

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Castle Hill Primary School
Pupils in school	210
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£42,660
Academic year or years covered by statement	2019-2022
Publish date	January 2021
Review date	January 2022
Statement authorised by	Su Broadhurst
Pupil premium lead	Sarah Banner
Governor lead	Shirley Allen

Disadvantaged pupil progress scores for last academic year

Measure – 7 x Year 6 pupils 2019-20	Score
Reading	5 out of 7 EXS (71%) 1 out of 7 GDS (14%)
Writing	6 out of 7 EXS (86%)
Maths	2 out of 7 EXS (29%)

Strategy aims for disadvantaged pupils

Measure - 9 x Year 6 pupils 2020-21	Score
Meeting expected standard at KS2	5 out of 9 in all subjects EXS (56%)
Achieving high standard at KS2	2 out of 9 GDS-Maths (22%)

Measure	Activity
Priority 1	Ensure all relevant staff have had a recent phonic refresher course to deliver the phonic scheme effectively.
Priority 2	Work with Mangotsfield English Hub to ensure Reading is progressing at KS2 as well as KS1. Adopt and embed one phonics reading programme and resource it fully-Floppy Phonics.
Barriers to learning these priorities address	Ensuring all staff and parents recognise the importance of prioritising reading fluency in lower KS2
Projected spending	£42,660

Teaching priorities for current academic year

Aim	Target- No SATS -COVID	Target date
Progress in Reading	Achieve high expectations for at least expected progress scores in KS2 Reading.	July 2021
Progress in Writing	Achieve high expectations for at least expected progress scores in KS2 Writing.	July 2021
Progress in Mathematics	Achieve high expectations for at least expected progress scores in KS2 Maths.	July 2021
Phonics	Maintain high scores in PSC	Sept 2021
Other	Improve attendance of disadvantage pupils to LA Average	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Teaching Remotely is of a good quality and all pupils can access provision. Those children struggling with home-learning are invited to attend school and their attendance is monitored. All relevant staff have had up to dated training. Resources are refreshed.
Priority 2	Work with English Hub to provide good CPD and extend our offer whilst working together with parents. Provide good CPD for delivery of remote learning.
Barriers to learning these priorities address	Ensuring all families engage in the importance of learning and work with the school to provide it. Ensuring staff use evidence based whole class teaching interventions to support pupils attending school and those learning from home.
Projected spending	£42,660

Wider strategies for current academic year

Measure	Activity
Priority 1	Buy and embed good quality reading materials that ensure pupils are practising phonic sounds that have been taught

Priority 2	Establish a programme of support for the transition from KS1 to KS2 sharing the importance for reading fluency.
Barriers to learning these priorities address	Improving attendance and readiness to read regularly for the most disadvantaged pupils.
Projected spending	£42,660

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allow enough time is given to allow for staff professional development	Use of INSET days and subject leader time.
Targeted support	Ensure enough time for quality first teaching and necessary interventions	Staff meeting workshops address priorities for class. INCO provision map for intervention
Wider strategies	Engaging the families facing most challenges	Working closely with families and Early Help on cross-school programme

Review: last year's aims and outcomes-

Aim	Outcome
Implement Catch Up Programme	Consider the impact of COVID, remote learning and crisis care provision. -Prioritising Reading as a non-negotiable that parents continue with their children during lockdown. -Ensuring provision for changing books safely is maintained and forms part of the risk assessment so that it is done safely. -Encouraging parents to set up swapping book provision in the community to support all families.
Progress in Reading and Writing	Good improvement in Writing. Reading vocabulary needs greater priority through encouraging reading fluency using strategies that encourage children to enjoy listening to stories as well as reading themselves.
Progress in Mathematics.	Good progress made especially with arithmetic.
Phonics	Good progress achieved by prioritising this area. Ensure we continue to do so. Parents have been signposted to good quality phonics sites that we use in school.

Attendance	Work with Early Help to address minority of families who have patterns to their attendance that hinders learning.
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