

# Pupil premium strategy statement – Castilion Primary School

## School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	31 December 2022
Date on which it will be reviewed	31 July 2023
Statement authorised by	Yvonne Bishop
Pupil premium lead	Yvonne Bishop
Governor / Trustee lead	Sarah Young

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,768.33
Recovery premium funding allocation this academic year	£9,920.42
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£106,688.75</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

We will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

At Castilion Primary School, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all pupils can achieve.

All pupils will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No pupil's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension deficit.

All pupils will develop a greater awareness of their learning and their personal strengths and weaknesses. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning, to the point where it is habitual.

### Challenges

Challenge number	Detail of challenge
1	<p>The need to further improve Quality First Teaching in order to close the current gap in attainment and progress between disadvantaged pupils and their non-disadvantaged peers.</p> <p>“For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” Sutton Trust (2011). This is further backed-up by the EEF in Moving forwards, making a difference: A planning guide for schools 2022–23. According to this document, which was created to support schools in their planning efforts in the academic year ahead, the best available evidence “indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them”.</p>
2	<p>English - limited vocabulary and accurate modelling to help pupils develop oracy and written composition.</p> <p>Our assessments, discussions and observations have identified that this may be more prevalent amongst some of our disadvantaged families.</p>
3	<p>English - phonic decoding deficit, vocabulary deficit and reading comprehension deficit</p>

	Our assessments and observations show that our pupil premium pupils are more likely to have a limited ability to decode, a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.
4	Lower self-regulation skills Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation - this provides a challenge when it comes to planning, monitoring and evaluating their learning.
5	Engaging the families facing the most challenges including significant financial difficulties and having the least aspirations Lower cultural capital Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date

## Intended outcomes

Intended outcome	Success criteria
Staff participate in professional development on evidence-based approaches including metacognition, reading comprehension, writing comprehension, phonics and classroom teaching strategies.  Pupils develop focused, independent, thinking and communication skills. Pupils can read to learn.	Good planning of well-sequenced lessons, coupled with effective pedagogical choices and robust assessment for learning, reduce the underachievement of disadvantaged pupils.
Pupils develop an understanding of coherent written work	PiXL data will indicate that pupils are showing improvements in their ability to recognise and construct coherent sentences using appropriate grammatical features and accurate punctuation  Lesson observations and work scrutiny will show that pupils can draw on teaching and enrichment activities to help them to develop Tier 2 and 3 vocabulary and can draw upon first hand experiences.
Pupils are able to read for pleasure with fluency and expression	RWI Phonics data will show that pupils are technically able to decode accurately. PiXL comprehension reading data will indicate improvement in inference and deduction.  Pupils will be able to talk about a range of texts and authors they have enjoyed.

Pupils are able to regulate their emotions.	<p>Pupils recognise emotions in themselves and others.</p> <p>Pupils understand the causes and consequences of emotions</p> <p>Pupils label emotions accurately</p> <p>Pupils express emotions appropriately</p> <p>Pupils regulate their emotions effectively.</p>
Pupils from the families facing the most challenges are supported and are aspirational for their futures	Professionals work closely with the SLT, FSW, EWO and wider Bexley Services as well as other Trust School

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,147.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
RWI Phonics Coaching and Ruth Miskin Portal	The EEF commissioned an effectiveness trial of Read Write Inc. Phonics. There is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading.	3	<p>£3,630.00</p> <p>RWI Phonics Licence £517.50</p>
Metacognition questioning training.	The EEF findings state the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion	1, 2 & 3	None

Closing the Vocabulary Gap	<p><b>Bedrock learning</b> To really improve reading comprehension, you must guide learners through thorough, continuous vocabulary instruction, so that these words become firmly established elements of their lexicons.</p> <p>Vocabulary can be usefully divided into 3 tiers:</p> <ul style="list-style-type: none"> <li>• Tier 1 – high frequency in spoken language (table, slowly, write, horrible)</li> <li>• Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)</li> <li>• Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)</li> </ul>	1,2 3	None
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £81,285.77

Activity	Evidence that supports this approach	Challenge number(s) addressed	Estimated Cost
Targeted interventions/support for phonics, core and foundation learning with additional use of TA / HLTA to meet gaps for PP Pupils.	The EEF commissioned an effectiveness trial of Read Write Inc. Phonics. There is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading.	1,2,3	£64,678.14
Resources to support PP pupils learning		1,2,3	£4,767
Targeted intervention to close academic gaps via Tutoring	The EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,2,3	£2,127.89
Leader (PP Intervention/Impact lead)		1,2,3,4,5	£6,522

Improved speech language and communication	SALT intervention	2, 3	£3,190.74
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £10,701.72**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Estimated Cost</b>
Wellbeing – school play therapist/mentor sessions 10 hrs per week	EEF reports that pupils from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. According to the EEF, social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4 & 5	£9,891.72.
Pupils from the families facing the most challenges are aspirational for their futures - EWO services	Professionals work closely with the SLT, DSL, FSW, EWO and wider Bexley Services as well as other Trust Schools.	5	£810

**Total budgeted cost: £96,134.99**

**Carry forward: £10,553.76**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

At Castilion Primary School having additional adults enabled us to provide focused support for pupils in classes to build their independence and confidence which, in turn, built their positive learning behaviours.

Specific in school allocated adults provided the capacity to work with individuals and groups of pupils to give them the skills and strategies to build friendships and to understand their feelings and emotions. The most important impact of this is that they know and believe they are important and valued.

NTP funding enabled a fully qualified teacher to work with Pupil Premium pupils supporting those who had significant gaps in their learning due to the pandemic across both KS1 and KS2.