

Pupil premium strategy statement – Castor Church Of England Primary School

This statement details our school's use of pupil 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	181
Proportion (%) of pupil premium eligible pupils	16.02%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Suzie Phillips, HEAD
Pupil premium lead	Clarissa Day, SENDCO
Governor / Trustee lead	Emily Finnie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£40, 540

Part A: Pupil premium strategy plan

Statement of intent

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 disadvantaged pupils then all pupils within our school will also succeed. We believe that the economic background you are born into, being adopted, or having a parent who serves our country should not decide where you end up as an adult, negatively impact your mental health or your academic successes.

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.

This strategy was created by consulting pupils in the 2024 summer term, so that we could take the advice and expertise of our large group of year 6 pupil premium children leaving us. Children noted that they liked having adults at school who helped them, having the hive open at lunch (mental health centre), they thought going to church was

something they found valuable, wanted more access to music and a new child said he loved being a part of our school family.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and teacher observations have shown us that the attainment gap of our disadvantaged pupils is still present, including the presents of an increased amount of speech and language needs and an increase in children who start at our school in KS1 and KS2.
2	By assessing parent communication, cpoms incidents and teacher observation, we have noted a drastic increased in Mental Health difficulties since covid. Parents and staff are more educated and picking up children's struggles better than they ever have. However, the time has come for a highly trained person to be available for 1-1 and small group support. The NHS also has a wait time of around 1 year for childrent to access professional outside support.
3	Lower attendance rate for our disadvantage pupils. During the 2024 Autumn term was 95.3% for pupil premium children and 97.1 for the children who were not PP.

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
<i>For pupil premium children to close the attainment gap to their peers.</i>	<p>-Access to strong phonics program (little wandle) with continued interventions to help children keep up instead of catching up. Where new children join our school, we will use similar processes to help them catch up to their peers. The school continues to achieve high levels of phonics acquisition.</p> <p>-Pupils have early access to speech and language interventions when needed to fill gaps to improve their speech, reading and writing.</p> <p>KS2 SATS results and teachers assessments for writing: the gap will narrow and increased number of PP children will achieve age expected in Maths, Reading, Grammar and Writing.</p>

	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.
To improve the mental health of all children, but especially those who come from disadvantaged backgrounds.	<ul style="list-style-type: none"> -CPOMs incidents are quickly dealt with by a member of staff. -Bee box is available for children to use and the HIVE is open at lunch for all children to access support. -Additional training is accessed by members of staff to give a higher knowledge on how to approach complex situations.
To close the gap between the attendance of our PP children vs the whole school attendance rates.	<ul style="list-style-type: none"> Reduce the number of unauthorised absences for Pupil Premium children. Increase in attendance figures for disadvantage pupils, so that they match whole school attendance figures.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle Training for new staff and reminders for returning staff. Access to resources to reduce teacher work load to retain and recruit teachers as needed.</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 chose little wandle as it is an approved DFE phonics scheme</p> <p>With explicit and kinesthetic practices, that allow us to easily hold “keep up” sessions when necessary.</p>	1, 3

<i>Staff mentoring</i>	Funds to provide cover for teachers who need CPD to develop their provisions for their pupil Premium pupils.	1,2,3

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

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Clubs for Maths, English and reading booster groups x2</i>	The DFE states, that small group interventions can make up to 4 months of progress in primary school for low cost, but moderate impact.	1
<i>Speech and Language Interventions</i>	Resources are obtained from Peterborough Speech and Language's Toolkit and other local NHS SALT toolkits around England. DFE states, for a low cost pupils can make 6 months worth of progress if oral literacy skills are developed. They state that Speech and language interventions are more likely to work if they happen at an early age. https://assets.publishing.service.gov.uk/media/5a7b9574ed915d414762153f/DFE-RR247-BCRP13.pdf	1
<i>1 HLTA to support with small group work during lesson time in the classroom and</i>	Keep up interventions in maths, English and phonics for pupil premium children and 1-1 reading with an adult daily for pupil premium children. The DFE notes that small group support positively impacts the educational outcomes of pupil premium. We also note that many of our children come back with their reading records not filled in because their parents are EAL or have SEND needs. This allows more adults to ensure daily reading takes place.	1,3

<i>reading groups.</i>		
------------------------	--	--

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

Budgeted cost: £ 5198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club and homework club for our pupil premium children.</i>	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 to those pupils who need support with homework, sensory circuits or access to breakfast. The DFE (2024) also suggest this is a possibility for a school's approach to improving attendance (by 0.07%) and the welfare of our children. However, they also note that most research has been obtained from the USA showed null impact on attainment and that further evidence is needed in a UK context, as all the UK studies showed process with attainment when breakfast clubs were present.	2
<i>ELSA Training, equipment, Equipment and time.</i> 945	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. Course provided by our local Educational Psychologist who supervise ELSA's and give group support to work out new support needed for children around school.	1,3
<i>School Led Lunch time clubs and social emotional support during the day.</i> <i>Extra lunch time support for children available</i>	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. 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 healthy relationships with others. During our consultations with the children, most of them said they would like this to continue when asked what they liked around school. The DFE notes, children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	3
<i>Trip funds to support</i>	Trip funds allow pupils who would otherwise not be able to attend, attend trips out, so that they can gain a wider view of the world outside the classroom.	1,3

struggling families	https://portal.lancaster.ac.uk/portal/news/article/educational-school-trips-enhance-adolescents-curiosity-wonder-and-desire-to-learn	
---------------------	---	--

Total budgeted cost: £ 40,548

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the 2024 year 2 SATS shows 100% of the pupils passed their test and for the year 6 SATS papers 50% passed the Maths test and 75% of pupils passed their reading, writing and GPS. For context, this also included one PLAC and one service child with the rest being pupil premium. We also had a child leave us for the states. Nationally in reading it is 62%, 58% in writing and 59% in maths. This shows that Maths is still a weakness for us in terms of our pupil premium children and we will need to look at support groups for this subject.

100% of our pupil premium children passed phonics, this tells me that little Wandle has been a fantastic investment that has achieved our target and it is a worthwhile program to invest in for the next 3 years.

Parents have been bringing their children for breakfast club in the summer term and homework club. The informal feedback from this has been positive and parents find it helps make sure their homework gets done and because they cannot afford a tutor it is a benefit to have a trained adult there.

Our current pupil premium numbers are higher than the October census due to new children joining us and therefore we have quite a few who we will not receive funding for, for some time.

School observations – cpoms incidents have dramatically fallen not just at lunch time, but across the school and therapeutic approaches like social stories and mental health TAs, etc. are being used frequently. We will need to support TAs with further training regarding ELSA and other therapeutic approaches this year. Our ELSA trainee, started in September 2024 and continues to attend EP support groups for additional information.

During the 2024 Autumn term, The national attendance rate was 93.8% at the end of Autumn 2024 term. During the Autumn term, our pupil premium attendance rate was 95.3% for pupil premium children and 97.1 for the whole school. This shows there is still a gap from our whole school attendance rate, but that we have successfully

overachieved passed national standards. We would like to continue to support this with our pupil premium money to ensure children continue to show up to school and help bridge the gap with their peers.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We met with pupils in the summer term to discuss their hopes for the spending for this year. We also held a meeting with parents in the summer term, but no parent RSVP. Moving forward from that point, we will work on the stigma associated with this funding and use more private methods of consultation including

DFE breakfast club research (2024):

https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision?utm_source=/education-evidence/evidence-reviews/free-school-breakfast-provision&utm_medium=search&utm_campaign=site_search&search_term=breakfast