



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	Castlemorton CE Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	4 pupils (5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Amanda Smithson
Pupil premium lead	Amanda Smithson
Governor / Trustee lead	Jez Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540
Recovery premium funding allocation this academic year	£2000
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	£7540

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. 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 and we include everyone so that no one feels left out.

We recognise the importance and value of quality first teaching experiences and our strategy aims to ensure that the grant allows increased access to high quality learning experiences which are teacher led in the classroom. This includes same day interventions to address gaps and misconceptions and access to teaching assistant time.

Our strategy places high priority on speech and language development and on reading. As important vehicles for learning it is crucial that these skills are developed so that all pupils can access the wider curriculum. Early intervention is key and our strategy allows pupils access to well matched intervention and support. This includes from external professionals such as speech and language therapists and learning support specialists.

Our strategy takes account of the impact of pupils' social and emotional wellbeing on their academic outcomes and as a result supports each child with mental health and well-being support. We aim for all families to understand the importance of good attendance and punctuality and for them to feel valued members of the school community.

Challenges

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

Challenge number	Detail of challenge
1	Gaps and misconceptions in learning

2	Significant additional SEND needs
3	Loss of good learning behaviours e.g. resilience and learning stamina as a result of COVID-19
4	Increased social and emotional needs.
5	Poor levels of attendance and punctuality

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
Pupils will make progress in their attainment specifically in English and Maths.	<ul style="list-style-type: none"> • Attainment data shows that disadvantaged pupils working at all levels have made progress in tracked data. • Book scrutiny shows small steps of progress for individual pupils.
<p>Teachers access Chadsgrove Specialist for individual assessments and to recommend targeted support.</p> <p>Targeted support is put in place to enable children to address their individual needs.</p> <p>SENDco support is available for staff, children and their families.</p>	<ul style="list-style-type: none"> • Pupils with additional needs are identified quickly and make progress on targets on their IEP. • Families feel well supported and children's needs are addressed quickly and robustly.
<p>Reading has a high profile across school. Pupils are able to make appropriate book choices to both challenge themselves and build reading stamina and foster a love of reading.</p> <p>Reading ability is not a barrier for children to access the wider curriculum.</p> <p>Pupils regain positive learning behaviours and build learning stamina, especially in writing.</p> <p>Mathematical skills and learning resilience improves.</p>	<ul style="list-style-type: none"> • Attainment data shows that disadvantaged pupils working at all levels have made progress in reading, writing and maths in tracked data. • Pupils demonstrate that they are choosing appropriate books and can discuss their wider reading habits. • Pupils demonstrate positive learning behaviours and know how to improve. • Pupils sustain quality writing in extended pieces. • Pupils feel confident about their mathematics progress; they are willing to persevere and show good learning resilience.

<p>Pupils with social and emotional needs are taught strategies to support them in accessing the curriculum.</p> <p>Pupils feel safe and happy at school.</p>	<ul style="list-style-type: none"> • Pupils demonstrate these strategies in their learning and can regulate more easily. • Pupils feel supported and know how to access appropriate support. • Pupils express that they feel safe and happy at school.
<p>Attendance and punctuality concerns are addressed and action taken.</p> <p>Families are offered support and guidance. They understand the importance of arriving on time for school.</p>	<ul style="list-style-type: none"> • Attendance and punctuality improves for target children.

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training on Trauma Informed Schools UK (TISUK)</p>	<p>https://www.traumainformedschools.co.uk/</p> <p>Implementation of actions from completion of the course being run by Worcestershire Virtual School with the aim to support the most vulnerable learners. Research is extensive around supporting children who have had adverse childhood experiences grow and develop in healthy ways physically and mentally.</p>	<p>3 and 4</p>
<p>Autism Training and implementation of strategies</p>	<p>Evidence that training supports appropriate adaptations to classroom practice. Identifying learning needs and addressing them is supported by EEF research:</p> <p><i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development...</i></p> <p>EEF (2017) Closing the Attainment Gap</p>	<p>1 and 2</p>

Dyslexic friendly classroom training and support	<p>Evidence that training supports appropriate adaptations to classroom practice. Identifying learning needs and addressing them is supported by EEF research:</p> <p><i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development...</i></p> <p>EEF (2017) Closing the Attainment Gap</p> <p>In Scoping Review of the Evidence Base for Dyslexia-friendly Classroom Teaching and Whole School Approaches Dr Kathleen Kelly, Faculty of Education, Manchester Metropolitan University recommended that schools- <i>adapt the principles of structured, multisensory teaching for whole-class subject-based pedagogy.</i></p>	1 and 2
Retention of expertise with disadvantaged and SEND	Good teaching for all pupils has a particular benefit for disadvantaged pupils. EEF (2017) Closing the Attainment Gap	1, 2 and 3
NCETM Training	https://www.ncetm.org.uk/professional-development/	1

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightning Squad Tutoring	<p>In addition to the tutoring covered through school led tutor grant.</p> <p>Training for staff and implementation with target pupils.</p> <p>https://fft.org.uk/tutoring/</p>	1
Structured intervention to address gaps and misconceptions in mathematics.	<i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results.</i> EEF (2017) Closing the Attainment Gap	1
Additional in class support to	<i>What happens in the classroom makes the biggest difference: improving teaching quality generally</i>	1 and 3

develop extended writing and writing accuracy. Purchase of Widget	<i>leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development...</i> EEF (2017) Closing the Attainment Gap	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE and pastoral support to develop positive choice making and learning behaviours	<i>A common theme in the development of responsible decision-making is to develop children's rationale decision making processes in order to explore choices and their consequences.</i> EEF: Programmes to Practices Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review January 2020	4
Implement learning from Trauma Informed Schools UK training to support most vulnerable	https://www.traumainformedschools.co.uk/ <i>To provide relationships for these children that heal minds, brains and bodies. Through quality first teaching experiences and targeted support.</i>	4
Access to specialist services from external professionals through service level agreement with Chadsgrove Special School	SEND Gateway Resources- https://www.sendgateway.org.uk/resources Early intervention and targeted support are well recognised as having a positive impact on learning. The service level agreement enables us to call on expert advice when needed. Reports provided help to support adaptations to provision, diagnosis and acceleration.	1 and 2
Access to Educational Welfare Officer	We recognise the importance of good attendance and punctuality and apply our attendance policy rigorously with regular checks and monitoring. Additional support from the Educational Welfare Officer aims to direct the message to the most challenging cases. DFE Attendance Guidance 2021.	5

Access to additional support for attendance and punctuality	Access to breakfast club to allow extension to the arrival time at school. Staff to settle children and offer pastoral support. Time for parent meetings and a tailored and targeted approach offered for individuals.	5
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Total budgeted cost: £ 7,540

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.

Attainment:

Grade Distribution - 01 Sep 2021 - 31 Aug 2022

Students in Pupil Premium Eligible

	Maths: BLW	Maths: WTS	Maths: EXS	Reading: WTS	Reading: EXS	Writing: WTS	Writing: EXS
All students	20% (1)	40% (2)	40% (2)	40% (2)	60% (3)	40% (2)	60% (3)
Year 3	0% (0)	100% (1)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)
Year 4	100% (1)	0% (0)	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)
Year 5	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)	100% (1)	0% (0)
Year 6	0% (0)	0% (0)	100% (2)	0% (0)	100% (2)	0% (0)	100% (2)

Children working towards or below the expected standard saw small steps improvements in their work books. These children also have SEND specific issues related to retention of information and application of mathematics. They have made improvements in their learning attitude and confidence and have made significant improvements in reading; enabling them to access learning across the curriculum.

Attendance and Punctuality:

Attendance figures were 90.6%. With 0.9% unauthorised absence. Compared to 93.5% for the school as a whole. The data set for all pupils reflects the challenges COVID-19 had on the school community.

Pupils who were targeted for support with punctuality made improvements with tailored support.

This marks the end of the first year of this strategy plan.

School feel that children have been well supported with additional support and because of the small numbers of children eligible for Pupil Premium the provision has been individually targeted.

All staff have a good understanding of the Castlemorton Curriculum Model including the intent, implementation plan and the impact as a result. Teaching pedagogy relating to the 'pink' ring of the wheel comes from [EEF guidance](#) around how best to support disadvantaged pupils. Teaching and learning is precise and targeted so that children know more, can do more and retention and progression is strong. Staff have a deep understanding of how best to support disadvantaged pupils.

Targeted intervention is based on quality first teaching evidence and supports progress and catch up. Where progress is less strong small steps are put in place to ensure progress is incremental and barriers and gaps to learning are addressed quickly.

Aim	Outcome
Quality first teaching and learning is precise and targeted so that children know more, can do more and retention and progression is strong.	Pupils responded well to the use of knowledge organisers and key question sheets. It helped the targeted children with organisation and retention of learning. Pupil conversations demonstrated this.
Staff have a deep understanding of how best to support disadvantaged pupils.	EEF research has supported training and staff have a good understanding of how best to support disadvantaged pupils.
Ensure that targeted intervention is based on quality first teaching evidence, assessment of gaps and misconceptions and supports strong progress and catch up.	Increased TA support allowed for children to receive focused interventions and support in lessons. As a result, children made positive progress from starting points, evidenced in their learning attitude and behaviour and in their work.
Develop reading approaches from EYFS to Year 6- FFT/Phonics, Lightning squad, reading assessments, reading lessons.	Children made good progress in reading.
Focus on improving accuracy with spelling into writing. Embed the whole school writing pedagogy so that the intent of curriculum is seen in the pupils- they are diligent young writers.	Writing stamina is improving but continues to need some focus. Pupils' accuracy in spelling improved and continues to improve. Pupils developed positive writing attitudes and are quickly recovering.
Focus on improving mathematical reasoning skills for ALL pupils but especially for those who are disadvantaged.	COVID-19 had a significant impact on reasoning skills as the opportunity for class discussion and peer to peer learning was reduced. Nevertheless, pupils' have been quick to demonstrate their skills in the classroom and have made progress as a result. Children who find mathematics more challenging have been well supported and their reasoning skills are developing.

Ensuring parental engagement remains high to support wellbeing, home learning, punctuality, behaviour and attendance. So that all children come to school on time and ready to learn.	School have offered support in many creative ways and continue to work with hard to reach families regarding punctuality and attendance. For other children attendance and punctuality is good.
Ensure that pupils have access to opportunities similar to every other child and the school vision is used to underpin all decision making- LOVE-LIGHT-ALL	All children have access to experiences and learning along with their peers. LOVE-LIGHT-ALL is a 'lived out' vision for ALL.

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
Lightning Squad	FFT/Success for All
FFT/SFA phonics	FFT/Success for All
Reading Assessments	FFT/Success for All
Purple Mash	2 Simple
White Rose Maths	Trinity MAT
Word Aware	Thinking Talking
Widgit Online	Widgit Software
Play Therapy	Local Provider

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.