

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 Academy
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	42% (70/166)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 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	£56,745
Recovery premium funding allocation this academic year	£6,300
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	£63,045

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. We will ensure high quality teaching through excellent staff professional development, a highly aspirational and enriching curriculum and a reflective coaching led approach to self-evaluation and improvement.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted academic 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
- deliver high quality intervention programmes closely monitored for maximum impact
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- raise expectations of what they can achieve
- develop self-esteem and growth mindset

- enable pupils to learn about and experience life beyond the classroom into the wider world through an enriched curriculum

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 increased following school closures with 33% of Pupil Premium children having SEMH needs in 21-22.
3	Below the national standard of outcomes in Phonics and Reading, Writing and Maths at Key Stage 1 and Key Stage 2. 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	Assessments, observations and discussions with pupils indicate that many children enter Reception with Speech and Language Delay, underdeveloped oral skills and vocabulary gaps. These are evident from Reception through to KS2. Regular speech and language therapy and interventions are required.
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 as well as their self-esteem and motivation for reading.
6	Observations and discussions with pupils and families also identified a large number of children lack of enrichment opportunities - limited extra-curricular and cultural experiences outside of school, particularly so throughout the pandemic and during school closures.

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
<p>To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	<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 - particularly among pupils eligible for PP. • Improved overall PP attendance and fall in line with Non-PP pupils. • Engage our parent community in all aspects of school life. • Increase attendance at breakfast club, particularly by our disadvantaged pupils.
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The SEMH needs of pupils are met through early identification and targeted support and interventions.</p> <p>High quality intervention programmes delivered consistently and closely monitored to ensure maximum impact</p> <p>Provide support to vulnerable families in order to support the SEMH needs of identified pupils. 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.

	<ul style="list-style-type: none"> • Carry out diagnostic assessments using Thrive Online and create personal or group Thrive Action Plans to support identified pupils. <p>We will continue to develop children’s physical and mental health and well-being, including self-esteem and growth mindset.</p> <p>Targeted pastoral interventions delivered where appropriate 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>An increase in participation in enrichment and extra-curricular activities, particularly amongst disadvantaged pupils.</p> <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>Qualitative data from student voice, parent and pupils surveys and observations.</p>
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p> <p>Use high quality teaching to address gaps in learning.</p>	<p>Further develop Early Career Teaching programme of support.</p> <p>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>Early identification of pupils at risk of falling behind.</p> <p>Spotlight pupils receive targeted support within lessons.</p> <p>Intervention evaluation sheets evidence strong progress which is rapid and sustained.</p>

	<p>Termly Pupil Progress Meetings evaluate impact of intervention and Quality First Teaching.</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 and above national average.</p> <p>Pupils achieve above the national average in EYFSP.</p> <p>Pupils achieve above national average in Y1 Phonics Screening Check</p> <p>Pupils achieve above national average in Y4 Multiplication Test.</p> <p>Pupils achieve above national average progress scores in KS2 combined outcomes.</p> <p>Pupils achieve above national average progress scores in KS2 Reading.</p> <p>Pupils achieve above national average progress scores in KS2 Writing.</p> <p>Pupils achieve above national average progress scores in KS2 Mathematics.</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.</p> <p>Speech and language screenings of children show strong progress in oral skills.</p> <p>Targeted speech and language interventions in Year 1 & 2 show strong progress.</p> <p>Focus on the teaching of Oracy throughout the whole school.</p>
<p>To improve the reading attainment of pupils by offering high level targeted reading support to children not meeting expected levels.</p>	<p>Delivery of high quality daily RWI phonics lessons by strongly trained staff.</p> <p>Robust RWI CPD and coaching delivered to improve quality of teaching of early reading across KS1 and LKS2.</p> <p>Constant gap analysis ensures that children are correctly placed, assessed and can progress quickly.</p> <p>High quality catch up phonics for pupils working below the expected standard.</p> <p>Parental engagement is high and parents support children with their reading at home.</p>

	<p>Astrea Reading Strategy embedded across school to improve quality of teaching reading.</p> <p>The teaching of reading is consistently taught across the academy, including with new members of staff.</p> <p>Reading Fluency interventions show strong progress for pupils identified at risk during Pupil Progress Meetings.</p> <p>Effective monitoring of Reading Challenge and parental engagement – reading at home.</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 visits 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. • 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>

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: £18690

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>.https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>

	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/ evidenced that focus on reciprocal reading makes a positive impact on reading comprehension in KS2.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p>	
<p>Monitoring Pupil Progress. (SENCO, Pupil Premium Lead, Maths Lead and English Lead, RWI Lead) 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 ● Data analysis and intervention ● Pupil Progress Meetings 	<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>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>	3
<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. 	<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>	1 3 4 5

<ul style="list-style-type: none"> • Reading at home. • Communication Workouts <p>Half termly progress reports shared with parents with key indicators.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional teacher to reduced class size for core subjects in Y6.	Reducing class size EEF (educationendowmentfoundation.org.uk) Reducing class size has a small positive impacts of +2 month, on average. Assessment and observations have provided further evidence to support this approach due to the high proportion of SEND within the Y6 class (46%)	3
Speech and language therapy interventions in FS2 and KS1.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	3 4
Provision of Read Write Inc. introduced across school. Phonics Interventions, including small group and 1:1 Fast Track Tutoring	One to one tuition EEF (educationendowmentfoundation.org.uk) Read Write Inc. Fast Track Tutoring : Primary: Oxford University Press (oup.com) Phonics EEF (educationendowmentfoundation.org.uk) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
Teaching Assistants deployed to deliver evidence based interventions: <ul style="list-style-type: none"> • Project X-Reading • Reading Fluency 	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 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. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-	3 5

<ul style="list-style-type: none"> • Nuffield Early Language Intervention • Language Legends/Oracy • Chatterboxes • Power of 2 • NumberSense 	<p>instruction/ demonstrates the impact of providing individualised instruction for learners</p> <p>Primary Reading Intervention, Project X CODE (oup.com)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months).</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) 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) 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) 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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,314

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 	<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) Parental engagement has a positive impact on average of 4 months' additional progress. It is</p>	<p>1 2</p>

<p>the use of the weekly tracker</p> <ul style="list-style-type: none"> • 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>crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</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 	<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>

through enriching experiences.		
<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>	6
Breakfast club held daily	<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>	1
Contingency fund for acute issues.	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.	All

Total budgeted cost: £65,332

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 2022 to 2023 academic year.

Aim	Outcome
<p>To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	<p>Whole school attendance at Castle in 2021-22 was 90% compared to National at 93%</p> <p>This year to date whole school attendance at Castle is 93% compared to National at 94%</p> <p>Attendance has improved and the gap has narrowed.</p> <p>PP attendance at Castle in 2021-22 was 86% compared to this year to date PP attendance at Castle is 91%.</p> <p>Attendance has improved and the gap has narrowed.</p> <p>6% gap between PP and Non-PP in 2021-22</p> <p>Closed to 3% gap between PP and Non-PP in 2022-23</p> <p>Persistent Absence in 2021-222 was 32% this has reduced to 25% in 2022-23. Persistent Absence for PP in 2021-222 was 52%, this has reduced to 43% in 2022-23. The gap between PA for Non PP and PP pupils has been reduced. We will continue to work on this.</p> <p>Pupils arriving late in 2021-22 was 1.9% this has been reduced to 1.6% in 2022-23. PP Pupils arriving late in 2021-22 was 2.3% this has been reduced to 1.7% in 2022-23. The gap between PP and non PP Late Marks has been reduced to 0.1%</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils</p>	<p>The school's pastoral team has been further strengthened through expansion - an additional member of staff taking on the lead role of SENDCO and Inclusion has joined the pastoral team.</p> <p>A comprehensive programme of CPD has been accessed to increase staff knowledge and skills including the completion of Mental Health First Aid training.</p> <p>The school's Pastoral Support and Attendance Team have worked collaboratively within a multidisciplinary team of both internal and external professionals to effectively support pupils and their families.</p> <p>The number of pupils with SEMH Needs has reduced from 6% in 2021-22 to 4% in 2022-23. The number of PP pupils with SEMH Needs has reduced from 31% in 2021-22 to 24% in 2022-23.</p> <p>54% of families have received support through the PSA Team of these 53% (50/94) families were PP.</p>

	<p>26 pupils accessed support through the Early Help Assessment Framework or Social Care Involvement. 85% (22/26) of the pupils were PP.</p> <p>17% of pupils accessed external professional support of these, 63% (19/30) were PP.</p> <p>4 pupils accessed the Trust Counselling Services of these, 50% (2/4) were PP.</p> <p>The school's Thrive practitioner completed comprehensive CPD including Demystifying Shining the Light and Lending Your Thinking Brain and Captain Thinking - sustaining accreditation (10 CPD points)</p> <p>All staff completed Thrive Assessment and the Thrive Approach CPD.</p> <p>Diagnostic Individual Thrive Assessments and Action Plans for 8 pupils including 5 PP pupils demonstrate on average a +17% compared to Non-Pupil Premium pupils who saw a +6% increase between assessment points.</p>
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p>	<p>Senior Leadership Team has further increased capacity -through the appointment of a Vice Principal and Assistant Vice Principal. A middle leadership team has also been established.</p> <p>Leaders have completed further Leading Teaching CPD and Instructional Coaching development grounded in teaching pedagogy in order to further drive QFT.</p> <p>Two Early Career Teachers have successfully completed their first year of the ECT programme with quality support provided by ECT Mentors.</p> <p>A comprehensive suite of high quality CPD has been accessed by all staff, including support staff.</p> <p>All teaching staff have begun participation in the Instructional Coaching programme. Strategies continue to be developed in order to further evidence rapid improvement in quality of teaching.</p>
<p>To increase the effectiveness of monitoring and tracking of pupil progress in order to improve pupil outcomes.</p>	<p>Assessment Lead has been in roll for a full academic year and has accessed CPD through the Trust in addition to termly Trust Assessment Briefings.</p> <p>Further CPD has been delivered to all teaching staff on the effective use of formative and summative assessment data to improve pupil outcomes.</p> <p>A programme of half termly Pupil Progress Meetings have taken place enabling early identification of spotlight pupils and the evaluation of impact of intervention and QFT.</p>

<p>To close the attainment gap between PP (all children) and National.</p>	<p>Outcomes have greatly improved in the Phonics Screening Check from 68% in 2022 - below National to 80% in 2023 – above National.</p> <p>There has also been a significant improvement in KS2 Outcomes from 21% combined in 2022 to 67% combined in 2023 - above National.</p> <p>The Y4 MTC remained at 30% in 2023, slightly above National of 29%.</p> <p>58% (11/19) Pupils achieved GLD compared to 67% Nationally. 32% (6/19) pupils have SEND.</p> <p>50% (4/8) of PP pupils achieved GLD. 36% (3/8) PP pupils have SEND</p> <p>ECT in EYFS successfully completed their first year of the ECT Programme and received high quality coaching from ECT Mentor.</p> <p>Year 1 Phonics outcomes were 1% above National at 80%.</p> <p>In Year 1, 67% (4/6) of PP pupils passed the PSC – this was inline with National for Disadvantaged pupils which was 67%</p> <p>Year 2 Phonics outcomes were in line National at 88%.</p> <p>RWI Scheme introduced in September 2021 is now embedded across school – 100% of Staff have received high quality WRI CPD through Ruth Misikin deepening Phonics knowledge and skills across the whole team. The Early Reading Lead carries out regular Instructional Coaching Sessions with all RWI Early Reading Staff.</p> <p>Y4 Multiplication Test outcomes were at 30%. 1% above National of 29%</p> <p>Disadvantage children average score was 17.9 at National, with our disadvantaged pupils average score at 18.3 – in line with National.</p> <p>The introduction of daily times tables sessions across KS2 helped to strengthen TT recall</p> <p>KS2 outcomes showed a marked improvement on last years outcomes.</p> <p>KS2 Reading outcomes were 2% above national at 75% - with 71% (5/7) PP pupils achieving the EXS, and above National at 60%.</p> <p>Fresh Start Fast Track RWI Scheme is now embedded in UKS2 with staff having completed CPD in order to confidently deliver sessions and ensure rapid progress for pupils.</p> <p>KS2 Writing outcomes were at 75% above National of 71%. With 86% (6/7) PP achieving EXS, above National at 58%. Writing was moderated by the Local Authority and all judgements were upheld with the Year 6 teachers receiving high praise for their robust and accurate writing assessment.</p>
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	<p>The Literary Curriculum is firmly embedded across school. Inset CPD sessions have been completed by all class teachers and the Writing Leader continues to consolidate progress and drive rapid improvement.</p> <p>KS2 Maths outcomes were 71% slightly below National of 73% and significantly higher than 2022 26%. With 86% of PP achieving the EXS above National at 59%.</p> <p>The Ark Curriculum Maths -MyMastery approach has been introduced across the school, and all staff have received extensive training. A new Mathematics lead has been appointed who has delivered a suite of CPD and Coaching to ensure we make rapid and sustained progress, closing gaps and deepening skills and knowledge. SumDog online Platform has been relaunched with pupils and families and staff continue to monitor engagement.</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>EYFS Data shows that in Communication and Language 67% (12/18) of pupils achieved EXS in C&L, 12% below National at 79% . 100% (6/6) pupils who did not achieve the EXS in CL have SEND with specific CL needs.</p> <p>57% (4/7) of PP pupils achieved the EXS in C&L. 3 PP pupils who did not achieve the EXS in CL are PP and SEND with specific CL needs.</p> <p>21 % of pupils (38% of PP Pupils) accessed intensive support from Speech and Language Therapist through the LINGO SALT Programme. Progress evidenced through small steps within support plans.</p>
<p>To promote and embed a life-long love of reading and raise awareness of how parents can support children with their reading at home.</p>	<p>Early Reading Lead Role is now embedded in KS1 through RWI programme with robust RWI CPD and coaching delivered to improve quality of teaching of early reading across KS1 and LKS2. Ongoing gap analysis continues to ensure 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 use has been reviewed as parental engagement is low and pupils often misplace or forget records. Reading Ambassadors have proposed online Reading Record platform. Reading Lead will consult with pupils and parents.</p> <p>Parental workshops delivered, in person and online, to raise awareness of RWI and the importance of reading. 32% of parents in KS1 attended – we will continue to drive awareness and strive for greater attendance.</p> <p>Whole school initiatives embedded to promote a love of reading, e.g. daily Reading for Pleasure session;</p>

	<p>book themed days; and Reading Challenge. Pupil voice is positive.</p> <p>All classes have taken part in at least one Author Event.</p> <p>The reading attainment shows good progress with gaps in attainment for disadvantaged pupils closing to 5% compared to 18% Nationally.</p>
<p>To offer children a range of extra-curricular and out of school cultural experiences.</p>	<p>All children have had the opportunity to take part in extra-curricular activities and be successful in wider areas.</p> <p>Each class took part in at least 2 school visits last year.</p> <p>All children accessed weekly Enrichment sessions within school. Our Enrichment Curriculum offers a progressive, wide range of experiences for all pupils.</p> <p>Development of musicality – 31 pupils (including 14 PP Pupils) accessed Music outreach services. 7 pupils including 13 PP pupils joined the Young Voices Choir and performed with a live orchestra at Sheffield Arena.</p> <p>All pupils in school, took part in weekly music sessions where they experienced learning to play the Glockenspiel and/or the recorder and participated in termly concerts.</p> <p>All pupils had the opportunity to experience a live Dulcimer music performance and workshop.</p> <p>A Samba Drumming Workshop was delivered in addition to weekly sessions during the Spring term for the Year 4 class.</p> <p>All pupils across school took part in a programme of Forest School and Outdoor Learning sessions.</p> <p>A suite of workshops and visitors into school included: Planetarium, Travelling Zoo, dance workshops, Fire Safety.</p> <p>Links were further strengthened within the community – Castle in the Community Programme further developed which included a establishing a Harvest Food Bank, partaking in the Remembrance Service, adopting a Community Christmas Tree and delivering a community carol service, Kings Coronation Garden Party and Picnic with big screen outdoor coverage.</p> <p>The newsletter, Twitter and Facebook account have been updated in order to share our ethos, curriculum and achievements 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>

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
Ark Curriculum Maths - MyMastery	Ark
Charanga Music	Charanga
SumDog	SumDog
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.