

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	Castle Academy
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Blagden
Pupil premium lead	Lyndsey Cope
Governor / Trustee lead	Christine Fitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,570
Recovery premium funding allocation this academic year	£6,500
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	£86,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As a school, we face many challenges in ensuring good progress and achieving high for our disadvantaged children. These have been exacerbated by COVID-19 and partial school closures. These include the increasing SEMH needs of many children including those who are disadvantaged and poor attendance. As a school we also face increasing numbers of safeguarding issues and families requiring support on the Early Help Framework. These have increased during this academic year.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of Catch Up Funding to target pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- support pupils and families through the Early Help Framework
- improve pupil attendance and reduce persistent absence for disadvantaged pupils.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low attendance rates overall, with Pupil Premium children attending less than Non Pupil Premium.
2.	The social, emotional and mental health needs of pupils throughout school has increased through school closures.
3	Pupils have experienced gaps in learning due to COVID-19. This has a particular impact on prior learning. Quality teaching and learning is a priority to close these gaps as well as targeted interventions and small group catch up.
4	Many children enter Reception with Speech and Language Delay and require regular speech and language therapy and interventions. The pandemic has meant that many of our current Y1/Y2 children now require catch up speech and language after missing out on so much during the early years.
5	A large number of children have limited opportunities to read and engage in all text types at home. They can lack the necessary support in comparison with their peers and this therefore has a negative effect on their early reading skills.
6	A large number of children have limited extra-curricular, cultural experiences outside of school.

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
To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.	<p>Sustained high attendance leading up to 2024.</p> <p>Over time, this shows:</p> <ul style="list-style-type: none"> • Whole school attendance is in line or above National expectation of 96%. • Reduced number of persistent absentees among pupils eligible for PP. • Improved overall PP attendance and fall in line with Non-PP pupils.

<p>The SEMH needs of pupils are met through targeted interventions.</p> <p>Identify pupils that need support.</p> <p>Interventions are planned, carried out and reviewed robustly.</p> <p>Provide support to vulnerable families in order to support the SEMH needs of identified pupils.</p>	<p>Strengthen school's pastoral team through increasing capacity and accessing specific training.</p> <p>Create a pastoral page on school website signposting parents to support available in school.</p> <p>The school's Early Help Practitioner will support identified families through the Early Help Assessment Framework.</p> <p>A member of staff will be trained in trauma informed practice and a clear plan is in place to support targeted need across the school. (Achieve Trauma Informed Level 5 Diploma)</p> <p>The school's Thrive practitioner will:</p> <ul style="list-style-type: none"> • Access training requirements to sustain accreditation (10 CPD points) • Coordinate the use of Thrive Class assessment and action planning. • Carry out diagnostic assessments using Thrive Online and create personal or group Thrive Action Plans to support identified pupils. <p>Pupil Disposition survey completed termly and analysed to identify trends in pupil voice. Identified trends and issues to be incorporated and actioned within the School Development Plan.</p> <p>Targeted pastoral interventions delivered and evaluated:</p> <ul style="list-style-type: none"> • Rainbows • Thrive • Circle of Friends • Forest School • Playing for Purpose <p>Intervention evaluations and diagnostic assessments will demonstrate progress.</p>
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p>	<p>Increased capacity of Senior Leadership Team to strengthen QFT.</p>

<p>Use high quality teaching to address gaps in learning.</p>	<p>Develop Early Career Teaching programme of support. All staff, including support staff, to access high quality CPD.</p> <p>All teaching staff participate in Instructional Coaching programme and this evidences rapid improvement in quality of teaching.</p> <p>100% of teaching is at least good through school.</p>
<p>To increase the effectiveness of monitoring and tracking of pupil progress in order to improve pupil outcomes.</p>	<p>Increased capacity of Senior Leadership Team. CPD delivered on the effective use of assessment data to improve pupil outcomes. Early identification of pupils requiring intervention. Intervention evaluation sheets evidence strong progress. Half termly Pupil Progress Meetings evaluate impact of intervention and QFT.</p>
<p>To close the attainment gap between PP (all children) and National.</p>	<p>Phonics outcomes are significantly improved from last reportable outcomes in 2019. Pupils achieve above the national average in EYFSP. Pupils achieve above national average progress scores in KS2 Reading. Pupils achieve above national average progress scores in KS2 Writing. Pupils achieve above national average progress scores in KS2 Mathematics Pupils achieve above national average in Y4 Multiplication Test. Pupils achieve above national average in Y1 Phonics Screening Check</p> <p>We aim to narrow the gap for all children towards National.</p>
<p>To improve the speech and language skills of the children in the EYFS and ensure the children in Y1/Y2 receive necessary catch up speech and language after missing so much of Early Years due to the pandemic.</p>	<p>Pupils in Reception show rapid progress over the year within communication and language. Speech and language screenings of children show strong progress in oral skills.</p>

	Targeted speech and language interventions in Year 1 & 2 show strong progress.
<p>To improve the reading attainment of pupils by offering high level targeted reading support to children not meeting expected levels.</p> <p>To deliver high quality daily RWI phonics lessons by strongly trained staff.</p> <p>To offer high quality catch up phonics for Year 3 & 4 children that missed out on developing many early reading skills due to the pandemic.</p> <p>To raise awareness of how parents can support children with their reading at home.</p> <p>To promote and embed a life-long love of reading.</p>	<p>Increased capacity within the English Curriculum team- introduction of Reading Lead in KS1 through RWI programme.</p> <p>Robust RWI CPD and coaching delivered to improve quality of teaching of early reading across KS1 and LKS2. Constant gap analysis ensures that children are correctly placed, assessed and can progress quickly.</p> <p>Astrea Reading Strategy embedded across school to improve quality of teaching reading.</p> <p>Reading Fluency interventions show strong progress for pupils identified at risk during Pupil Progress Meetings.</p> <p>Individual reading records used by class teachers and TAs to communicate with parents about children's individual progress.</p> <p>Parental workshops delivered to raise awareness of RWI and the importance of reading.</p> <p>Guidance given for how to support children at home with reading development.</p> <p>Whole school initiatives embedded to promote a love of reading, e.g. daily Reading for Pleasure session; book themed days; and Reading Challenge.</p> <p>The reading attainment shows good progress with gaps in attainment therefore closing.</p>
<p>To offer children a range of extra-curricular and out of school cultural experiences.</p>	<p>All children have the opportunity to take part in extra-curricular activities and be successful in wider areas:</p> <ul style="list-style-type: none"> • At least 2 school trips per year. • All children access weekly Enrichment session within school. • Children are made more aware of the world around them which in turn they can bring into their learning. • Development of musicality.

	<ul style="list-style-type: none">• Forest School and Outdoor Learning sessions. <p>Regular monitoring of uptake of clubs and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)</p> <p>Greater links with the community.</p> <p>Share our ethos and curriculum with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</p>
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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: £22,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to improve high quality teaching and learning throughout school:</p> <ul style="list-style-type: none"> • Leading Teaching Programme. • RWI Consultant support for phonics and reading. • Literacy Tree Curriculum and training events • Access to Astrea Central Training • Weekly CPD for Support Staff • Communication Champion Training • Subject Lead Training Events • Instructional Coaching Programme • Early Career Teaching Programme- supporting 2 ECTs. • Externally provided programmes to support staff in delivering a varied and rich curriculum. 	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	<p>2 3 4 5</p>
<p>Monitoring Pupil Progress. (SENCO, Pupil Premium Lead, Maths Lead and English Lead, RWI Lead)</p> <p>Time allocated to improve outcomes for eligible pupils through:</p> <ul style="list-style-type: none"> • Pupil Premium Lead to attend Cluster Meetings • Learning Walks & Work Scrutiny • Peer coaching & feedback 	<p><u>Internal Evidence</u></p> <p>Improved use of data and intervention tracking has led to more positive outcomes for groups and individuals.</p>	<p>3</p>

<ul style="list-style-type: none"> • Data analysis and intervention • Pupil Progress Meetings 		
<p>Parent Workshops (virtual and in person) provided to empower parents to support children’s learning at home:</p> <ul style="list-style-type: none"> • Positive Parenting • RWI Workshop and access to online support materials. • Maths- Calculation and multiplication. • Reading at home. • Communication Workouts <p>Half termly progress reports shared with parents with key indicators.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1 3 4 5</p>

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

Budgeted cost: £19,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional teacher to reduced class size for core subjects in Y6.	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Reducing class size has a small positive impacts of +2 month, on average.</p>	3
Speech and language therapy interventions in FS2 and KS1.	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	3 4
<p>Provision of Read Write Inc. introduced across school.</p> <p>Phonics Interventions, including small group and 1:1 Fast Track Tutoring</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Read Write Inc. Fast Track Tutoring : Primary: Oxford University Press (oup.com)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</p>	3

	development of early reading skills, particularly for children from disadvantaged backgrounds.	
<p>Teaching Assistants deployed to deliver evidence based interventions:</p> <ul style="list-style-type: none"> • Project X- Reading • Reading Fluency • Nuffield Early Language Intervention • Language Legends • Chatterboxes • Power of 2 • NumberSense 	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Primary Reading Intervention, Project X CODE (oup.com)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>3</p> <p>5</p>

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

Budgeted cost: £43,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer:</p> <ul style="list-style-type: none"> • Weekly, half termly and annual attendance incentives. • School attendance lead to monitor through the use of the weekly tracker • Admin time to follow attendance policy, e.g. wellbeing calls; door step visits and meetings. • Coordinate with external services, including EWO. • Weekly BASI meeting with SLT 	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities guidance to schools to support them to improve school attendance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1 2</p>
<p>Parent Support Advisor:</p> <ul style="list-style-type: none"> • Support families through Early Help Assessment Framework • Coordinate with external agencies, including social workers to support pupils and families. • Provide parenting workshops • Weekly BASI meeting with SLT. • Deliver SEMH interventions, e.g. Thrive. 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	<p>1 2 6</p>

<p>CPD Training to support arising SEMH needs:</p> <ul style="list-style-type: none"> • Informed Trauma Diploma Level 5 • Rainbows Training • Thrive Practitioner CPD sessions 	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	<p>2 6</p>
<p>Pupil Dispositions Lead</p> <ul style="list-style-type: none"> • Identify trends in pupil attitudes towards learning and additional support in response where requirements. • Promoting children to have high aspirations through enriching experiences. 	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	<p>1 2 6</p>
<p>Enrichment Activities</p> <ul style="list-style-type: none"> • Outdoor Learning sessions • Commando Joes • Musical instruments • Caged Steel-mixed martial arts 	<p>http://scholarworks.umass.edu/dissertations/AAI3179892/ demonstrates the importance of life experiences on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ demonstrates impact of developing a positive school ethos</p>	<p>6</p>
<p>Breakfast club held daily</p>	<p>Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £86,070

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.

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged and vulnerable pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, Nearpod, Purple Mash and Microsoft Teams.

Pupils were able to interact, be assessed and retrieve documents at any time, with teachers and support staff being online throughout the school day. Children's work was able to be send back to teachers and feedback given. Although Phonics sessions were taught remotely, RWI was not introduced into school until all schools were open fully, therefore all children, especially the disadvantaged were not given the daily provision they would have under the usual provision. Interventions such as Catch-up and THRIVE and the exposure to professionals such as the Educational Phycologist were also inaccessible for those vulnerable and disadvantaged children. Daily safe and well checks were made.

CPD opportunities were minimal and only online throughout most of the last academic year, however Read Write Inc was introduced once schools opened and all staff had access to all safeguarding and GDPR training online.

Overall attendance in 2020/21 was lower than in the preceding years at 90.3%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence significantly higher.

These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, making safe and well checks daily for all disadvantaged and vulnerable children, often making doorstep visits, phone calls and seeing the children online on Teams sessions. Specific wellbeing checks were made and recorded as well as academic provision.

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

Programme	Provider
RWI	Ruth Miskin
Primary KC	Knowledge Schools Trust
White Rose	NCETM
Charanga Music	Charanga
Number sense	Success@number
TT Rockstars	Maths Circle
Literacy Tree	Literacy Curriculum

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.