

# Castleway Primary School

Be kind. Be Confident. Be your best.



## Pupil Premium Strategy Statement

2023-2024

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# Pupil premium strategy statement

## Castleway Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	35.77%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher & FGB
Pupil premium lead	Joan McCarthy
Governor / Trustee lead	Mark Melvin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,430
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,425
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£83,855</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is that all pupils, whatever their individual circumstances or additional challenges they face, meet their potential by making good progress and achieving well across all subject areas.

We want all of our children to be caring, confident and successful individuals with high aspirations; our school motto is, 'Be kind. Be confident. Be your best'.

Supporting all children to achieve, personally and academically, is what we aim to do across areas of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to be kind, be confident and to achieve their best.

At Castleway, it is essential that we support all children to overcome barriers and achieve their potential, whether they are disadvantaged or otherwise vulnerable. This strategy statement is also designed to meet the need of those children as well.

Our strategy focuses on providing high-quality teaching and learning and improving areas where disadvantaged pupils are noted to need the most support, as identified by our assessments and observations. Research suggests that a quality first teaching approach has the greatest impact, as it will benefit all pupils in our school.

However, the focus here will be to ensure that disadvantaged pupils make the intended progress, including accelerated progress, towards closing any gaps in comparison to their non-disadvantaged peers. This strategy links closely with our current school development priorities and our work on the recovery curriculum, including the effective use of our school led-tutoring funding and recovery premium funding.

### Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Attendance and Punctuality issues. Persistent absenteeism historically has been high, with FSM/PPG children having lower attendance than other groups. FSM/PPG

	punctuality is also higher than other groups. This leads to disjointed/disrupted learning.
4	Social and Emotional needs requiring additional pastoral care and guidance.
5	Historic low performance.

## 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
At least in line with NPP children, with more PPG making accelerated progress in reading & mathematics.	Progress and attainment of PPG children by the end of Key Stage 2 is at least in line with national. More PPG children attain greater depth.
Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and ensure children are on time for school.
Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help.	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

## 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: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release experienced teacher from class to deliver targeted reading interventions and catch up groups (£37000)	Small group provision, TA intervention, individualised in lesson feedback (EEF Teaching and Learning Toolkit) Due to historic poor attainment, using an additional adult as well as pre and post teach interventions will ensure that children's individual needs are addressed and any attainment gaps are addressed.	1, 5

Staff CPD and specific Subject Leader training on curriculum development and engaging all learners. (£13000)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All teachers receive bespoke CPD for their subject and work collaboratively with colleagues from partner schools. Clear focus on retention and QFT.	1, 3, 5
Continue to embed robust Phonics scheme to ensure progress and attainment.  Focus on KS2 reading.  GD released to train all staff. (£4000)	There was a dip in the Y1 Phonics data in 2023. Retraining all staff, with coaching and mentoring for new staff, will ensure consistency and rigour (Early reading guidance 2021).	1, 5

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition for Y6 PPG children ahead of SATs (£15,000)	Small group provision, TA intervention, individualised in lesson feedback (EEF Teaching and Learning Toolkit) Due to historic low performance in this year group, maintaining reduced class sizes by using an additional adult as well as pre and post teach interventions to ensure that children's individual needs are addressed and any attainment gaps are addressed.	1, 5
KS2 Catch Up Reading & Additional Phonics Resources (£2,500)	New reading materials to support the teaching of reading in KS2 alongside the additional 'catch up' and 'keep up' sessions in phonics in line with the Early Reading Guidance Audit completed by English Hub (November 2023).	1, 5

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

Budgeted cost: £12,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Contribution to salary of 'Community Advocate' to support and signpost families.</i></p> <p>(£12,355)</p>	<p>Support mental health and wellbeing of families and children.</p> <p>Signpost families for support.</p> <p>Increase community engagement to help tackle attendance issues and historic apathy.</p>	
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**Total budgeted cost: £ £83,855**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

#### **Phonics – Year 1**

**63.6%** of our Year 1 cohort achieved the expected standard in our school, **15.3% lower than** the National average of **78.9%**.

This is the equivalent to **3 fewer** pupils in our school achieving the expected standard compared to the National average.

Our school has been above the National average **2 times** in the last 3 academic year(s) for the Year 1 expected standard.

#### **Reading – Key Stage 1 – Year 2**

From a cohort of 16 pupils in our school at the end of Key Stage 1, 68.8% achieved the expected standard in Reading, a total of 11 pupils.

6.3% achieved a greater depth in Reading, a total of 1 pupil.

Our school's expected standard percentage in Reading has increased by 24.4% from 44.4% in 2021/22 to 68.8% in 2022/23.

This is equivalent to approximately 4 more pupils achieving the expected standard in 2022/23 compared to 2021/22.

Our school's average for the last 3 academic year(s) is 58.0%.

68.8% achieved the expected standard in Reading in our school, 0.5% higher than the National average of 68.3%. This is equivalent to the same number of pupils in our school achieving the

expected standard compared to the National average. Our school has been above the National average 1 time in the last 3 academic year(s) for the expected standard in Reading.

### **Writing – Key Stage 1 – Year 2**

From a cohort of 16 pupils in our school at the end of Key Stage 1, 56.3% achieved the expected standard in Writing, a total of 9 pupils. 6.3% achieved a greater depth in Writing, a total of 1 pupil.

Our school's expected standard percentage in Writing has increased by 6.3% from 50.0% in 2021/22 to 56.3% in 2022/23. This is equivalent to approximately 1 more pupil achieving the expected standard in 2022/23 compared to 2021/22. Your school's average for the last 3 academic year(s) is 50.0%.

### **Maths – Key Stage 1 – Year 2**

From a cohort of 16 pupils in our school at the end of Key Stage 1, 62.5% achieved the expected standard in Maths, a total of 10 pupils. 6.3% achieved a greater depth in Maths, a total of 1 pupil. Our school's expected standard percentage in Maths has **decreased by 4.2%** from **66.7%** in 2021/22 to **62.5%** in 2022/23.

This is equivalent to approximately **1 fewer** pupil achieving the expected standard in 2022/23 compared to 2021/22. Our school's average for the last 3 academic year(s) is **62.0%**.



### **RWM – Expected Standard – Key Stage 2 – Year 6**

From a cohort of 19 pupils in our school at the end of Key Stage 2, 47.4% achieved the expected standard in Reading, Writing & Maths, a total of 9 pupils. 15.8% achieved a scaled score < 100 in Reading, Writing & Maths in our school, a total of 3 pupils.

0.0% achieved a higher standard in Reading, Writing & Maths, with a scaled score equal to or greater than 110, or equivalent TA result, a total of 0 pupils.

Our school's expected standard percentage in Reading, Writing & Maths has increased by 4.5% from 42.9% in 2021/22 to 47.4% in 2022/23. This is equivalent to approximately 1 more pupil achieving the expected standard in 2022/23 compared to 2021/22. Our school's average for the last 3 academic year(s) is 44.2%.

Progress – Key Stage 2 – Year 6

 <p>Castleway Primary School <small>Be kind. Be confident. Be your best.</small></p>	Reading <b>+2.67</b>	Writing <b>+1.32</b>	Maths <b>+1.00</b>
	Reading <b>+0.14</b>	Writing <b>-0.43</b>	Maths <b>-0.43</b>



