurnett

Disadvantaged pupil progress scores for last academic year 19/20

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19

Disadvantaged pupil performance overview for last academic year 19/20

Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19

Strategy aims for disadvantaged pupils 20/21 (£87,425)

Measure	Activity
Priority 1	Use of MONSTER phonics scheme enables LA / PP pupils to improve phonic knowledge and understanding (not PP budget)
Priority 2	Release Leaders to target gaps in writing for LA / PP Pupils. (use internal staffing to cover) and to develop PIXL based support strategies. This will link in to the developing plan for the Recovery Curriculum.

Priority 3	Recovery curriculum enables all pupils (including PP pupils) to catch up on lost learning caused by Covid-19 restrictions. Catch up funding used to fund 2x extra staff that will enable pupils to catch up on lost learning (not PP spending).
Barriers to learning these priorities address	Ensuring training and development as well as resources are introduced effectively in time due to close down and relevance is maintained whilst working at speed.
Projected spending	£0

Teaching priorities for current academic year 20/21

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0+)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0+)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0+)	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Other	Improve attendance of disadvantaged pupils to above National average (97%)	July 21

Targeted academic support for current academic year 20/21

Measure	Activity
Priority 1	Ensure use of PIXL in Autumn Term Week 2 in order to assess gaps effectively and focus support / class teaching to whole class gaps. (Cost built in to wider spend)
Priority 2	Ensure use of targeted intervention to match gaps alongside Recovery Curriculum, with additional use of 3x TA to support closing gaps for PP Pupils across full day at £100% (TA 1 £23,721.00, TA 2 £15,956.00, TA 3 £12,765.00).

Barriers to learning these priorities address	Ensuring monitoring of wider staff to ensure use evidence-based whole-class teaching interventions, carefully alongside external intervention, monitoring the impact. (Cost Neutral)
Spending	£52,442

Wider strategies for current academic year 20/21

Measure	Activity
Priority 1	Attendance officer and EWO to work with Mentor to support families with attendance and acute need (77% - £23,694.00).
Priority 2	To support pupils access to the wider curriculum through educational visits for PP Pupils. (£0 as trips not enabled due to restrictions).
Priority 4	'Closing the Gap' (CTG) leader effectively coordinates FSM provision (20% - £11,064.00)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Spending	£34,758.00

Total Pupil Premium Income	£85,743.75
Total Pupil Premium Spend	£87,200.00
Over spend	+£1456.25

Monitoring and Implementation 20/21

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development with this targeted and refined to match need.	Use of INSET days and additional cover being provided for MLT, as well as targeted Professional Development and review of impact at regular intervals.
Targeted support	Ensuring assessment completed early to enabled targeted teaching both in class and through interventions.	Scheduled tests for Aut 1 Wk2. Clear return and QLA expectations and supported / monitored timetabling to ensure speed and effectiveness. Across the year monitored via MLT.
Wider strategies	Engaging the families facing most challenges	Working closely with the SLT, FSW, EWO

		as well as other TrustSchools.
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Review: last year's aims and outcomes 19/20 (£88,440)

<p>Progress in Mathematics and Writing</p> <p>Staff training on maths mastery and writing outcomes across the school.</p>	<p>Progress and in Reading and Writing were on track at the last Assessment Stage in February 2020 to have made accelerated Progress and Improved outcomes. Due to COVID-19 however there is no end of year data to support this and early assessment as highlighted will take place in Autumn 1 2020.</p>
<p>Targeted support for PP pupils raises attainment.</p>	<p>2x Teaching Assistants: focus on PP pupils (KS2). 1x Teaching Assistant; focus on PP pupils (KS1) employed.</p> <p>Individual and small group interventions proven effective in improving PP achievement.</p> <p>Progress and in Reading and Writing were on track at the last Assessment Stage in February 2020 to have made accelerated Progress and Improved outcomes. Due to COVID-19 however there is no end of year data to support this and early assessment as highlighted will take place in Autumn 1 2020.</p>
<p>Learning Mentor supports PP families and pupils on overcoming barriers to achievement.</p>	<p>Reducing barriers to achievement supports raised achievement for PP children. Tracking of targeted pupils shows increased engagement with learning and positive impact on outcomes.</p>
<p>Attendance officer: specific focus on FSM pupils.</p>	<p>Attendance figures are typically lower for FSM pupils. Attendance issues inhibit achievement. Tracking of targeted pupils shows increased engagement with learning and positive impact on outcomes.</p> <p>PP Attendance had been improving through regular monitoring in Autumn and Spring Terms, however was significantly impacted by COVID-19. This will need continued monitoring Autumn Term.</p>
<p>'Closing the Gap' (CTG) leader effectively coordinates FSM provision.</p>	<p>Effective leadership of PP provision supports raised achievement. Progress and in Mathematics and Writing were on</p>

	<p>track at the last Assessment Stage in February 2020 to have made accelerated Progress and Improved outcomes. Due to COVID-19 however there is no end of year data to support this and early assessment as highlighted will take place in Autumn 1 2020.</p>
Other	<p>Funding for FSM and milk. Progress and in Mathematics and Writing were on track at the last Assessment Stage in February 2020 to have made accelerated Progress and Improved outcomes. Due to COVID-19 however there is no end of year data to support this and early assessment as highlighted will take place in Autumn 1 2020.</p>