

Pupil premium strategy statement – Castor Church of England 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	165
Proportion (%) of pupil premium eligible pupils	15.15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024 (this school year)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2024 Consulting parents for next 3-year period in Summer term 2024
Statement authorised by	Alice Edwards (Head)
Pupil premium lead	Alice Edwards and Clarissa Day (Taken over post from head end of 2023)
Governor / Trustee lead	Emily Finnie (Starting December 2023)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,420
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 (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£42,420

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

All members of staff and our governors accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment, so that they can thrive. We hope that each child will develop a love for learning and acquire skills and abilities to fulfil their potential and as an adult find employment.

Early identification is paramount and the staff at Castor Church of England School, with guidance from the Senior Leadership Team and Subject Leaders, may need to consider that the children may need all the help that they can to grasp the basic skills of reading, writing and maths. Without these skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. High quality teaching is at the core of the strategy and approach we take. This has the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. The goal is for the disadvantaged children to achieve in line with their peers. Our approach also takes into consideration the wider strategies to support the worst affected pupils across school. We Aim to;

The "gap" we refer to in this document is the difference between the results of our school's disadvantaged students and non-disadvantaged students (others) at Key Stage 2 (attainment in year 6).

Additionally, we believe that the mental health of all our children and especially that of our disadvantaged children must be considered and supported before they can do their best learning. Once their mind is healthy they can do their best learning and thrive.

We have dedicated and enthusiastic members of staff who see the potential in all their children. Encouraging a child in their area of interest develops their confidence and the trusting relationship grows between child and adult, this in turn leads to a happier content child who will grow academically and socially at our school.

Every child at Castor CE is part of our school family and we believe if the quality of teaching and resources is excellent for our most disadvantage pupils than all pupils within our school will also succeed.

Challenges

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

Challenge number	Detail of challenge
1	Barriers to learning due to social and emotional needs
2	Engagement in Enrichment Opportunities to access the full curriculum and beyond is limited
3	Attendance (2023-2023 was 92.2%)
4	Attainment in phonics, reading, writing and mathematics is not always consistent with disadvantaged children and non-disadvantaged children
5	

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 improve attendance figures of PP children.	<ul style="list-style-type: none"> • Reduce the number of unauthorised absences for Pupil Premium children. <ul style="list-style-type: none"> • Increase in attendance figures for PP children in school regularly
To 'close the gap' in English and Maths between disadvantaged and nondisadvantaged children.	<p>KS2 SATS results: the gap will narrow and increased number of PP children will achieve age expected in English and Maths.</p> <ul style="list-style-type: none"> • For children who start school with low attainment (do not make the expected good level of development), our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. • High quality English curriculum is book based with high focus on vocabulary acquisition. • SEND children will be identified and have access to high quality local agency support when needed, such as support for learning. <p>Disadvantage children will be specifically looked at in pupil progress meetings.</p>

<p>Increasing pupils' levels of well-being to ensure full access to the curriculum</p>	<p>Increased levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>School will be able to provide nurture group sessions; access to the Hive.</p> <p>Pupils will know to put their bee in the hive box if they want to speak to an adult.</p> <p>Extra adults outside for lunch to ensure that children are able to build friendship and engage with lunch time activities.</p>
<p>Engagement in Enrichment Opportunities to access the full curriculum and beyond is limited</p>	<p>Increase number of children enjoying the extra-curricular clubs we have on offer to develop their social skills and improve their confidence.</p> <p>For more PP children to attend residential to give them different experiences away from home.</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: £ 2050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Little Wandle Training for new staff and reminders for returning staff. 750 pounds</i></p>	<p>The Education Endowment fund list phonics as having a high impact for a very low cost based on very extensive research. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged background.</p>	<p>4</p>

	We chose little wandle as it is an approved DFE phonics scheme With explicit and kinesthetic practices, that allow us to easily hold “keep up” sessions when necessary.	
<i>Staff mentoring</i>	Funds to provide cover for teachers who need CPD to develop their provisions for their pupil Premium pupils.	1, 3, 4

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

Budgeted cost: £ 36570 37170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS2 little wandle phonics books resources</i>	<p>The Education Endowment fund list phonics as having a high impact for a very low cost based on very extensive research. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged background.</p> <p>We know that when children find school challenging early on, that this can lead to poor attendance. Therefore it is our strategy to help children keep up rather than catch up with a strong phonics program.</p>	4
<p><i>School Led Lunch time clubs and social emotional support during the day.</i></p> <p><i>Extra lunch time support and 1-1 mentor sessions from teaching assistants and members of SLT.</i></p>	<p>The EEF states that The Education and Endowment fund Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year.</p> <p>We have extra support on the playground to ensure children are given the time they needed for restorative conversations and social stories when needed. As well as support in the moment to develop their</p>	1, 3,4

<p>1-1 TA support and 1 HLTA</p>	<p>Support children who have put their bee in the hive box to access SEL when appropriate.</p> <p>SLT and Tas to lead Social stories to quickly teach how other people might be feeling and how to deal with situations in their own life.</p> <p>Mental health support to pupil premium pupils who need it.</p> <p>Keep up interventions in maths, English and phonics for pupil premium children and 1-1 reading with an adult daily for pupil premium children.</p>	<p>1, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Open Worlds</p>	<p>We chose Opening worlds because it aims to rapidly improve writing of all, but especially the most disadvantage pupils. It also has a local and global breadth that many of our disadvantages pupils do not get access to in their lives at home. The EEF also promotes using a knowledge-based curriculum which responds to the needs of pupils, which this program does. It also promotes writing throughout history and geography in an appropriate way.</p>	<p>4, 2</p>
<p>KAPOW</p>	<p>We chose KAPOW to help support our teachers in providing engaging learning opportunities for our pupil premium children, grow their vocabulary and help them work scientifically.</p> <p>The EEF states that the gaps between disadvantage children and their peers grows throughout primary and secondary school in science and we want to stop this by growing their writing skills in science in a hands on way.</p>	<p>4</p>
<p><i>Breakfast Club for our free school meals children.</i></p>	<p>Although we have fewer disadvantaged pupils at Castor than nationally, we still see families who struggle to make ends meet and get to work successfully. Therefore, we offer Castor crew access</p>	<p>3, 4</p>

	to those pupils who need support with homework, sensory circuits or access to breakfast. The DFE also suggest this is a possibility for a school's approach to improving attendance and the welfare of our children. Staff also present to help with homework where needed.	
<i>Trip funds</i>	These funds are allocated to increase trip accessibility for our children at Castor.	2

Total budgeted cost: £ 42,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School observations – cpoms incidents have dramatically fallen not just at lunch time, but across the school day by the end Autumn 2023 and therapeutic approaches like social stories, etc. are being used frequently. We will need to support Tas with further training regarding this and other therapeutic approaches.

All children, including pupil premium children are accessing mental health support either by using the bee box or opening up to an adult within the school when needed. Weekly support sessions are in place when needed to address those children's particular needs. All children have access to jigsaw lessons during PSHE as well to help support them before they need to access adult support.

PP attendance - In the 2022-2023 school year was 92.3 vs 91.2 in the 2021 – 2022 school year. This means that attendance rates have increase by +1.1.

We know there was still much work to be done in regard to closing the gap between our disadvantage children and their peers.

In reading, writing, science and maths 40 percent of our Pupil premium (PP) achieved the expected standard. One of these pupils achieving greater depth in reading. In grammar, punctuation and spelling 60% of our PP pupils achieved the expected standard on the year 6 SATS.

Last year in phonics 100% of our pupil premium children passed their phonics screening in year 1. This is compared to 67% nationally for disadvantaged pupils.

Within the Sats test, scores nationally for pupil premium children was 54% for reading, 44% for writing and 56% in maths. At Castor 60% of pupil premium children met the expected standard in the reading and maths paper, while only 20% met the expected standard in writing.

In 2024 we have reflected and brought in new members of SLT, we can see that phonics is working for our pupil premium children, but we have new staff to train. Keep up sessions and short and sharp practice sessions throughout the day are well established. We have invested in a new writing program and curriculum resources to ensure that writing is our main focus as a school. Mentoring will be in place to ensure that support is placed where it is needed to improve the quality of teaching in English.

We were unable to train an ELSA TA as of yet, due to the waiting list in Peterborough. But hopefully there will be a place for us in September 2024.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
This year we used the funds for our two Service pupil premium children to improve the mental health provision at Castor, which has benefitted all pupil premium children.
The impact of that spending on service pupil premium eligible pupils
1-1 session with TA to support mental health

Further information (optional)

Our next planning meeting with parents is in the summer term of 2024, to decide the direction of our pupil premium funding for the next three years.