

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Castleton Primary School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2024
Statement authorised by	K Hird
Pupil premium lead	K Hird
Governor / Trustee lead	J Kevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345
Recovery premium funding allocation this academic year	£2000
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	£3345

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for all pupils, including those in receipt of the pupil premium, and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We hope that each child will develop a love of learning and acquire skills and abilities that enable them to fulfil their potential and be happy.

Challenges

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

Challenge number	Detail of challenge
1	<i>Some of our children require additional emotional support due to family circumstances, potentially exacerbated by the COVID-19 pandemic.</i>
2	<i>Gaps in academic learning as a result of limited engagement during lockdown.</i>
3	<i>Gaps in social development as a result of limited engagement during lockdown.</i>

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
<i>Gaps in learning to be closed.</i>	All PP children (without SEND) to reach ARE by 2024 (or by end of KS2, whichever comes sooner) in reading, writing and maths.
<i>Children to be emotionally resilient and able to access appropriate support strategies as required.</i>	Boxall profiles show progress in relation to emotional resilience.
<i>Children have opportunities to widen their experiences, vocabulary and social skills.</i>	All PP children take part fully in educational visits and attend extra-curricular activities.

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture UK training for all staff.</i>	Nurture UK – research based	1, 3
<i>Restorative Practice training for key staff</i>	Team Teach – research based	1

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

Budgeted cost: £ 1845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support staff to enhance SEMH, SALT and academic provision</i>	Supported by NHS professionals and SEND team	1, 2, 3

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Residential trips are subsidised for pupils with PP</i>	EEF	3
<i>Music lessons are subsidised for pupils with PP</i>	EEF	3

Total budgeted cost: £ 3345

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 2020 to 2021 academic year.

All PP pupils had access to 1:1 iPads to support remote learning in order to reduce barriers to engagement.

Staff training in Balance enabled teachers to have a clear understanding of gaps in learning and develop raising attainment plans according to individual pupil need.

PP pupils were invited into the school-based key worker provision and offered additional pastoral and academic support as appropriate, including group and 1:1 interventions and taught lessons (either school-based or remotely). For pupils with PP, this had a positive impact on engagement, progress and attainment (good or outstanding effort and secure or nearly secure attainment by the end of 2020/21).

There are still some gaps in learning, but these would have been bigger had it not been for the additional interventions put into place.