

# Pupil premium strategy statement 23/24 – Castilion 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	Castilion Primary School
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£97,970.00
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>	£10,005.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.
<b>Total budget for this academic year</b> <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>	£107,975.00

# 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

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

Challenge number	Detail of challenge
1	The Curriculum in some areas needs to be developed as pupil premium children in particular struggle to retain knowledge and skills and therefore to make links reducing chances of good or better progress.
2	Attendance and persistent absence for pupil premium children is a barrier to learning as this leads to gaps in their knowledge and skills meaning that their understanding is fragile.
3	Particularly in EYFS and KS1 pupil premium children have multiplicity of need, there are gaps in social skills and speech and language which need closer targeting through small steps assessment and following up through targeted daily in class support, alongside teaching to address gaps at source.
4	A number of pupil premium children in both KS1 and KS2 who either are not on track to be phonic ready or need to make accelerated progress to be ready for the end of their primary schooling. These pupils need targeted support and resources (Phonics and Reading) in order to reduce the barrier their Literacy skills and knowledge pose to their wider learning.
5	A large group of pupil premium children have delay in developing early number and need increased concrete exemplars and resources in order to ensure this is more effectively delivered and that they can utilize skills taught more independently.

## 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
In Art, DT and Science, pupil premium children are significantly more able to talk through the sequential approaches seen in the units of the wider curriculum. They are able to evidence that they know and remember more, making links between learning to aid their cognitive load and have a firmer grasp of technical vocabulary.	Pupil premium children across the school significantly increase their achievement at both expected and greater depth in Art, DT and Science

Attendance and persistent absence for pupil premium children will have significantly improved leading to improved outcomes and progress for pupil premium children in all year groups.	Persistent absence and attendance is better than national for all pupil premium children Pupil premium children are evidenced both through formative and summative assessment to have reduced gaps in their knowledge and therefore are more secure in their understanding.
Reduction of gaps in social skills and speech and language for pupil premium children targeted enabling access to full curriculum and reducing oracy barriers as well as cognitive overload.	Improved speech and language and social skills leading to improved mental health and wellbeing amongst the group and confidence evidenced through pupil voice and review, leading to improved outcomes.
<p>There is improved support for pupil premium children both in phonics and wider reading through targeted support at EYFS and KS1 throughout daily teaching both through QFT and targeted additional adult support.</p> <p>The whole school reading strategy has been adapted through the introduction of new schemes for KS2 leading to more clearly sequenced approaches to learning to better support PP Pupils</p>	<p>PHONICS: Increased percentage of children achieving the expected standard in phonics in both year 1 and year 2.</p> <p>Increased percentage of children achieving age related expectations in reading</p> <p>Reading is no longer acting as a barrier to learning in the wider curriculum when children reach KS2, evidenced in increased outcomes for PP pupils in the wider curriculum.</p> <p>READING: All year groups evidence pupils making at least good and in many cases accelerated progress, leading to an increased percentage of children meeting expected in Year.</p>
Training has been implemented to support teaching of Maths for children with a multiplicity of needs, ensuring all teachers are effectively targeting resources to support children's formative number development.	MATHS: All year groups evidence pupils making at least good and in many cases accelerated progress, leading to an increased percentage of children meeting expected in Year.

## 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: £15,583.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adapt the approach to the curriculum for Art, DT and Science, feeding into Early Years to ensure sequential learning, systematic <b>retrieval practices</b> , support technical vocabulary instruction and increased clarity around what we want children to know and remember. Targeting related CPD, Resourcing and Subject Leadership support to improve	<p>Retrieval Practice:</p> <p><a href="https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider">https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider</a></p> <p><a href="https://www.researchgate.net/publication/306271315_Benefits_from_retrieval_practice_are_greater_for_students_with_lower_working_memory_capacity">https://www.researchgate.net/publication/306271315_Benefits_from_retrieval_practice_are_greater_for_students_with_lower_working_memory_capacity</a></p> <p>Sequencing:</p> <p><a href="https://researchschool.org.uk/durrington/news/curriculum-and-sequencing">https://researchschool.org.uk/durrington/news/curriculum-and-sequencing</a></p> <p>Retrieval Practice: Kate Jones</p>	1
To adapt the Reading approaches throughout the school targeting training and resourcing in Reading in KS2 to ensure that sequenced approaches better connect to support provision for PP pupils at class level.	<p>Reading Comprehension:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Through connecting the curriculum coverage and adapting a more sequenced approach this matches EEF guidance which recognizes the specific need in this area for disadvantaged children.</p>	4
To implement training to support teaching of Math's for children with a multiplicity of needs, ensuring all teachers are effectively targeting resources to support children's formative number development, through development of a targeted resource base.	<p>This will be implemented alongside NCETM research:</p> <p><a href="https://www.ncetm.org.uk/Developing-your-use-of-manipulatives-in-maths-teaching">Developing your use of manipulatives in maths teaching   NCETM</a></p> <p><a href="https://www.sagepub.com/journalsPermissions.nav?path=/journals/early-view/2019/01/01/10.1177/1751375818771111">What Makes Mathematics Manipulatives Effective? Lessons From Cognitive Science and Montessori Education (sagepub.com)</a></p>	5

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

Budgeted cost: £84,541.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To train and target staff to deliver targeted support for both phonics and reading at KS1 and KS2 for pupil premium children.</p> <p>Related Resources</p>	<p>Effective Teacher Assistant Led Intervention:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Phonics:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>4</p>
<p>To target additional adults to support the development of early reading, talk and engagement in EYFS and KS1. Embedding Intervention through consistent targeted support with individuals and small groups across the classes, with the most need.</p>	<p>EEF and Nuffield Trust both evidence that teaching assistants working with small groups of young children struggling to talk improved their language skills by several months in a short period</p> <p><a href="#">Teaching assistants boost children's language skills   EEF (educationendowmentfoundation.org.uk)</a></p> <p>It is also aimed that through building in targeted intervention in class in this way that we will reduce missed wider learning and so not reduce the breadth of the curriculum.</p>	<p>3</p>

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

Budgeted cost: £7,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the use of the EWO service in order to more closely target attendance and persistent absence for our pupil premium children.		2
Swimming Lessons for PP Pupils		
Access to wider PP pupils to support Extended Schools and Educational Visit Offer		
Support for Parents of PP for Uniform Purchasing		

**Total budgeted cost: £107,95.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our external data showed:

#### **Reading**

In Year 2 47% of children met the threshold by the end of the year which includes 57% of PP children (4/7)

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In Year 6 77% of children met the threshold by the end of the year which includes 62% of PP children (8/13)

#### **Writing**

In Year 2 24% of children met the threshold by the end of the year which includes 29% of PP children (2/7)

In Year 6 54% of children met the threshold by the end of the year which includes 38% of PP children (5/13)

#### **Mathematics**

In Year 2 51% of children met the threshold by the end of the year which includes 57% of PP children (4/7)

In Year 6 72% of children met the threshold by the end of the year which includes 54% of PP children (7/13)

#### **Other Attainment measures:**

In Year 1 55% of children met the threshold in Phonics which includes 33% of PP children (4/9)

In Year 2 80.4% of children met the threshold in Phonics by the end of the year which includes 100% of PP children (7/7)

#### **Wider Impact:**

Attendance for 22/23 was 95.27% 93.94% - Pupil Premium

Persistent Absenteeism was 10.58% (31) 2.73%(8) - Pupil Premium

#### **Externally Provided Programmes**

None.



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A