

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	197
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 (this school year) 2023-2024
Date this statement was published	07.12.2022
Date on which it will be reviewed	December 2023
Statement authorised by	Alice Edwards (Head)
Pupil premium lead	Alice Edwards
Governor / Trustee lead	Jonathan Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42800
Recovery premium funding allocation this academic year	£ 3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£ 45,190

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need and therefore what the funding might best be used for. Ofsted inspections (Government's method of assessing the performance of a school) report on how the schools' use of the funding affects the attainment of their disadvantaged pupils with particular focus towards;

1. The attainment of the pupils who attract the funding
2. The progress made by these pupils
3. The gap in attainment between disadvantaged pupils and their peers; referred to as "others"
4. Improving children's cultural capital opportunities by providing them with curriculum enrichment activities.

The "gap" that is referred to is the difference between the results of a school's disadvantaged students and non-disadvantaged students (others) at Key Stage 2 (attainment in year 6).

At Castor CE Church School, whilst we appreciate the importance of children's academic progress, our focus is also concerned with developing confident and resilient young people who feel assured in everything that they do. We believe that if our disadvantaged students are good learners then the results will come.

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 family and we believe in equity over equality and support all our children's independent needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance (21-22 89.15%, of this 2.12% were unauthorised).
2	Attainment in phonics, reading, writing and mathematics is not always consistent with disadvantaged children and non-disadvantaged children.
3	Engagement in Enrichment Opportunities to access the full curriculum and beyond is limited
4	Increasing pupils' levels of well being to ensure full access to the curriculum

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 the attendance of PP children	<ul style="list-style-type: none"> • <i>Increase in attendance figures for PP children in school regularly</i> • <i>Reduce the number of unauthorised absences for Pupil Premium children.</i>
To 'close the gap' in English and Maths between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none"> • <i>KS2 SATS results: the gap will narrow and increased number of PP children will achieve age expected in English and Maths.</i> • <i>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.</i> • <i>High quality English curriculum is book based with high focus on vocabulary acquisition.</i> • <i>Children will be identified on class provision maps.</i>

Increasing pupils' levels of well-being to ensure full access to the curriculum	<ul style="list-style-type: none"> • <i>Increased levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</i> • <i>School will be able to provide nurture group sessions; access to the Hive.</i> • <i>Sports provision at lunchtime</i>
Engagement in Enrichment Opportunities to access the full curriculum and beyond is limited	<ul style="list-style-type: none"> • <i>Increase number of children enjoying the extra-curricular clubs we have on offer to develop their social skills and improve their confidence.</i> • <i>For more PP children to attend residential to give them different experiences away from home.</i>

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: £ **4390**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Training £750	<ul style="list-style-type: none"> • Consistent approach • Attendance of course for all Teachers and TAs. 	2, 3, 4
Staff training	<ul style="list-style-type: none"> • Upskill teachers and support staff with strategies to help disadvantaged pupils with their academic progress in all subjects. • Continue training for staff in social and emotional strategies to give children the opportunity to continue to be able to talk about issues and think about positive ways in which to deal with them. 	1, 2, 3, 4
Teaching staff, development and curriculum. HLTA: £3640	<ul style="list-style-type: none"> • Teachers responsible for Curriculum and Assessment working with children identified as benefitting from small group 	2, 3, 4

	intervention work and providing them with individual learning programmes for Teaching Assistants to deliver high quality teaching support.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring £5,940	<ul style="list-style-type: none"> School staff leading 15 week additional small group tutoring for children identified on the class provision map, in the lowest 20% or children who could be pushed into GDS including PP pupils. (Y2&6) 	2
Little Wandle Rapid Catch-up Programme Resources	<ul style="list-style-type: none"> High quality consistent teaching of phonics and early reading. Training for staff delivering this programme. 	2, 3
1:1 interventions for a specific identified need eg reading or spelling/ precision teaching HLTA salary: £15,015 TA salary: £6,640 TA salary: £6200	<ul style="list-style-type: none"> 1:1 interventions for a specific identified need eg reading or spelling. 	2, 3, 4
Training for Emotional Literacy Support (ELSA) TA. £900	<ul style="list-style-type: none"> Attendance of and completion of training course. The ELSA will support children in achieving a healthy mind-set and therefore assisting all children to strengthen their self-worth and help them to recognise their successes. 	1, 2, 3, 4
Lunchtime support staff: 1:1 support, nurture area & positive play experiences L.Beard 1:1 nurture group	<ul style="list-style-type: none"> Children identified as benefitting from lunchtime support to help them cope with free play which has improved their playtime experiences. 	1, 2, 3, 4

<p>£18/hr x5 = £3510 Kapow subscription £260 Luke Weston (lunchtime) subscrip- tion: Total sports: £1578</p>	<ul style="list-style-type: none"> • Structured playtime routines with managed activities children can access. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 757.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualitative Assessments Boxhall Profile £ 30 Pass assessments £27.50 x 10	<ul style="list-style-type: none"> • Identification of social and emotional barriers to learning • Traffic light reporting system and monitoring • Interventions that can be put in place immediately. • Baseline and exit data for wellbeing score. 	2, 3, 4
Construction Club Intervention £200	<ul style="list-style-type: none"> • Language acquisition • Improved social skills • Development of perseverance and resilience • Improved fine-motor skills 	3, 4
School trips £500	<ul style="list-style-type: none"> • Grants to reduce monetary burden on parents 	2, 3, 4

Total budgeted cost: £ 45,190

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.

The pandemic shouldn't be ignored with the impact we are still seeing on our children and their academic achievements and Social, Emotional and Mental Health wellbeing.

The pandemic has impacted all of our children and we are continuing to identify and bridge the gaps its created. We are making great steps to help our PP children who have fallen behind. We continue to support our PP children, through the government scheme of food vouchers over the holidays. At Easter we provided Easter eggs for our PP children. When making decisions about using pupil premium funding it is vital to consider the context of the school and the challenges we face. Common barriers for FSM children can be a lack of support at home, weak language and communication skills, a lack of confidence, behaviour difficulties, attendance and punctuality issues.

Both standardised and internal assessments show that not all of our disadvantaged children made their expected progress during 2021-22. 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 continue to be impacted over the last year, due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils including 'workshop' days.

We have provided Pupil Premium children with a reduction in residential visit costs which has enabled them to have a fun, exciting time away from home to grow in confidence and create a greater bond with their peers.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Enrichment Activities• Mental Health and Wellbeing
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Increased wellbeing in and around school• Mindfulness techniques and strategies learnt in workshops supports pupils in dealing with worrying and/or stressful situations.