

# Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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
School name	Castle View Primary and Nursery School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Hannah Melarangi
Pupil premium lead	Hannah Melarangi
Governor / Trustee lead	Steve Mowatt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,770
Recovery premium funding allocation this academic year	£10,730
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	£121,500

# Part A: Pupil premium strategy plan

## Statement of intent

*The Pupil Premium is additional to our main school funding. It will be used by our school to address any underlying inequalities between children eligible, by ensuring that funding reaches the pupils who need it most.*

### *OBJECTIVES FOR PUPIL PREMIUM IN THIS SCHOOL*

- 1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for Pupil Premium funded pupils.*
- 2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.*
- 3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.*
- 4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.*
- 5. Where strategies are aimed at a whole school approach to raising standards then the pupil premium funding will benefit all pupils.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Language and Communication Skills
2	Attendance and Punctuality
3	Social, Emotional and Cultural Barriers
4	Stability for a secure base
5	Readiness to learn and an ability to sustain attention in lessons
6	Transfer of learning to the long-term memory.

## 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
Children will be ready to learn and have the ability to sustain concentration in lessons.	Children will achieve high outcomes in all lessons. Behaviour incidents will be minimal.
Children's social and emotional needs will be met.	Children will feel a sense of belonging and security in school. Attendance of Pupil Premium children will be at least in line with National Averages.
Children's poor speech and language skills will develop.	Children will have the speech and language skills needed to be able to communicate effectively.
Children will receive a broad range of experiences.	Children will be exposed to the vocabulary and experiences needed to be able to immerse themselves in, and fully understand, the full curriculum.
Progress in Reading, Writing and Maths will raise.	Pupil Premium children will achieve the same high outcomes as those children without Pupil Premium. Reading, Writing and Maths results will be above National Average and those achieving a greater depth standard will increase.

## 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: £ 94,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teacher and Teaching Assistant  <b>£46,260</b>  <b>Teacher with oncosts £29087</b>  <b>TA £75,347</b>  <b>Total</b></p>	<p>Due to COVID-19, children have gaps in knowledge and skills in Reading, Writing and Maths. In order for children to receive teaching at a lower teacher to child ratio, we will use an additional Teacher and Assistant to enable lessons to be taught within year groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p>	1,3,4,5,6
<p><i>Teacher CPD in Reading, Writing and Maths</i>  <b>£5000</b>  <i>(£1500 for lit comp, Royal Shake, Clive Davis)</i></p>	<p>Quality First Teaching supported by Teachers who have the knowledge and skills to quickly identify gaps in learning and address at point of need.</p>	1,3,6
<p><i>Implement a Mastery Learning Approach to Mathematics using a DFE approved Mathematics Scheme</i>  <b>£5000</b></p>	<p>Teachers will deliver a mastery approach to the teaching of Mathematics, using a DFE approved scheme of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	5,6

<p><i>Higher Level Teaching Assistants</i></p> <p><i>TA oncosts</i> <b>£29,087</b></p> <p><i>HLTA</i> <b>£ 33,844</b></p> <p><i>2 x HLTA cost difference</i> <b>£9,514</b></p>	<p>Children will be spilt into smaller groups to ensure focus and concentration. They will be supported by a HLTA who is able to effectively plan and teach lessons for targeted interventions.</p>	<p>1,3,5,6</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to provide SEAL Group</p> <p><i>Half of</i> <b>£29,087</b> <b>£14,543</b></p>	<p>Daily SEAL sessions to take place for identified children.</p>	<p>1,2,3,4,5,</p>
<p><i>Peer Coaching Sessions</i> <b>£4000</b></p>	<p>Teachers will engage in Peer Coaching sessions. Peer tutoring and coaching sessions will enable high quality teaching and learning delivery throughout school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	<p>1,5</p>
<p><i>Specialist Drama Teacher</i> <b>£250 per day</b> <b>7 classes</b> <b>£7250</b></p>	<p>To develop children’s speech and language skills in order to effectively communicate in verbal and written form. Intensive coaching for specified groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1,6</p>

<i>Specialist music tuition</i> X2/week £9,597	Music tuition provided for all cohorts giving a variety of music styles through different mediums and add to their cultural capital experiences.	3
1:1 tutoring £10,730	School led tutoring for identified pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	6

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

Budgeted cost: £ 9,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic Breakfast Provision £1000	To ensure children are ready to learn, and that no child's education suffers due to hunger, all children will be provided with a freshly baked bagel as they enter school. Children In our EYFS provision will also receive a selection of cereals.	3,4,5
Julie Whitehead Attendance Services 10 additional hours to our core offer £325	Access to Julie Whitehead's extended attendance advice to support our in-house Attendance Leader.	2
Skills Up Club £3000	Creation of a new classroom so children can be taught in targeted pupils receive coaching in skills for life and engagement in community.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,5
Team Teach Training £3,000	All staff are equipped with the skills to provide children with a secure base. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3,5

Aspiration Training/ Curriculum £2000	Aspiration curriculum embedded with professionals to support. Links within local community. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	3,5
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**Total budgeted cost: £ 169,631**

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.

<b>Year 6 Cohort</b> <b>7 children in receipt of Pupil Premium</b>	<i>Children who reached the expected standard.</i>	<i>Children who achieved a higher standard</i>
<i>Reading</i>	71% NA- 63%	43% NA-17%
<i>Writing</i>	71% NA- 56%	57% NA- 6%
<i>Maths</i>	71% NA- 57%	29% NA- 12%

## 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*

<b>Programme</b>	<b>Provider</b>
-Language Angels	- Nubridge Publishing
-SCARF PSHE	- Coram Education
-Complete PE	- Schnell
-Insight Assessment Tracking	- Insight