

# Pupil premium strategy statement – Castlemorton CE Primary School 2023-2024

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	83 (23-24) 79 (22-23)
Proportion (%) of pupil premium eligible pupils	2.4% (23-24) 3.7% (22-23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Maggie Spence Executive Head
Pupil premium lead	Amanda Smithson Head of School
Governor / Trustee lead	Jez Lee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5430.36
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> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7430.36

# Part A: Pupil premium strategy plan

## Statement of intent

At Castlemorton CE Primary School our aim is to use the Pupil Premium and Recovery Premium Funding allocation to improve outcomes for all disadvantaged pupils and to support them to thrive and flourish. High-quality teaching is at the heart of our approach. We believe that every child should have a good teacher. 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. Our Pupil Premium Strategy has been designed to have lasting impact over a three-year period. It will be reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils.

Our vision of LOVE-LIGHT-ALL applies to everyone within our school community and is at the heart of our Pupil Premium Strategy. This means that each child is loved and valued for who they are, we set high aspirational goals for them to shine. 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.

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 approach is rooted in research and is regularly evaluated against best practice in the Education Endowment Foundation research and guidance.

To ensure they are effective we will:

- ensure all pupils including disadvantaged are challenged in their work
- intervene at speed and ensure intervention is well targeted
- ensure high aspiration for all pupils and regular review of all individuals progress

We recognise the importance of highly trained teachers and teaching assistants to ensure intervention is high quality.

Our strategy places high priority on extra-curricular and cultural experiences, social and emotional wellbeing, speech and language development, attendance and on reading. Our strategy allows all pupils access to well matched intervention including external professionals such as speech and language therapists and learning support specialists.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally have greater difficulties with academic subjects than their peers due to underdeveloped oral language and vocabulary gaps. This negatively impacts their development as readers.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Growing social and emotional needs, a lack of 'Cultural Capital' and enrichment opportunities. These negatively impacts disadvantaged pupils, including their progress.
4	Attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Persistently absenteeism and lack of parental engagement is negatively impacting disadvantaged pupils' progress.

## 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
1. Improved oral language and vocabulary among disadvantaged pupils.	<p>All subjects have clearly mapped vocabulary that is pre-taught to pupils where needed.</p> <p>Early identification of need ensures appropriate intervention is in place.</p> <p>Phonics, reading, writing and maths outcomes in 2023/24 show that disadvantaged pupils make progress in line with peers and above national expectations.</p> <p>Sufficient trained staff is in place to ensure that there is enhanced support for disadvantaged and other pupils</p>
2. Improved phonics and reading among disadvantaged pupils.	<p>Pupils that are disadvantaged and or have additional needs are identified quickly and make progress accelerated progress.</p> <p>Outcomes in 2023/24 are above national for all disadvantaged pupils and where this is not the case outside agency</p>

	support has been given and recommendations followed.
3.Improved Cultural Capital and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Social and emotional needs are met. Early intervention increased. Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Children participate in regular ‘arts’ events. Trips, visitors and events are of a high quality. The curriculum is creative for all children and children do not miss curriculum time for intervention.</li> <li>• Trauma Informed support is increased and well targeted - pupil voice feedback evidence suggests all pupils are having their needs met</li> </ul>
4.Improved punctuality and attendance for all pupils, particularly our disadvantaged pupils. Improved parental engagement.	<ul style="list-style-type: none"> <li>• The percentage of all pupils who are persistently absent being below national expectation</li> <li>• Attendance and punctuality improve for targeted pupils</li> <li>• Parent engagement and support is regular – feedback is positive in questionnaires</li> </ul>

## 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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum well mapped to ensure vocabulary acquisition is strong across the school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

<p>High quality CPD for all staff.</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>There is strong evidence for the use of teaching assistants to ensure best outcomes: <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals.</p> <p><a href="#">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p>Whole school staff including new staff have phonics training and refresher training.</p> <p>Increase phonic book selection to ensure all sounds read are matched to the validated Systematic Synthetic Phonics programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification and focussed intervention for every pupil in need, ensures daily catch-up/keep-up with a particular focus on developing early language and speech skills.</p>	<p><a href="#">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that pupils from lower social economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills.</p>	1,2

	<p><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>The EEF guidance on 'Making the Best Use of Teaching Assistants' focuses on 7 key recommendations. These have been considered and applied.</p> <p><a href="#">One to one tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Small group tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Evidence indicates that one to one/small group tuition can be effective, providing approximately +5 additional months progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Parental engagement increased.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	4

	<p><a href="#">Attendance interventions rapid evidence assessment   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Parental engagement   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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>Increase the support of social and emotional (SEL) learning.</p> <p>Whole school approach for positive mental health. Two Trauma Informed practitioners working across the school supporting children and parents.</p> <p>Trauma Informed approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p><a href="#">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) <a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	3
<p>All pupils will have equal access to extended school including residential. Increasing participation through trips, music, drama, fine art and visiting artists.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later life.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Arts participation   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Physical activity   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3

**Total budgeted cost: £7500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Performance was assessed using internal standardised teacher administered tests and external assessment which included: Reception Baseline, Phonics Screening, KS1/KS2 Statutory Assessments and the Year 4 Multiplication Check.

When compared to non-disadvantaged pupils, the disadvantaged pupils perform or make progress inline or better than peers and national in all areas of learning. Behaviour and attitudes to learning is rated as outstanding for all pupils. This progress is sometimes hampered if pupils are disadvantaged and on the special needs register. These pupils are regularly monitored and supported. Additional recommendations from outside agencies are gained and parents are regularly communicated with.

#### **Data 22-23**

100% made good or better progress in reading, writing and maths. Out of the 3 children 66.7% reached expected levels in reading and writing.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Trauma Informed Schools	<a href="#">Trauma Informed Schools UK</a>