

Castleway Primary School

Be kind. Be Confident. Be your best.



Pupil Premium Strategy Statement

2022-2023

Castleway Primary is
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The Unity Federation



Pupil premium strategy statement

This statement details our school's use of pupil 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
School name	Castleway Primary School
Number of pupils in school	123 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	30.89% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Stuart Mycroft, Headteacher
Pupil Premium Lead	Stuart Mycroft, Headteacher
Governor / Trustee Lead	Steve Carney, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74430
Recovery premium funding allocation this academic year	
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	

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 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: **£ 49,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit HLTA (NMc) for targeted teaching (£35000)	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
Staff CPD and specific Subject Leader Development on engaging all learners. (£10000)	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 English and maths once a term to ensure QFT All staff to lead effectively are released once a term	1, 3, 5
Continue to embed robust Phonics scheme to ensure progress and attainment. GD released to train all staff. (£4000)	Internal data suggests that there has historically been a lack of fidelity to a phonics approach prior to implementation of scheme in October 2021. Retraining all 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: **£ 5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TTrockstars (£2000)	Supports engagement in learning and home learning	1, 5
Bug Club Phonics & Reading (£1500)	Supports engagement in learning and home learning	1, 5

Phonics Resources (£2000)	New reading materials to support the teaching of 'catch up' and 'keep up' sessions in phonics in line with the Early Reading Guidance Audit completed by English Hub identified need to supplement	1, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 19,930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Breakfast Programme (£2000)	Research shows hungry children do not perform as well. Provides an incentive to attend school on time.	3, 4, 5
Residential Costs (£1500)	Allows children to access experiences they may otherwise not have.	1, 3, 4, 5
Enrichment Activity Costs (£1500)	Enriches the curriculum through experiences, developing language and vocabulary and a passion for learning	1, 3, 4, 5
Attendance Lead Support (£8000)	Dedicated to first day response, working with vulnerable or identified families. Liaises with EWO to ensure children attend school consistently.	3, 4
Appoint Community Advocate (TA1) (£6930)	Support mental health and wellbeing of families and children. Signpost families for support. Increase community engagement to help tackle attendance issues and historic apathy.	2, 3, 4, 5

Total budgeted cost: £ 74,430

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 2021 to 2022 academic year.

Castleway Primary School achieved a progress score of **+2.5** in Reading.

61.5% of our cohort achieved a progress score greater than or equal to 0, with **30.8%** having a score greater than or equal to 4.0.

38.5% of our cohort achieved a progress score below 0, with **15.4%** having a score less than or equal to -4.0.

Our school's Reading progress score has **increased by 4.5** from **-2.0** in 2018/19 to **+2.5** in 2021/22.

Castleway Primary School achieved a progress score of **+0.1** in Writing.

46.2% of your cohort achieved a progress score greater than or equal to 0, with **30.8%** having a score greater than or equal to 4.0.

53.8% of your cohort achieved a progress score below 0, with **30.8%** having a score less than or equal to -4.0.

Our school's Writing progress score has **increased by 1.5** from **-1.4** in 2018/19 to **+0.1** in 2021/22.

Castleway Primary School achieved a progress score of **+2.8** in Maths.

76.9% of our cohort achieved a progress score greater than or equal to 0, with **38.5%** having a score greater than or equal to 4.0.

23.1% of your cohort achieved a progress score below 0, with **23.1%** having a score less than or equal to -4.0.

Our school's Maths progress score has **increased by 2.0** from **+0.8** in 2018/19 to **+2.8** in 2021/22.