



Pupil premium strategy statement

This statement details our school’s use of pupil premium and recovery premium for the 2021 to 2022 academic year’s funding allocation 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 View Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	52.9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amie Wilton
Pupil premium lead	Amie Wilton
Governor / Trustee lead	Sue Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,735
Recovery premium funding allocation this academic year	£9,135
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	£93,870

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Ultimate Objectives for Disadvantaged Pupils:

- Supporting pupils who are PP and have Special Educational Needs (44.8% of pupils who are PP are also identified as SEND).
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Addressing the inequality of pupils entering school who are not school ready and significantly below Age Related Expectations (ARE) from the outset.
- Addressing the regression rates over the holiday periods – retention rates are low.

How does the pupil premium strategy work towards achieving these objectives?

- Quality first 'outstanding teaching' for all.
- Evidence based interventions
- Termly review of progress of all pupils and impact of interventions.
- Identify SEND barriers for pupils with PP.
- Embed 'metacognition' strategies to aid retention based on the Education Endowment Fund (EEF) research
- Develop 'Real Play' approach to improve pupils starting points and characteristics of effective learning.
- Maintain attendance rates and low persistent absenteeism.
- Work with the regeneration team to improve mental health and well-being for the community and improve life chances and aspirations

Key Principles

Quality of teaching - 'Quality first' outstanding teaching for all.

- Encouraging self-led professional development: regular sessions to review the impact on teaching and learning and engagement levels of pupils.
- Implement 'metacognition' strategies to aid retention based on the Education Endowment Fund (EEF) research
- Develop 'deep learning'/'real play' approach to improve pupils starting points and characteristics of effective learning.

Targeted academic support - Structured interventions: Introducing targeted English and maths teaching for pupils who are below age-related expectations

- Evidence based interventions
- Termly review of progress of all pupils and impact of interventions.

- Identify SEND barriers for pupils with PP and implement targeted interventions.

Wider strategies - Address the inequality for pupils: support for families to address the low starting points of pupils.

- Maintain attendance rates and low persistent absenteeism.
- Develop 'Real Play' approach to address missed developmental milestones.
- Work with the regeneration team/community to improve mental health and well-being, improve life chances and opportunities. Reduce anti-social behaviour (this will be a long term body of work).

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and maths due to children's low retention rates.
2	A large majority of PP children also have special educational needs.
3	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.
4	Significant loss of learning due to COVID-19.
5	Anti-social behaviour outside of school impacts on pupil's ability to access learning in school.
6	Poor attendance has been a barrier but has improved over the last 2 years due to actions taken. Whole school attendance is at 96.38%, Persistent Absence is 9.76%. This is continually being challenged. Governors have set an attendance target of 96.5%. Attendance for PP children is at 96.09% and persistent absence 7.35%. (June 2021 data)

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
Improve the quality of teaching and have an 'outstanding' teacher in every classroom.	<p>Staff at all levels are self-driven and have opportunity to carry out research and study in order to improve outcomes and further deepen and strengthen their understanding of how to meet the needs of all pupils.</p> <p>Every teacher has been judged 'good' or 'outstanding' by internal and external assessment</p> <p>Quality first teaching is driving pupil progress in all curriculum areas. Monitoring and evaluation demonstrates this.</p>
	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.	
Improve English and Maths outcomes Pupil's retention rates increase	Improve progress rates for PP children in English and Maths. Improve progress rates for pupils who are PP, but also are identified as SEND, ensuring targeted support and intervention is put in place based on their needs	Progress 0 or + In school data and standardised data demonstrates improving rates of progress for PP pupils in English and Maths in ALL classes/year groups.
Improve the number of pupils who are school ready.	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).	Raise the % of PP pupils who are 'School Ready' from 0% to 40% (y1) 60% (y2) 80% (y3)
To ensure all PP children can access learning at every opportunity – not hindered by poor attendance.	Sustain attendance rates as of 2020/2021	Attendance at least 96% Target: <ul style="list-style-type: none"> • 96.5% • Persistent attendance for PP pupils 8% or lower.

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: £ 24,700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Roll out reflection, research time to apprentices and staff on NPQML courses linked to pupil outcomes and needs. (Spring and Summer). Ensure appraisal links to individualised CPD	The research carried out by staff the years has had a significant impact on provision and practice. This has been through Degree and Master level studies as well as work across schools and clusters. Having quality time to reflect, research and refine	1, 3, 4

to ensure quality first teaching.	practice and provision has had a significant impact on outcomes and staff expertise	
<p>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).</p> <p>Develop curriculum folder and quality first teaching guides.</p> <p>Review CPD for staff</p>	<p>The current staff have clarity of the intent and implementation of their curriculums, however new and staff returning from after a significant time away from school have not been on the same pedagogical journey and subject specific training.</p> <p>Quality first teaching has the highest impact on improving outcomes for ALL pupils.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Mastery teaching and learning can improve attainment by up to 5months.EEF research toolkit</p>	1,2,3,4
<p>-Embed oral language intervention approaches and implement interventions in to EYFS to improve communication and language</p> <p>-EYFS leads to embed ECaT principles in to curriculum</p> <p>-NELI speech and language intervention (Spring 1 onwards) – Catch up funding used.</p>	<p>Communication and language has regressed in the EYFS due to pupils not having social interaction and language modelling behind masks.</p> <p><i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</i></p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3,4
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the</p>	1,2,4

administered correctly. Data analysis used to target specific support. -Accelerated Reader -White Rose – end of units -Star Maths -Phonics Tracker	correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
-Implement experiential learning through immersion weeks to improve pupils subject knowledge, vocabulary and understanding across a broad and balanced curriculum.	Metacognition and self regulation strategies can impact on 7 months gain. EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4

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

Budgeted cost: £ 23,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted Reading and Maths interventions. -Deliver reading intervention across Key Stage 2 for pupils based on Accelerated Reader data analysis. -Implement daily Maths intervention in Year 5 and 6 -Implement daily Reading and Phonics intervention in Year 2	All children, but PP children in particular, have been affected by lockdowns due to COVID-19. Although remote learning was put in place with speed and evaluated for the impact, pupil's retention of key mathematical knowledge and reading skills regressed. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2,4

<p>-Implement targeted intervention for pupils using the <i>School led tuition funding (additional to school hours)</i>. Target 510 hours over the year.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Action: Develop best practice models from the SEND sector and SEND specialists to ensure accurate cognitive data analysis and targeted provision (Aut 2 onwards).</p> <p>-Train staff in 'Talk Boost' -Deliver Talk Boost intervention (Spring 2/ Summer 1) y3 -Use BPVS – cognitive assessments to measure progress and impact – SSEN specialist to review (Aut 2 onwards) -Ensure Educational Psychologists are used to identify gaps and targeted support needed.</p>	<p>There are a number of pupils who have significant SEND with complex needs, that even with quality first teaching, are not making the expected progress for their age.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Action: SEND strategy group set up within the Trust across Primary and Secondary schools to share best practice.</p>		

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the EYFS outdoor area, provision and collaborative working practice across the EYFS team and implement a</p>	<p>Pupils enter Nursery and Reception significantly below age related expectations in all areas of learning in particular in Communication and Language, Reading, Writing and Maths. The most significant barrier is their</p>	3,4

<p>'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> <ul style="list-style-type: none"> -Train staff in 'Forest Schools' Kindergarten, 'schemas' and 'outdoor real play' (Aut 2 and Spr 2) -Train all playtime and lunchtime staff in 'Opal real play' (Aut 1) – <i>Sports strategy link funding</i> -Implement Opal approach for KS1 and 2. (Spring 2 onwards) - <i>Sports strategy link funding.</i> -Implement Forest Schools approach for pupils from Reception to Year 4 	<p>significantly low levels for 'characteristics of learning'. Pupil's behaviour for learning is poor on entry</p> <p>Behaviour and well-being has been affected by pupils lack of access to outdoor space for ALL, Developmental milestones have been missed due to COVID-19 lockdowns.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve pupil behaviour for learning, resilience and retention through Metacognition and Self-Regulation strategies. Develop 'Remember more, do more, know more' approaches to support all pupils in developing retention.</p>	<p>Developing metacognition and self-regulation strategies can improve attainment by up to 7 months. EEF research toolkit.</p> <p>Strong learning behaviours ensure that pupils maximise every learning opportunity</p>	1,2,3,4
<p>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 	<p>Attendance dipped in 2019/20 to below 95% due to persistent absence of a small number of pupils and due to the number of in term time holidays taken and period of illness across school</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	5,6

<p>in having an in-term time holiday.</p> <p>-use 'Early Help' and 'School Help' funding to work alongside the Family Resource worker to support the most vulnerable families.</p>		
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Total budgeted cost: £ 93,900

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 during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as google classroom and remote lessons. To ensure that all pupils were able to access these lessons, staff regularly visited homes with learning packs and school provided the necessary equipment for all children in need.

Although overall attendance in 2020/21 was higher than in the preceding year at 95.42%, but it was lower than the national expectation of 96%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.02% lower than their peers and persistent absence 1.89% lower. Attendance still being below the national expectation meaning this is still a priority in school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Charanga	Derbyshire County Council Music Partnership
Derbyshire RE syllabus	Derbyshire County Council