



## Castle Newnham (Primary)

January 2024

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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                               |
|--|------------------------------------|
| Number of pupils in school   | 625                                |
| Proportion (%) of pupil premium eligible pupils  | 55 (8.8%)                          |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027                          |
| Date this statement was published  |                                    |
| Date on which it will be reviewed  | December 2027                      |
| Statement authorised by  | Ruth Wilkes (Federation Principal) |
| Pupil premium lead   |                                    |
| Governor lead  | Rachael Endersby                   |

#### Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £82,555 |
| Recovery premium funding allocation this academic year   | £7,685  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)   | £0      |
| Total budget for this academic year<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £90,240 |

# Part A: Pupil premium strategy plan

## Statement of intent

Using the pupil Premium and Recovery funding, we will focus upon and specifically target to improve literacy levels across the school (Reading, Writing and Speech and Language). This will be at individual pupil level, class level, school level and community. We will also focus upon improving attendance and engagement of pupils and their families through parent engagement projects. Finally we will focus upon offering pupils enrichment opportunities and experiences to inspire and develop their aspirations.

Our current pupil premium strategy plan focuses upon these areas, targeting staff support and funding to increase learning, enrichment and family opportunities for our pupils. Tight, targeted and focused interventions primarily aimed at improving and developing speech, language and communication skills will be implemented to support literacy skills and all other areas of the curriculum.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attainment is low in comparison to non-pupil premium children   |
| 2                | Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils in Year 1.         |
| 3                | Phonics attainment is poor in KS1.  |
| 4                | Poor attendance and punctuality issues for some.  |
| 5                | Lack of support with learning at home due to various factors, lack of outside experiences and opportunities |

## 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   |
|---|--|--|
| 1 | To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading (including phonics), writing and Maths. To ensure more able vulnerable | Vulnerable pupils will make <b>at least</b> 3 terms progress. SEND pupils will achieve 80% of learning plan targets. |

|   |   |   |
|---|---|---|
|   | pupils are given the opportunities to make good progress through challenge and mastery learning.  |   |
| 2 | Improved oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, phonics screening outcomes, book scrutiny and ongoing formative assessment. |
| 3 | To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.   | Class teachers to identify specific learning difficulties to clearly inform class teaching and next steps of assessment if required. Clear baseline and progress assessment data for SEMH interventions, and clear summary of pupil progress.   |
| 4 | All pupils attend school 96% or above. Pupil premium to improve attendance by 2%  | Attendance has improved, particularly in vulnerable groups of pupils. 96% whole school attendance target.   |
| 5 | To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to, outside school. To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support | Pupils are attending a range of clubs and enrichment activities in school and in the community  |

## 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: School budget

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. | Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.   | 1, 2                          |
| Staff CPD   | High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.  | 1, 2                          |
| Marking and feedback non-negotiable part of learning for children                           | New marking and feedback policy introduced that focuses on verbal feedback. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). | 1, 2                          |
| Whole school focus on reading for pleasure. Continual CPD throughout the year.              | DfE guidance alongside many studies and articles demonstrate the positive impact reading for pleasure has on academic progress.   | 1, 2                          |
| Introduction of new phonics scheme- Twinkl Phonics.   | DfE validated phonics scheme used in EYFS, KS1 & KS2.   | 1, 2                          |

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

#### Budgeted cost: £67,633

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Additional support staff in targeted year groups (TAs)</i> | The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year (EEF 2020) | 1, 2, 4                       |

|   |   |         |
|---|---|---------|
|   | Specific targeted interventions for reading through lightning squad interventions. 1.8 times the expected progress in reading developed (Impact Report FFT)   |         |
| <i>Primary class teacher employed to support raising attainment in year with higher number of PP where attainment is below the rest of the school.</i><br><br>(Emma Bailey) | Evidence shows that high quality teaching from qualified teachers is the most powerful way of improving pupil attainment. (EEF)<br><br>Evidence shows that targeted small group academic support that is linked to classroom teaching and individual needs can support pupil progress. (EEF)<br><br>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF 2020). | 1, 2, 4 |
| <i>Primary class teacher interventions during Performing Arts, French &amp; Classics lessons (PA Y1-6) (French- Y3-6) Classics (Y5&amp;6)</i>                               | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)   | 1, 2, 4 |
| <i>Additional interventions for targeted children (Georgia Marshall)</i>  | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF 2020).   | 1, 2, 4 |
| <i>1:1 reading interventions led by SLT</i>   | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF 2020).   | 1, 2, 4 |
|   |   |         |

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

Budgeted cost: £32,109

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |  |         |
|---|--|---------|
| Use curriculum TAs to positively reinforce attitudes to learning.   | EEF Toolkit - +3 months for interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.   | 1, 2, 4 |
| Use dedicated staff to reinforce a positive attitude to learning.<br><br>Offer bespoke 1:1 sessions focusing on SEMH for targeted children<br><br>(Pupil & Family Support team) | EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.<br>EEF Toolkit Parental Engagement suggests +3 months progress.<br>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.<br>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. | 3       |
| Offer small group sessions focusing on SEMH for targeted children<br><br>(Chef)   | Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.  | 3       |
| Ensure all identified PP students with poor attendance to school are monitored and supported by the Assistant Principal for Pastoral.   | In previous years, PP attendance has been below non-PP children. In order to now maintain attendance in line with non-PP and above national we need to continue to put in support for targeted children.   | 3       |
| PP children to access all trips and clubs offered to children so experience a curriculum that includes enrichment (Trips & visits)  | Parents struggle to pay for trips for PP children. Evidence also suggests through talking to PP children that they don't have as many opportunities outside of school as non-PP children.  | 2, 3, 4 |

## Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Review: aims and outcomes (2022-23)

|          | <b>Aim</b>  | <b>Outcome</b>   |             |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
|----------|---|--|-------------|------|------------|-------------|---|----|-----|-----|---|----|-----|-----|---|-----|-----|-----|
| <b>1</b> | To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading (including phonics), writing and Maths. To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning. | <p>Progress for PP children (Y2-6) overall 41 children with data): -<br/>% &amp; (no. of children)</p> <table border="1"> <thead> <tr> <th></th> <th>slow</th> <th>expected +</th> <th>accelerated</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>5%</td> <td>95%</td> <td>27%</td> </tr> <tr> <td>W</td> <td>3%</td> <td>97%</td> <td>20%</td> </tr> <tr> <td>M</td> <td>10%</td> <td>90%</td> <td>23%</td> </tr> </tbody> </table> <p>The vast majority of PP children progressed well from Summer 22 to Summer 23.</p> |             | slow | expected + | accelerated | R | 5% | 95% | 27% | W | 3% | 97% | 20% | M | 10% | 90% | 23% |
|          | slow  | expected +   | accelerated |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| R        | 5%  | 95%  | 27%         |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| W        | 3%  | 97%  | 20%         |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| M        | 10%   | 90%  | 23%         |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| <b>2</b> | Improved oral language skills and vocabulary among disadvantaged pupils.  | <p>Progress for PP children (Y2-6) overall 41 children with data.</p> <p>Reading:<br/>Slow: 5%<br/>Expected: 68%<br/>Accelerated: 27%</p>  |             |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| <b>3</b> | To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.   | Primary Pastoral Provision map show support in place for pupils who need it from the Pupil & Family support team. Success is well documented.  |             |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| <b>4</b> | All pupils attend school 96% or above. Vulnerable pupil groups to improve attendance by 2%  | Some notable success with attendance but this remains an issue for a number of PP pupils.  |             |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |
| <b>5</b> | To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to, outside school. To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support                                   | Opportunities for PP pupils to take part are in place. Children respond well, although this needs developing further to ensure more opportunities are provided.  |             |      |            |             |   |    |     |     |   |    |     |     |   |     |     |     |