

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

In 2021-22, the school adopted a 3-year strategy which was to run until 2024. However, due to a significant change in pupils eligible for Pupil Premium funding in the school, a revised strategy (below) has been implemented. This has incorporated some of the previous information regarding challenges, outcomes and activity, however it also outlines a response to the needs of the disadvantaged pupils who are new to the school.

School overview

Detail	Data
School name	Castleton Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	17% (6% in 2021/22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	Original: November 2021 Revised: November 2022
Date on which it will be reviewed	Termly reviews Final: October 2024
Statement authorised by	K Hird (Nov 21-Aug 22) O Cooper (Sept 22 onwards)
Pupil premium lead	K Hird (Nov 21-Aug 22) O Cooper (Sept 22 onwards)
Governor / Trustee lead	J Kevan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415

Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£11,415 £3345 in 2021/22

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 (*previously identified in 2021-22*)

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>
4	Increased proportion of children who speak English as an additional language
5	Increased levels of transiency amongst some disadvantaged learners meaning curriculum experiences have varied compared to other pupils in their class.
6	The above is exacerbated for some children who are in larger mixed-aged classes and, therefore, have a reduction in the time spent being supported by an adult.

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. *These have been adapted from the initial 2021-24 plan.*

Intended outcome	Success criteria
<i>Gaps in learning to be closed (including those creating by transiency, poor previous attendance/engagement or speaking English as an additional language)</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.

Children have opportunities to widen their experiences, vocabulary and social skills.

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: £ 8,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of additional TA to provide additional support to disadvantaged learners in the mixed-aged classroom or to allow the teacher more opportunities to support disadvantaged learners. Appropriate training of this TA to support disadvantaged learners.</i></p>	<p>From EEF: <u>Quality deployment of teaching assistants</u></p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. 	2,4,5,6
<p><i>Employment of additional TA to provide additional capacity for targeted feedback for disadvantaged learners.</i></p>	<p>EEF</p> <ol style="list-style-type: none"> 1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also 	2,4,5,6

	<p>has positive effects (albeit slightly lower than the overall average).</p> <p>4. 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). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1,700

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, 3,6
<i>Implementation of iPad apps that support children who speak English as an additional language (e.g. Flash Academy, Photo Translator, SayHi).</i>	DfE – Resources to support children and young people from Ukraine	3,4,5

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Residential trips are subsidised for pupils with PP</i>	<u>Culture, Class, Distinction Bennet et al, (2009)</u>	2,3,5

<p><i>Music lessons are subsidised for pupils with PP</i></p>	<p><i>Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system through their ability to handle “abstract” and “formal” categories. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves.’</i></p>	
<p><i>Experiences that raise student’s cultural capital are subsidised with PP</i></p>	<p>A range of other reports back up these findings, including publications by the Social Mobility Commission and books such as Social Mobility and its Enemies by Lee Elliott Major.</p> <p>Projects such as The Glass Ceiling have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.</p>	
<p><i>Targeted attendance management strategies for individual pupils</i></p>	<p>EEF: Attendance Interventions</p>	<p>1,5</p>

Total budgeted cost: £11,415

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.

There were significantly fewer PP pupils in the previous academic year. Of these, apart from those pupils in receipt of EHCP with significant SEND, 100% of pupils were working at the expected standard in reading, writing and maths, making expected progress in-line with their non-disadvantaged peers.

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

PP pupils benefitted from a broader and more balanced curriculum across all subjects, in-line with their non-disadvantaged peers. This was supplemented by an increase in experiences which built 'cultural capital' such as residential visits and music lessons (which were subsidised through PP funding and were not possible during the pandemic).

Children's SEMH needs were supported following the impact of the pandemic, as well as other issues highlighted through Boxall profiling. This took place through small nurture groups facilitated by staff who have been trained using PP funding.

The above has allowed us to progress against the three challenges (1,2,3) and the intended outcomes set out in the initial PP plan in 2021-22. However, due to an increase in Pupil Premium students, we have decided to maintain these challenges and outcomes (as well as include additional to account for the needs of these new pupils).