



Castle View Primary School Pupil Premium Strategy Statement

September 2020 to July 2021

Pupil Premium is additional funding given to schools for each child who is currently entitled to Free School Meals; has been entitled to FSM at any time in the past 6 years; is a service child or is a child who is or has been in care.

The funding is given to schools to raise the attainment of disadvantaged children of all abilities and to close the gaps between them and their peers. This document sets out how Castle View Primary School will spend the Pupil Premium funding this year and evaluates the impact of strategies implemented last year.

1. Summary Information

Academic Year	2020-21	Total PP budget (financial year April 2020 to March 2021)	£116,580	Date of most recent PP review	November 2020
Total Number of pupils	159 at Autumn Census 2019	Number of pupils eligible for PP	68 at July 2020 DfE PPG list.	Date for next internal review of this strategy	Autumn 2021

2. Current Attainment and Achievement (2019 KS2 SATs)

	Our pupils eligible for PP	Our pupils not eligible for PP	Pupils not eligible for PP (national average)
% scoring 100+ in reading, writing and maths combined	47%		65
Average scale scores in reading	98.7		104.4
% scoring 100+ in reading	53%		73
Average scale scores in maths	100.3		105
% scoring 100+ in maths	67%		79
% scoring expected+ in writing	47%		78
Average progress score in reading	0.51		0.32
Average progress score in writing	0.19		0.27
Average progress score in maths	0.76		0.37

3. Barriers to future attainment (as at September 2019, for pupils eligible for PP including high ability pupils,)

Internal barriers

- A. Many PP children have gaps in their learning in reading, writing and maths which hinder their progress throughout the curriculum
- B. Many of the children eligible for PP in all year groups have poor communication skills and limited vocabulary which hinders their progress not only in speaking and listening, reading and writing, but across the curriculum
- C. Many of the children have limited behaviour for learning skills which hinders learning across the curriculum
- D. Many of the children eligible for PP have poor independence skills which hinders learning

External barriers

- E. Many of the children eligible for PP do not read at home regularly or complete other homework activities which hinders their progress
- F. Many of the children eligible for PP have ACEs (Adverse Childhood Experiences) which hinder their learning

4. Outcomes

	Desired Outcomes (at July 2020) and how they will be measured	Success criteria
A.	Reduce gaps in children's learning in reading, writing and maths which hinder progress – this will improve the achievement and attainment of PP funded children	An increased percentage of children eligible for PP across school are making improved progress and attainment in reading, writing and maths. Increased attainment in reading and writing of PP pupils in order to narrow the gap with national (all). Identification and tracking through language assessment and ELGs demonstrate improvement. Internal monitoring demonstrates improved pupil engagement.
B	Improve language skills and vocabulary across school to improve children's learning in all areas	
C.	Improve behaviour for learning skills	
D	Improve independence skills	
E	Encourage children eligible for PP to read at home regularly and complete other homework activities	Children eligible for PP make improved progress in reading, writing and maths due to support and encouragement from their families at home.
F	Support PP children who have experienced ACEs (adverse childhood experiences) to manage their emotions in order to accelerate their learning.	Children eligible for PP demonstrate improved emotional resilience enabling better behaviour for learning.

5. Planned expenditure

Academic Year **September 2020 to July 2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
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All PP children to receive good or better teaching across all areas of the curriculum	Move from 6 classes to 7 to ensure children in KS1 do not have mixed age classes	Quality teaching is the basis for all learning and progress. Improvements in subject knowledge and teaching practice will have a positive impact on children's outcomes.	Support allocated based on needs identified through monitoring and school self evaluation	SLT (consultant support as required)	Termly lesson observations, book monitoring, pupil progress meetings
Part funded by DfE grant Total cost to school: £26,635					
Embed good behaviour in class and around school	Revisiting of the behaviour policy and monitoring its implementation. Opportunities for teachers to observe good practice in other classes. Use of stickers, certificates etc	Good behaviour allows all pupils to concentrate and enjoy their learning. There is evidence of improving behaviour in class and around school noted by staff, HT and through external monitoring. This needs embedding consistently in all year groups.	Training for all staff. Monitoring the implementation of the policy Monitoring and discussion to ensure consistency across the school	SLT	Part of the monitoring and evaluation cycle. Informal walk throughs taking place daily and feedback being given.
Total cost £500					
Improved confidence and self-esteem lead to better behaviours for learning	Start each new half term with a Growth Mindset Day to encourage self-belief. Ensuring children practise classroom routines to reduce slippage time and improving motivation by increasing rewards	Monitoring demonstrates disengagement from a small minority of pupils. Although handled well, a coherent strategy for staff together with resources would benefit long term learning.	Teachers will be given a bank of growth mindset activities to 'drip feed' children. Classroom routines will be taught and monitored by colleagues. Pupil discussions.	PSHE lead	Regular monitoring within the monitoring cycle.
Total cost £0					
Increased teacher subject knowledge leads to better teaching	SLs work with MA from BLT to support subject leadership & Behaviour lead Training in phonics from RWI Work with DB and AT to support SEN & Science	Book monitoring of some subjects shows gaps in the progression journey	Quality support from curriculum expert	MA from BLT DB AT	Regular book monitoring as part of the monitoring schedule
Funded by DFE grant Total cost £0					

Teachers have a bank of strategies to manage behaviour and understand likely triggers and issues associated with different conditions	Whole school training on behaviour management strategies	Some children have been experiencing behavioural difficulties as a result of the summer lockdown	Expert from local PRU	DS – Stepping Stones	Monitoring in termly PP meetings, weekly SLT meetings and when needed
Part funded by DfE grant Total cost £500					
Total budgeted cost					£27,635

ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Children in Reception make good progress and start to close the gap between school and National in speaking and listening	All training for Reception TA on NELI. Purchase of resources to support the intervention	Children are coming into FS with speaking and listening skills that are well below average and need to catch up as quickly as possible	NELI champion will be identified. Time will be allocated to this person to plan and implement intervention. Children will be identified through pupil progress meetings.	External trainer FN	Daily informal discussion with class teacher and formal review at Reception pupil progress meeting
Total cost: £3,277.14					
Improve outcomes for PP children's reading in EYFS	As the restrictions for Covid ease up, use the 'Bookworms' strategy – invite parents in once a week read with their children and get a free book	Evidence shows that PP children live in homes with fewer books than non-PP children and know fewer words.	Weekly meetings with parents and promotion of good home-school relationships from the class teacher	EYFS teacher	EYFS tracking reviewed termly Through the monitoring cycle
Teacher + resources £1889 + £500 Total cost £2,165.63					
Improve outcomes for RWM of Y5&6 disadvantaged children	Y6 intervention targeting support for identified children.	2019 KS2 SATs data shows a significant gap between school and	Regular monitoring through pupil progress meetings. Increased	DHT	Termly summative assessments and pupil progress meetings.

		national and between PP and national other	focus on the combined target rather than individual subjects.	HT & SENCO to lead pupil progress meetings	
Total cost £20,460					
Improve outcomes for PP children who have experienced ACEs	Learning mentor support	Children who have experienced trauma will do less well at school	Learning mentors will liaise with teachers and parents to be able to target support	Learning Mentors	Case studies undertaken of identified families. Data tracking and monitoring.
	HLTA Attendance leader and Family Support Worker to encourage good attendance and punctuality	Children need to attend regularly & on time to make good progress	Attendance lead and FSW will liaise with teachers and parents	HLTA Attendance leader and Family Support Worker	Termly attendance tracking
Total cost: £38,636					
Improve outcomes for SEN PP children	SENCO and TA3 SEN to support CTs with strategies to enable PP SEN children to make good progress in class	SEN children do less well than non-SEN children at both KS1 & 2	SENCO will monitor classroom practice & will check at pupil passport review meetings	SENCO	Case studies for identified pupils Tracking of SEN K and E.
Total cost: £45,306					
Improve outcomes for PP children in Maths Improve outcomes for PP children in English	Maths revision club after school English revision club after school	Some children are not on track to reach the expected standard, but with a little extra help, will be able to achieve it.	Y6 teacher and Maths & Assessment Lead will look at children's assessments and decide on suitable interventions	Y6 teacher and Maths Lead	Termly
UPS/40/5/6x15= £684 + AHT/40/5/6x15= £808 Total cost: £3,634.54					
Total budgeted cost					£113,479.31

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
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Ensure all PP children can access enrichment	Subsidise PP children where appropriate	Some children may not be able to take part in educational trips otherwise	100% of children access enrichment activities	SBM & class teachers	HT report for governors
					Total cost: £2,500
All PP children are healthy and are able to concentrate on learning	Provision of free fruit for all children and breakfast for those disadvantaged children who need it when they arrive at school	Children need to be well nourished to be able to concentrate on learning	Feedback from class teachers and learning mentors around the uptake of the offer and wellbeing of the children	LM	Informal discussions with class teacher and learning mentors.
					Total cost: £2,300
All children including PP behave well and have a good attitude to learning	Rewards and certificates (or cards through the post) for children who are behaving well to maintain good behaviour at school	Good behaviour and attitudes to work will lead to better outcomes	Whole school training	HT	Termly Part of the monitoring cycle Parental feedback
					Total cost: £0
Improve health and lifestyle outcomes for PP children	Additional sports coaches employed to deliver quality PE teaching and clubs	Developing awareness of healthy lifestyle choices for identified pupils	Teachers to discuss children's needs with sports coach	Sports coach	Termly Report from sports coach to SLT
					Cost deducted from PE grant Total cost: £0
Total budgeted cost					£4,800

Total budgeted cost of all 3 sections					£145,914.31
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6. Review of Expenditure

Previous Academic Year

September 2019 to July 2020

i. Quality of Teaching for all - review

Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost
All PP children to receive good or better teaching across all areas of the curriculum	Work with consultants to support planning and provide training for staff identified areas.	Not all support sessions took place, but teachers receiving support grew in confidence and subject knowledge was improved, therefore teaching was also improved. However, the impact of Covid made the impact of this strategy difficult to assess. Addition of acting DHT from Feb half term supported curriculum development and curriculum support for staff, but again the impact was not as big as it could have been due to Covid. (additional cost not originally budgeted for but added to this document)	Strategy gave teachers additional knowledge and strategies. Use more school to school support for 'at the chalk face' experience.	
Embed good behaviour in class and around school	Research & training on a range of behaviour strategies proven to be effective in the classroom Opportunities for teachers to observe good practice in other classes	Behaviour dipped during a period of staff absence. Once new staff members were appointed the school was less reliant on supply staff and behaviour improved. During Covid behaviour was very good as the bubbles were so small.	Ensure adherence to the school behaviour policy by staff to ensure good behaviour from pupils	
Improved confidence and self-esteem lead to better behaviours for learning	Growth Mindset teaching to encourage self-belief, practising classroom routines to reduce wasted time and improving motivation by increasing rewards, being clear about the purpose of a lesson and ensuring children are more engaged in their learning	Teachers reported this strategy was helping children settle into their classes more quickly after a break, and approach their learning with more confidence and independence.	Build in PSHE days at the start of every half term, especially after half term where more PSHE lessons may be needed to deal with any mental health issue in children	
Teachers to fully understand the mastery approach so	AHT (trained teaching for mastery specialist for NCETM) to work with individual teachers	Support for teachers took place, but again due to Covid the impact has been hard to measure. In school assessments do not	Continue with this approach to ensure all teachers are fully informed	

that we have fewer children coming up the school with gaps in their knowledge	supporting them with planning and delivery of quality maths lessons	show improvements, but this is due in part to the effect of lockdown for the majority of children.	about guidance on the implementation of catch up lessons	
			Total	£30,264

ii. Targeted Support - review				
Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost
Children in Reception make good progress and start to close the gap between school and National in speaking and listening	All FS & KS1 training for Talk Boost. Purchase of resources to support the intervention	Due to Covid, this intervention didn't really have time to have any impact	Reassess the need for this intervention when all the children are back at school and decide if NELI would be more appropriate	
Improve outcomes for PP children's reading in EYFS	Use the 'Bookworms' strategy – invite parents in once a week read with their children and get a free book	Although the programme started, it had to be discontinued due to Covid. Feedback from parents was good and parental engagement improved during this time.	Continue with this strategy after Covid	
Improve outcomes for RWM of Y6 disadvantaged children	Y6 intervention targeting support for identified children.	Intervention with some PP was proving successful, but was interrupted due to Covid and no assessments were made as c Y6 children only came back to school for the last couple of weeks of term	Continuation with this.	
Improve outcomes for PP children who have experienced ACEs	Learning mentor support HLTA Attendance leader and Family Support Worker to encourage good attendance and punctuality	This support was crucial for children and families during lockdown. Staff were able to identify families that were struggling to buy food, or were experiencing difficulties with mental health. We were able to refer them to food banks for food deliveries and invite the children into school if they became vulnerable.	These services were essential during lockdown and supported families well. These roles will be kept in school.	

Improve outcomes for SEN PP children	SENCO and TA3 SEN to support CTs with strategies to enable PP SEN children to make good progress in class	Again, support for children with SEN was essential during lockdown. If children were vulnerable they were invited into school and some children were even collected daily by staff to ensure that they were well cared for.	Good impact on children and families. The strategy will continue next year	
Improve outcomes for PP children in Maths Improve outcomes for PP children in English	Maths revision club after school English revision club after school	This club did not take place	This will be re-established after lockdown	
TOTAL				£97,654

iii. Other Approaches - review				
Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost:
Ensure all PP children can access enrichment	Subsidise PP children where appropriate	Fewer school trips took place this term and the Y6 residential trip was cancelled due to Covid	We will continue with this approach next year to ensure that enrichment opportunities are open to all children	
All PP children are healthy and are able to concentrate on learning	Provision of free fruit for all children and breakfast for those disadvantaged children who need it when they arrive at school	This took place up until lockdown and ensured that children in school were well nourished before going into class	Continue this strategy	
All children including PP behave well and have a good attitude to learning	Rewards and certificates (or cards through the post) for children who are behaving well to maintain good behaviour at school	Rewards and certificates continued to be issued even throughout lockdown and certificates were delivered to childrens houses to keep the link between families and school strong during times of remote education		
TOTAL				£2,848

7. Additional Detail

For the more detailed data used to inform this report, see our RoSE (Record of Self Evaluation).