



Pupil Premium Strategy Statement Overview School Overview

	Data
School Name	Castle View Primary School
Students in school	123
Number and % of students eligible for Pupil Premium	65
Budget allocated for Pupil Premium this academic year	£79,335
Academic year covered by this statement	2020-2021
Publish date	2/11/2020
Review date	20/7/21
Pupil Premium Lead	Clare Peat
Pupil Premium Governor Lead	Nick Hersey

Pupil Premium performance overview (Teacher assessment) last academic year Key Stage 2

Measure	PP 6/19	Non PP 13/19
Reading meeting expected standard	66 %	23 %
Reading exceeding expected standard	0%	46%
Writing meeting expected standard	66%	23 %
Writing exceeding expected standard	0%	46%
Maths meeting expected standard	66%	31%
Maths exceeding expected standard	0%	31%

Pupil Premium progress overview last academic year 2019-2020

Measure	PP	Non PP
Reading Meeting their predicted standard	83.3%	84.6%
Reading beyond their predicted standard	16.6%	7.6%
Writing meeting their predicted standard	83.3%	69.2%
Writing beyond their predicted standard	16.6%	23%
Maths meeting their predicted standard	50%	76.9%
Maths beyond their predicted standard	33.2%	15.4%

Barriers to Pupil Premium students' attainment for this academic year

Academic barriers (issues to be addressed in school, such as poor literacy)	
A	Low levels of literacy and maths due to children's low retention rates.
B	A large majority of PP children also have special educational needs.
C	Children not School/Nursery ready. Pupils enter Nursery and Reception significantly below age related expectations in all areas of learning. Pupil's behaviour for learning is poor on entry.
D	Significant loss of learning due to COVID-19. Lack of focus and confidence due to poor mental health and wellbeing.
Additional barriers (issues that require action outside of school, such as poor attendance)	
E	Poor attendance has been a barrier, but has improved over the last 2 years due to actions taken. In 2019 attendance dipped to 94.88% due to wide spread illness in Autumn 2. This remains a focus to ensure pupils access quality first teaching every day.
F	Higher than national obesity rates (10% above) – Sports funding being used to support and address this.

Intended outcomes for Pupil Premium students' for this academic year

For each barrier what is the outcome and how will it be measured?		Success criteria and projected spend
A	<p>Aim: to ensure the consistent, continuation of quality first teaching and learning across all subjects, in particular to support those new to the school, profession and developing practitioners.</p> <p>Action: Develop teaching and learning tool kit for all staff to access (at all levels) to ensure consistency of high expectations in all year groups. (Aut 2 onwards – linked to appraisal). Every teacher has been judged 'outstanding' by internal and external moderation.</p>	<p>Quality of teaching: 'Quality first' outstanding teaching for all. Each year group receive outstanding teaching and learning.</p> <p>£17,500.00</p>
B	<p>Aim: Improve progress rates for pupils with complex SEND, ensuring there is a cohesive curriculum intent and implementation which is embedded and understood by all.</p> <p>Action: Develop embedded life- based curriculum to meet the needs of pupils using best practice models from the SEND sector and SEND specialists to ensure accurate cognitive data analysis and targeted provision (Aut 2) -Train staff in 'Talk Boost' (Aut 1) y1 -Deliver Talk Boost intervention (Aut 2) y1</p>	<p>Targeted academic support is in place based on pupil progress data.</p> <p>Metacognition strategies are in place to aid retention of knowledge and skills.</p> <p>£15,200.00</p>

	<p>-Reading for understanding intervention (Aut 1 and 2) - y5/6</p> <p>-Train new SEND Co in engagement model and Pre-Key Stage assessments. (Aut 1)</p> <p>Use BPVS – cognitive assessments to measure progress and impact – SSEN specialist to review (Aut 1 and 2).</p> <p>Impact reviewed by SENCo and Deputy Head.</p>	
C	<p>Aim: Improve GLD outcomes to narrow the attainment gap from the earliest (particularly in English and Maths; so that children can access the breadth of curriculum and experiences).</p> <p>Action: Continue to develop the EYFS outdoor area, provision and collaborative working practice across the EYFS team and implement a ‘real play’ approach, based on ME’s research. Review ‘open nursery’ provision in Outstanding Nurseries and the impact on outcomes. (ongoing throughout the year).</p> <p>-Train all staff in ‘Forest Schools’, ‘schemas’ and ‘outdoor real play’ Aut 2 and Spr 2)</p> <p>-Train all playtime and lunchtime staff in ‘Opal real play’ (Spring 1 and 2) – <i>Sports strategy link</i></p> <p>-Implement Opal approach for KS1 and 2. (summer 1 and 2) - <i>Sports strategy link</i></p> <p>-Begin Forest School Kindergarten working group.</p>	<p>Deep learning and real play are in place in EYFS</p> <p>Raise the % of PP pupils who are ‘School Ready’ from 0% to 40% (y1) 60% (y2) 80% (y3)</p> <p>£20,000</p>
D	<p>Aim: Improve progress rates for ALL pupils and knowledge retention across all subjects including English and Maths</p> <p>Action: Implement metacognition strategies to aid knowledge retention, use visualisation strategies to aid memory, as well as increase physical activity for all pupils. Research shows that greater physical and mental activity impacts on active learning and high engagement levels. (Sept 2020, further research Aut 2). September 2020 3/15 pupils in Y2 are able to meet the expected standard for the end of Year 1 phonics check. 4/23 pupils in Y1 September 2020 are on track to meet the expected standard.</p>	<p>Implement ‘metacognition’ strategies to aid retention based on the Education Endowment Fund (EEF) research (potential 8 month gains).</p> <p>Pupils retention of knowledge and skills improves. Progress rates for PP pupils improve in English and Maths.</p> <p>Phonic intervention ensures that the target of 65% of pupils in Year 1 and 53% of pupils in Year 2 achieve the expected standard by July 2021.</p> <p>£5,000</p>

E	<p>Aim: To ensure all PP children can access learning at every opportunity – not hindered by poor attendance. Sustain attendance rates as of 2018/19</p> <p>Action: Pastoral Manager (PM) to support by working with families who need support with their child, ensuring their child’s pastoral needs are met and that attendance is monitored and challenged.</p> <ul style="list-style-type: none"> -In term time holidays fines actioned by PM. -continue to block INSET days to support families in having an in-term time holiday. -Nurture/positive play - develop social interaction, team work skills, listening and attention skills, so that children’ behaviour for learning improves (weekly sessions for pupils) -continue to monitor attendance rates of PP and SEND pupils in light of impact on attendance on life-based curriculum. (half termly) -use ‘Early Help’ and PP funding to work alongside the Family Resource worker to support the most vulnerable families. 	<p>Attendance: Sustain attendance at 96%+ and persistent absenteeism below 10%</p> <p>- Early Help offer</p> <p>£26,000</p>
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