



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2022 to 2023 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	115
Proportion (%) of pupil premium eligible pupils	53.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Amie Wilton
Pupil premium lead	Gill Cormack
Governor / Trustee lead	Val Woollven

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,535
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£106,105

# 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.

### **Ultimate Objectives for Disadvantaged Pupils:**

- 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 nondisadvantaged pupils in our school.
- Supporting pupils who are PP and have Special Educational Needs (26.6% 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 of teaching - 'Quality first' outstanding teaching for all.**

- Implementation of quality and approved synthetic phonics scheme
- Development of staff new to role through 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' through '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 reduce persistent absenteeism in particular for PP pupils
- As part of work with the regeneration team/community, school to provide parental sessions to develop skills to support pupils at home

## 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	Poor attendance has been an issue for 2021/2022 due to the COVID outbreaks in school and parental concerns
5	Anti-social behaviour outside of school impacts on pupil's ability to access learning in school.

## 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
Ensure there is quality first teaching in every classroom.	Staff at all levels are coached and mentored in order to improve outcomes and further deepen and strengthen their understanding of how to meet the needs of all pupils.	Every teacher has been judged 'good' or 'outstanding' by internal and external assessment Quality first teaching is driving pupil progress in all curriculum areas. QA monitoring and evaluation demonstrates this.
	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 above 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	Improve GLD outcomes to narrow the attainment gap from the	Raise the % of PP pupils who are 'School Ready' from 0%

who are school ready.	earliest (particularly in English and Maths; so that children can access the breadth of curriculum and experiences).	GLD target 57% (2022-23) 60% (2023-24) (currently 0%) 60% (2024-25) (currently 0%)
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% or above:  Target: <ul style="list-style-type: none"> <li>• 96.5%</li> <li>• Persistent attendance for PP pupils 10% or lower.</li> </ul>

## 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: £ 35,399

Activity	Evidence that supports this approach	Challenge number(s) addressed COST
Implement consistent DfE approved Reading and Phonics programme EYFS and KS1	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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4  £600 £4020
The EYFS is carefully planned to address the children's significantly low starting points.	<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>	1,3  £3000 resources  (Family £1609)

<p>Introduction of 'FAMILY' tracking tool to evidence and identify barriers to learning – enabling staff to address and plan for targeted learning and support in EYFS.</p> <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 into curriculum</p> <p>Talk Boost implemented in KS1</p> <p>Action – further develop the outdoor area to ensure provision matches indoor.</p>	<p><a href="#"><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p> <p>Ensure enabling environments develop all pupils' schemas and develop 'deep' learning.</p> <p>EEF – Early Years Intervention +5 months gains</p> <p>EEF – Outdoor adventure learning +4 months gains</p>	
<p>To use coaching and mentoring model to support teachers new to the career</p> <p>SLT and ML to coach and mentor apprentice teachers to ensure they are able to plan, assess and reflect upon their practice to become good or outstanding teachers. Teachers new to the career to have a range of CPD opportunities within school, the academy and other settings.</p>	<p>Quality first teaching has the highest impact on pupil progress and outcomes.</p>	<p>1,2,3</p> <p>Subject lead/mentor time £15,600 Release time £3000</p>
<p>To develop subject leaders' specialisms and subject expertise through partnership working with Derby Research schools. Subject leaders to QA their curriculum plans and identify any areas for improvement.</p>	<p>Quality first teaching has the highest impact on pupil progress and outcomes.</p>	<p>1,2,3</p> <p>Release time to visit other settings £5,000</p> <p>£850 – Derby Research</p>



<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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:</p>	<p>1,2,3</p>
<p>Data analysis used to target specific support.</p> <p>-Accelerated Reader -White Rose – end of units - Star Maths -Sandwell Early Numeracy Test Read, Write Inc. Phonics Assessments Hodder Reading Assessment</p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>Sandwell EN Test £350</p> <p>£1000 (est. costs)</p>

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the interventions menu to support children further in English and Maths</p>	<p>Research using the EEF toolkit and recommendations from other lead schools (Maths and English) implement:</p> <ul style="list-style-type: none"> <li>• Early years communication and language intervention – EcaT</li> <li>• 1<sup>st</sup> class in number</li> <li>• Mastery Maths Key Stage 1 intervention</li> </ul>	<p>1,2,3</p> <p>Release time for staff to attend training £2000</p> <p>£10,000 (recovery funding to be used for this)</p> <p>15hrs per week delivery</p>

<p>Develop best practice models from the SEND sector and SEND specialists to ensure accurate cognitive data analysis and targeted provision.</p> <p>-Use BPVS – cognitive assessments to measure progress and impact – SSEN specialist to review</p> <p>-Ensure Educational Psychologists are used to</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:</p>	<p>1,2,3</p> <p>£4000</p>
<p>identify gaps and targeted support needed.</p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>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: £ 54,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To ensure attendance is not a barrier to accessing education. To continue to reduce persistent absence figures and in term time holidays. Reduce PA to less than 10%.</p> <p>INSET days to be set to allow families the opportunity for cheaper holidays. Pastoral Manager to track and monitor attendance and offer support for families where their child's attendance is an issue. Attendance panels to be used to address poor or low levels of attendance.</p>	<p>Attendance decreased significantly in 2021/21 to below 95% due to persistent absence of a number of pupils, large amounts of absence due to COVID and the number of in term time holidays taken and period of illness across school</p> <p>Sept – Dec showed whole school overall attendance at 94.21%</p> <p>Four year groups achieved over 95%. Lowest attendance was Reception at 86.83%.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>EEF – Parental Engagement + 4 months gain <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p> <p>£6,000</p> <p>£20,000 (16hrs per week)</p> <p>£180 (MHFA)</p>
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<p>To use the Early Help support team within the Highfield's cluster to meet family's needs.</p>	<p>A clear induction system to be set up and used with all new school starters to build strong connections between school, pupils and families as quickly as possible. The Pastoral Lead to implement meet and greet processes.</p>	
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<p>To provide training for parents to enable them to help their children with learning at home</p>	<p>Training in English and Maths to be provided to support parents in helping their children with learning at home.</p> <p>English and Maths subject leaders to deliver parent workshops:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Early Reading and Writing</li> <li>• Maths fluency – four operations</li> </ul> <p>EEF – Parental Engagement + 4 months gain</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p> <p>£500</p>
<p>Train all playtime and lunchtime staff in a range of games and activities for all ages – <i>SSP package</i></p> <p>-Develop the loose parts play area and train new staff</p> <p>- Forest Schools sessions for pupils in KS1</p> <p>Outdoor Adventure Programme Yr5/6</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 significantly low levels for ‘characteristics of learning’. Pupil’s behaviour for learning is poor on entry</p> <p>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Early Years -Play-based learning +5 months gain</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Play-based learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p> <p>£500</p> <p>£3360</p>

<p>To work with the local PCSO through 'Mini Police', to support the children's understanding of anti-social behaviour and how they can help to reduce this in their community.</p>	<p>To reduce antisocial behaviour in the community which can have an impact on pupils' attitudes to learning.</p>	
<p>Additional swimming lessons (Sports Premium)</p> <p>Extended music lessons</p> <p>Subsidised residential trips</p> <p>Uniform e.g., Forest School, sports kit</p> <p>IT equipment for home learning</p> <p>Home learning packs and resources</p> <p>Revision resources</p> <p>Immersion experiences</p>	<p>Finances are not a barrier to children experience full breadth of the curriculum and wider opportunities.</p>	<p>1,2</p> <p>£1500 (music)</p> <p>£1000</p> <p>£3700</p> <p>£3000</p> <p>£15000</p>

**Total budgeted cost: £106,139:00**

## 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.

To be reviewed July 2023
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### 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
Outdoor Adventure	Aclimatize
Music Lessons	Music Partnership
Mini Police	Derbyshire Police

