

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castor CE Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17.12.21
Date on which it will be reviewed	17.12.22
Statement authorised by	Nick Brompton
Pupil premium lead	Claire Brant
Governor lead	Jonathan Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,795
Recovery premium funding allocation this academic year	£2465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,260.00

Part A: Pupil premium strategy plan

Statement of intent

Our key aim when considering how to use our Pupil Premium grant is to narrow the gap in attainment and progress between Pupil Premium and non - Pupil Premium groups, across all areas of the curriculum. Out of the 13% of PP children, 46% (11 children) are prior lower attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. In addition, as all of our children's needs are unique, there will never be one strategy that works for all. Throughout the year, we will reflect on the strategies being used and make changes where necessary to ensure opportunities for maximum progress and attainment is maximised.

Our strategy is a whole school approach where all staff work together to take responsibility for the outcomes of these children

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment in phonics and writing is not always consistent with non PP children</i>
2	<i>Attainment in reading is not always consistent with non PP children</i>
3	<i>Attainment in maths is not always consistent with non PP children</i>
4	Lower levels of self-confidence which in turn affects progress and attainment

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
For all PP children to pass their Phonics Screening Check	Data from 'Screening Check' in Summer term.
For all PP children to make at least the progress expected of them for reading, based on their prior attainment.	Data from end of academic year

For all PP children to make at least the progress expected of them for writing, based on their prior attainment.	Data from end of academic year
For all PP children to make at least the progress expected of them for maths based on their prior attainment.	Data from end of academic year
To encourage and provide a greater level of confidence to pupils to further support their attainment and progress.	Pupil interviews, communication with parents and data from end of academic 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to include STEPS behaviour training and whole school Pupil Premium review	To ensure that we are implementing suitable strategies for our children both academically and emotionally.	1,2,3,4

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

Budgeted cost: £24,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 interventions for a specific identified need eg reading or spelling	1:1 short interventions in addition to whole class teaching to boost attainment.	1,2,3
Various group interventions targeting Maths or English needs	20-30 minute sessions in addition to whole class teaching to boost attainment. (to include Recovery Premium spend)	1,2,3
Various group interventions targeting Maths or English needs	30-60 minute sessions in place of whole class teaching to challenge pupils and boost attainment. (to include Recovery Premium spend)	1,2,3

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 sessions to boost self-esteem and/or support wellbeing needs	1:1 sessions with adults, working in conjunction with parents/carers to support children's social, emotional and wellbeing needs	4

Total budgeted cost: £28,260.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 *academic year*.

Our internal assessments show that not all of our disadvantaged children made their expected progress during 2020-21. We believe that the impact of COVID-19, as documented by schools across the country, had a detrimental effect on their learning and wellbeing despite the strategies and support put in place by us and documented below.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted over the last year, due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, both in school and during the periods of remote learning. We are now continuing to develop and implement these approaches this year with those children who have demonstrated a need for such support.

For those disadvantaged children who were unable to access remote learning, devices (laptop or tablet) were provided and/or work printed for collection or delivered. This ensured that all children were given the same learning opportunities during this disrupted period of learning. In addition, extra sessions were offered to these children to help with their progress.