

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Hill Community Primary
Number of pupils in school	365 + 52 in Nursery
Proportion (%) of pupil premium eligible pupils	58%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Pete Talbot Headteacher
Pupil premium lead	Pete Talbot Headteacher
Governor / Trustee lead	Ann Griggs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 299,535
Recovery premium funding allocation this academic year	£ 25,931
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	£ 325,466

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- We want all children to achieve to their full potential and enjoy learning in this school. Regardless of their background or ability all children will be fully supported in their learning. Our pupil premium strategy has a high focus on our children who are identified as disadvantaged and ensure that they are achieving at the same standard of all our children
- At the same time everything will benefit all the children in our school
- We want to provide all disadvantaged children with the breadth of cultural experiences that other children may experience through family life
- At the heart of everything we do is the highest standard of teaching targeted to meet the abilities of all
- We will provide regular additional support to children identified and we will attempt to intervene as early as we can to address any gaps in learning
- Gaps in children's learning will be addressed in as many effective ways as possible – it is recognised that children learn effectively using a variety of styles
- We make full use of data to identify gaps in learning and we review this regularly to reflect on the effectiveness of our strategies
- As well as using our knowledge of our children's needs, the DFE Menu of Approaches has been referred to when developing this strategy as well as the evidence provided following research carried out by the EEF

## Challenges

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

Challenge number	Detail of challenge
1	Sheer volume of disadvantaged children, pupil premium children currently account for 58% of the school roll
2	Language is less developed in many of our disadvantaged children and this is evident in their assessments in every key stage
3	During the pandemic many of our disadvantaged children did not access learning and there are additional gaps in their knowledge, particularly in Maths
4	Since the pandemic pupil attendance is still a challenge. Additional time is now given to support vulnerable families getting their children into school. Lateness

	also continues to be a challenge for many and they are missing key input during phonics time.
5	Mental Health and Wellbeing of the children, many are affected by external circumstances.
6	Many of our pupil premium children also have a high level of additional needs and this makes it very difficult to be at the same level as their peers

## 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
For disadvantaged children who do not have additional needs to achieve in line with their peers.	Assessment within school and at statutory testing shows that disadvantaged children are achieving to national levels.
Improve attainment in Maths for disadvantaged pupils by the end of Key Stage 2 – especially those without SEND.	Maths results in Key Stage 2 SATs are improved and disadvantaged pupils reach / exceed national averages.
Improve attendance and punctuality for all children particularly those who are disadvantaged.	Attendance improves from 2022 – 2023 academic year. Disadvantaged attendance is at least 94%.
Ensure the gaps in phonics learning are addressed, particularly for those disadvantaged children in Key Stage 1	Increase in phonics scores for children in Year 1 and 2.
Improve the understanding / comprehension skills of our disadvantaged learners, making text relevant and interesting to them.	KS 2 outcomes show there is an improvement in Reading Scores. Number of children achieving Starbooks continues to grow.
Provide all children with a broad and balanced curriculum and develop the cultural capital of non-disadvantaged.	Children continue to have access to a wide variety of different educational / cultural experiences – such as visits and outdoor learning.
Improved mental health and wellbeing for all children, particularly those disadvantaged ones who are specifically identified.	Reduction in number of children needing support, improved attendance and reduction in reported incidents.

## 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: £124,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery programme – lead by Maths Lead out of class	Gaps identified through the regular use of PiXL data and the achievement of children at the end of Maths units. <i>(EEF: Mastery +5 months, low cost)</i>	1,3
Use of PiXL data to target the gaps in children's knowledge with direct intervention either individually or in small groups	Accelerated progress the children make following interventions	1,2,3
Maths Lead non-class based to support Maths Mastery programme	Need for staff to be supported when delivering the new programme.	1,3
Encourage and develop a love of reading through Starbooks reward scheme and development of sequential reading curriculum	Greater variety of Reading improves the children's comprehension skills and ability to write in a wider range of genres.  <i>(EEF: Raising comprehension strategies +6 months)</i>	1,2
Drive on Accelerated Reader to tackle improved comprehension skills	Direct link between Accelerated Reader and comprehension.	1,2
Early Years Lead supporting earlier development and raising standards of communication and language in Nursery and Reception	Greater focus in the Early Years vastly improves performance in later Key stages.  <i>(EEF: =7 months, highest EY impact low cost)</i>	1,2,6
Time given out of class for all Subject Leaders to attend CPD	Children retain their learning with clear progression and revision of learning.	1,3

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

Budgeted cost: £ 129,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Year 1 class support to meet the needs of the cohort	Children are able to settle more quickly with a higher ration of adult support. <i>(EEF: Reducing class size +2 months)</i>	1,2,3,6
Year 6 Personalised tutoring for Reading, Writing and Maths specifically linked to their individual needs.	Children targeted are proven to make more accelerated progress.	1,3
Additional phonics support delivered by HLTAs particularly for Year 2 and 3 children.	Early phonics intervention and secure knowledge has a huge impact on all areas of learning.	1,2
Non class based Maths Lead to support the delivery of Mastery in classes	Significant impact of the children's ability to use fluency and reasoning.	1,3
Additional Booster for Maths in Year 4	Gap filling and clear targeted intervention has proven very successful.	1,3
Year 6 Booster Breakfast club	For some children the effective early start and breakfast has a real impact on their capacity to learn.	1,2,3
Additional Teaching Staff to support Personalised Learning Groups every morning	Children working at a much lower level than their peers can manage and behaviour incidents are drastically reduced.	6
Children in Reception screened in Language Link to identify areas of language development	Early identification is crucial to development	1,2,6

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

Budgeted cost: £ 70,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Rewards children who have sustained good attendance (new incentive launched)	Direct link between good school attendance and pupil progress / achievement	4
Work with children who had poor attendance in the last academic year	Direct link between good school attendance and pupil progress / achievement	4
Increased hours for dedicated Attendance Officer	Direct link between good school attendance and pupil progress / achievement	4
Additional Family Liaison Officer to support enabling families to get their children into school	Parental engagement is key to a child's success in school	4,5
Learning Mentor supports inclusivity and offers support for children to access learning	Individual input improves the children's ability to access their learning  <i>(EEF: +2 months)</i>	1,3,5,6
Road Trips and experiences within the school (heavily subsidised)	The greater opportunities to experience opportunities can increase enthusiasm / engagement for learning.	3,5
Ongoing development of outdoor learning	Outdoor learning improves academic engagement and achievement.	3,5
Employment of a Play Therapist to work with identified children.	Social and emotional skills support positive learning and are linked to better outcomes in life.	5
Increase the variety and range of extra-curricular activities and After School Clubs	Extra activities can increase engagement in learning.	3,4,5

**Total budgeted cost: £ 323,280**

## 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.

- Ofsted Data Summary 2022 shows that despite being 'well above average, for FSM, SEN and EHCPs the school achieves 'in line with national' on KS2 Progress, KS2 Attainment and KS 1 Attainment
- 2023 Data shows the school achieving in line with similar schools and pupil premium performance matching Kent and National average – this is impressive considering the number of EHCPs in the year group
- Our school data is showing that Pupil Premium children who do not have SEN are achieving in line with all other children, this evidence is confirmed in national test data
- Children receiving targeted support are making accelerated progress and rigorous assessment is having an impact
- Incidents of poor behaviour are lower than in previous years and children feel well supported
- All classes have attended a Road Trip for the last three years (covid excepted)
- Three quarters of the children have attended an extra-curricular activity – up from 43% three years ago
- Most recent parental survey (October 2022, shows a very high level of satisfaction with the school (over 90%), with at least 60% of parents being 'Extremely Satisfied'
- Pupil premium attendance at after school activities is high 57% of children attending are pupil premium (Homework Club 62%, Sports Clubs 48% and Other 61%)
- Attendance remains a significant challenge post covid and we are not near to pre-pandemic levels

### 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



## Further information (optional)

School retains a small contingency from the budget to fund any additional projects or needs that are identified during the year.