

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Castle Hill Primary
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	30 pupils -14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Su Broadhurst Headteacher
Pupil premium lead	Richard Pollard INCO
Governor / Trustee lead	Sarah Tradgett Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37625
Recovery premium funding allocation this academic year	£ 3335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 40960

## Part A: Pupil premium strategy plan

### Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***

Covid has continued to evidence the disadvantage some of our pupils face in their learning experience. We now understand that more lasting long term input is needed rather than a quick catch up. Our objective is to enable all pupils to access first quality teaching everyday as well as to work with their families to encourage them to participate in making this possible. We want every child to feel the world is full of possibilities and that we are a key contributor to achieving social justice. Our motto of 'Do with not for' ensures we work alongside families to support them through a time of growing anxiety accentuated by the cost of living crisis and feelings of a lack of confidence in knowing where support can be found. We are all facing a time where services around us are overstretched and hard to source. We aim to offer support but not to the detriment of teaching and learning. We rigorously instil the necessity for regular attendance, the importance of conversing with their children beyond instructions and reading. We will do this by ensuring there is face –to-face contact at the school gate every morning, regular reading activity sessions involving parents as well as access to our reading hub and our PAWS homework (Purposeful Activities Without School). We will equip anxious children with strategies that they can use to support them in a variety of situations. We will do this through different activities knowing that people find rest and relaxation in different ways-some by doing, others by talking.

***How does your current pupil premium strategy plan work towards achieving those objectives?***

We believe good teaching for Pupil Premium pupils is good teaching for all. We invest in a highly skilled teaching team who work closely together to support each other. Every term, the Senior Leadership Team (SLT) meet to discuss individual pupils to ensure we are meeting their individual academic needs. We have high expectations for all and expose them to an aspirational curriculum. We call these Pupil Progress Meetings. The Pastoral Leads will also meet with the Head teacher at a six week interval to ensure these pupils' needs are met both socially and emotionally. We make a plan, do and then review.

We want our pupils to know more and remember more as they progress through the school. By repeating and revisiting key concepts, together we will be able to nudge and shuffle pupils towards their goals where they confidently make connections in their learning. We do not shy away from the importance of family commitment to learning. We entice, invite, model and persuade at every opportunity. We do this in investing and believing in the success that a

Relational Pedagogy approach brings. If there are obstacles, we positively embark on a plan to address these. First quality teaching is our priority- all day and everyday. We use time efficiently to maximise learning and enable the class teachers to work together to co-construct the curriculum and share their expertise.

We invest in time with parents to explain the advantages of tutoring before embarking on a programme to ensure the pupil will regularly attend and do so knowing that this is a special opportunity to build confidence. To do this, we have followed the option of School led tutoring so that pupils build on the relationship they already have with their tutors. Our tutors understand our curriculum vocabulary; know where our pupils are and where they are going. *We use a similar shared approach in delivering 'Words Unite'. This is a new pre teaching programme we have introduced to aid children learn key vocabulary.*

- What are the key principles of your strategy plan?
  - In school everyday
  - First Quality Teaching- all teaching staff experienced and committed to high aspirations for all pupils.
  - Do with, not for- working in partnership with families to entice, invite, model and persuade them to value a good education.

## Challenges

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

Challenge number	Detail of challenge
1	Non-academic challenges- attendance, social and emotional support- Teacher feedback on pupils' levels of engagement and participation, well-being surveys
2	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are most noticeable in Key Stage 1 and are more prevalent among our disadvantaged pupils
3	Assessments, observations and discussions with pupils demonstrate that without additional support and resources disadvantaged children would not be able to attain the Phonics Screening scores.
4	Our assessments, observations and discussions with pupils and families indicate that the attitude towards education and well-being of many of our disadvantaged pupils has changed since Covid. This has impacted to a greater extent on disadvantaged pupils because it has also been accentuated by the cost of living crisis. These findings are supported by national studies
5	Our well-being survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notable due to the

	cost of living crisis and the limitations of surplus money for activities to enhance cultural capital.
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## 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
Attendance	Monthly attendance reports demonstrates a commitment to be in school all day and every day- We aim for 100% attendance.
Improve oral and language skills among disadvantaged pupils	Pupils can access a speech and language programme regularly in school delivered by a TA trained and qualified. Class TA's in Reception and Year 1 classes will also participate in Speech and Language CDP. Assessment and observations indicate significantly improved oral language among disadvantage pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils	Reading outcomes show that disadvantaged pupils continue to meet the expected standard and as a result can access the curriculum. This aids them being introduced to new concepts and ideas that increase their cultural capital.
Social and emotional needs addressed	Provision is in place to support pupils identified as needing support through our Pastoral care programme. When the plan is monitored it shows pupils enjoy school and are participating in lessons with growing confidence. The menu for this provision is varied to meet the needs of individuals. Yoga, Woodwork Club, Book Club, Young Voices, Dance are additions to our Green room provision that all support pupils to thrive.
Parental Participation	Parents understand the important role they play in their child's learning. There is high attendance at Parents' Evenings, workshops, events. New projects we invest in are shared with parents so that they can support their child at home by repeating and revising the session's key learning. 100%homework complete. Words Unite has a positive measurable outcome on improving vocabulary.



## 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: £ 23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training staff in good practice set out in DFE's Improving School Attendance advice. This will involve training and time for staff to develop and implement robust procedures and appointing support officer to improve monitoring of attendance</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Embedding dialogic activities in Key Stage 1. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will train Key Stage 1 staff in Stage 2 of Speech Den as well as following the NELI programme and increasing staff that are trained to do this.</p>	<p>EEF Guide to Pupil Premium indicates that high quality teaching is the most powerful way to improve pupil attainment.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Oral language intervention/ Toolkit Strand/ Education Endowment Foundation/EEF</a></p>	<p>2</p>

Training of staff every term to ensure phonics are taught without accuracy and precision within the systematic programme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions <a href="#">Phonics/Toolkit Strand/ Education Endowment Foundation/EEF</a>  <a href="#">EEF Pupil Premium</a> supports continuous and sustained professional development to develop specific techniques and to embed school approached.	3
Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcome at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4
Parental involvement	When schools are optimistic about the potential working with parents they have a shared priority to deliver the best outcomes for their children. Working effectively with parents can be challenging and is likely to require sustained effort and support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	5

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

Budgeted cost: £11025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Download DFE attendance report so that school attendance can be compared to national monthly. Ensure all children with	DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

absences below 90% are followed through with parental communication. This will involve time dedicated to support attendance- Head/INCO/Administrator		
Participate in a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, Speech Den Level 2 - Cathy Shilling / NELI	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <a href="#">Oral language interventions/ EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Word unite</a> – targeted initially in Year 1 and Year 5. Oral lead appointed. TA training, parent liaising. Twice weekly sessions with targeted groups to improve vocabulary by pre teaching words that will be used in class as well as explicitly teaching ways to remember vocabulary.	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions <a href="#">Phonics/Toolkit Strand/ Education Endowment Foundation/EEF</a>	3
Additional time for pastoral lead to work in school to embed practices and support into timetables.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF, Social and Emotional Learning pdf EEF, Metacognition and Self- Regulation (educationendowmentfoundation.org.uk)	4
Provide practical strategies to support learning at home e.g. PAWS/ Seesaw/ Reading events to promote reading for pleasure and how to support your child with reading/Parent Workshops	Promoting shared book reading should be a central component with any parental engagement approach. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> see Strand 2 – Provide practical strategies to support learning at home	5

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

Budgeted cost: £ 6935



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being – supporting parents through a period of anxiety post Covid and mid cost of living crisis</p> <p>Money Heroes – specific financial management teaching integrated into the curriculum.</p> <p>Enterprise Project for children to raise funds for school trip to London to build their cultural capital.</p> <p>Careers programme from the age of 4 to broaden knowledge and understanding of pathways linked to interests i.e. if I want to be part of a football club I might also consider the role of physiotherapy, sports coach, accountant, social media</p>	<p>A number of reports have highlighted that too much careers education in England is a post code lottery.</p> <p>Careers education works best when it is personalised and targeted to individual needs from an early age.</p> <p>Young people who have a good understanding of what they need to do in school to achieve their career ambitions do a lot better economically do a lot better later in life than their peers.</p> <p>Young people from poorer homes are more likely to be uncertain about what they need to access their chosen career.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p>Focus on the skills that make us better confident citizens- turning up on time - every day, following instructions, showing initiative, demonstrating resilience.</p>	1

**Total budgeted cost: £ 47,275**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils in the academic year of 2022/23. Using Key Stage 1 and 2 data and Phonics Screening results and our own assessments

Our Key Stage 2 SATS results 2022/23 evidenced that the strategies identified in our pupil premium plan were successful. They built on our firm commitment on valuing whole class quality first teaching and pre-teaching our disadvantaged children so that our mantra of keep up not catch up was followed. The purchase of our Systematic Synthetic Phonics programme and the thorough training of all staff involved in the delivery ensured that money was well spent. This resulted in 93% of the class achieving expected standard and 43% above in reading. 93% in writing and 90% in Maths. These are all significantly above national and put the school in the top 20% band. There were 3 pupil premium children. One reached the expected standard in reading and writing, another in reading. All three pupils were SEN and the pupil who did not reach the expected standard in R/W or M was also EAL. All 3 pupils made at least expected progress from their KS1 scores.

78% of pupils achieved expected standard at the end of Key Stage 1 in reading and 71% in writing and 90% in Maths. We had 3 disadvantaged children who made progress. 1 child was expected standard in R/W/M. 1 child did so in maths and the other not in R/W or M. They have now all passed the Phonics Screening Test. They will continue to benefit from additional support through intervention and tutoring strategies.

84% of our Year 1 children passed the Phonics Screening Test compared to 75% nationally. 50% of our disadvantaged children (2 pupils) continue to need additional support to close the class gap. This is why we have personalised our plan for 2023/24 to meet their needs – attendance, speech and language, phonics, well-being.

100% of Year 2 passed the Phonics Screening Test compared to 86% nationally. All disadvantaged children have passed the Phonics Screening Test.

Our observations and assessments demonstrate that there remain challenges in relation to well-being and mental health. These have risen significantly higher than before the pandemic and have been exasperated by the cost of living crisis. The impact on disadvantage pupils has been particularly acute. This means that in order to maintain our standards, in addition to continuing to focus on academia, we must also

prioritise the most cost effective ways to work in partnership with families. We have reviewed our strategy plan and made changes on how we intend to use our budget this year, as set out in the activity in the academic year section above.

We know the importance of working with the community to support families and understand from the EEF research that this can be challenging and requires effort and support.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Speech and Language Level 2	Speech Den- Cathy Shilling
Words Unite	Anna Branagan and Stephen Parsons- Speech and Language Therapists

## Service pupil premium funding

*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?	We ensured we were able to provide first quality teaching for all pupils. We recruited a pastoral lead dedicated to emotional well-being. Regularly, we discuss service children at Pupil Progress meetings with Head and INCO to provide ways that their needs can be met. This has involved support with homework activities, mentor time and additional support in the classroom with a teaching assistant.
What was the impact of that spending on service pupil premium eligible pupils?	We have five service children at our school. Our internal assessments indicate that all children are working at age related expectations in all areas of the curriculum.

