

Castleside Primary School Pupil Premium Strategy Statement 2020-2021



School Overview

Number of pupils in school	97
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£25,610
Publish date	September 2020
Review date	December 2020, April 2021, July 2021
Statement authorised by	Full Governors
Pupil premium lead	Alison Spence
Governor lead	Adam Pearson

Rationale

At Castleside Primary School, we believe that the experiences provided for our pupils ensure optimum opportunities to meet the needs of all pupils including our most disadvantaged. Varied learning experiences and accurate assessment techniques ensure that needs are addressed and appropriate supportive programmes are targeted effectively.

With bespoke programmes or learning, we aim to accelerate learning and overcome barriers so that those disadvantaged pupils achieve in line with their peers, therefore diminishing the difference between those receiving the PP grant and those not.

On return to school in September 2020, we aim to work closely with parents and pupils to address any further needs identified as a result of the Covid 19 outbreak and subsequent lockdown. Many of the objectives from 2019-2020 have been carried over into 2020-2021 and new objectives have also been added.

*Please see Catch Up Premium Strategy for further details on how the school is spending Catch Up Funding.

Funding (per eligible pupil)

2020-2021 Funding	Funding per Pupil	Number of Pupils	School Funding	Total Funding
Pupil Premium Reception – Y6	£1,345	16	£21,520	£25,610
*Pupil Premium + Looked after children (LAC)	£1,745	1	£1,745	
Pupil Premium + Post Looked after children (PLAC)	£2,345	1	£2,345	

Reading	75%	33%	67%	0%	-16%	-11%	-14%	-28%
Writing	75%	17%	67%	0%	-18%	-6%	-10%	-17%
Maths	75%	25%	100%	0%	-16%	+21%	-12%	-24%

Key stage 2 All pupils 19 Dis pupils 6 (32%)	All pupils in school		School dis pupils		Expected standard		Higher standard	
	Expected standard	Higher standard	Expected standard	Higher standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	55%	5%	50%	0%	-16%	-28%	-14%	-31%
Writing	80%	10%	67%	0%	-15%	-16%	-13%	-24%
Maths	65%	15%	67%	0%	-17%	-16%	-16%	-31%
Rd, Wr & Ma combined	50%	0%	50%	0%	-20%	-21%	-8%	-13%

Pupil progress scores for 2019	School all pupils	School disadvantaged	National non-disadvantaged	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	-1.7	-0.8	0.3	-0.9	-1.1
Writing	-0.3	-2.3	0.3	-0.8	-2.6
Maths	-0.1	0.5	0.3	-1.0	+0.2

Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities (50%)	A Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2.	To raise attainment in reading. To ensure good progress and exceeding progress is made at the end of KS2.
	B Outcomes in reading for pupils in receipt of PPG at the higher standard are not as strong as other pupils.	To raise attainment at the higher standard in reading across the school.
	C Outcomes in writing for pupils in receipt of PPG at the higher standard are not as strong as other pupils.	To raise attainment at the higher standard in writing across the school.

	D	Outcomes in maths for pupils in receipt of PPG at the higher standard are not as strong as other pupils.	To raise attainment at the higher standard in maths across the school.
Targeted academic support (25%)	E	Variability of the effectiveness of intervention activities across the school.	Intervention to be more effective ensuring good pace and challenge. Intervention to be clearly targeted and impact measured.
	F	Continued parental engagement in home school activities and homework.	Parents engagement will continue to develop through the use of Class Dojo system.
Wider strategies (25%)	G	Some pupils in receipt of PPG have limited opportunities to read with support at home.	Pupils will establish a routine which facilitates reading more frequently at home with support.
	H	Due to limited use of strategies, some pupils lack resilience and are reluctant to take risks and challenge themselves during learning.	Pupils will develop strategies to equip them with more independence and resilience and they will approach challenge with more confidence.
	I	Social and emotional difficulties impact on the progress of some pupils.	Support structures in place to provide pupils with a sound foundation for future learning.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

	Desired outcome	Action	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	To raise attainment in reading. To ensure good progress and exceeding progress is made at the end of KS2.	Embed Accelerated Reader across the school. To create a positive attitude towards reading so children read for pleasure. To raise the profile of reading across school. To track children to ensure progress is evident. Provide Lexia logins for all appropriate pupils to facilitate the development or basic reading foundations.	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension	Subscriptions £2863	50% PP pupils achieved expected standard in reading in 2019.	A Spence SHart Teaching Staff	

			and reading achievement.'				
BCD	To raise attainment at the higher standard in reading and writing across the school.	Weekly small group sessions in maths (Problem Solving) and English with experienced staff, in addition to standard lessons.	We want to provide additional opportunities to enrich and extend the more-able pupils reading, writing and maths and accelerate progress. Small group interventions with experienced staff have been shown to be effective, as stated in reliable evidence sources such as the EEF Toolkit.	Staffing £3000	No pupils in receipt of PPG achieved the higher standard in reading, writing or maths in 2019.	Alison Spence Subject Leads Teaching Staff	
E	To ensure quality of teaching in interventions AND Quality First Teaching.	<p>Level of challenge in classrooms – ensure this is appropriate for all children</p> <p>Learning Behaviours – explore these – ensure all children have a good attitude to learning and are supported from home</p> <p>Non-Negotiables – all teachers aware of the basics that all children (except possibly SEN) need to be applying to their work.</p>	Challenge was seen by Ofsted not to be enough in classes. There was low level behaviour and some lack of engagement. If children have the appropriate challenge and the right attitude to learning, progress will be accelerated.	Staffing £17,516 Training £385	Individual files record data according to intervention programme.	Alison Spence Subject Leads	

		<p>Timetable all TAs for their afternoon sessions.</p> <p>Through Pupil Progress Meetings ensure that the right children are targeted.</p> <p>Through monitoring of planning for interventions/baseline+end of intervention – ensure positive impact through appropriate tasks planned.</p>	<p>Ensure all DA make at least expected progress and that some make more than expected.</p> <p>EEF evidence suggests that “On average, Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.”</p>				
F/G	Develop parental engagement with learning experiences.	<p>Embed the use of the Class Dojo to improve support and guidance for all parties.</p> <p>Re-introduce Reading incentives in KS1 and further develop school initiatives and class challenges.</p>	EEF states that “a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact,	Free	<p>Consistent regular engagement during lockdown;</p> <p>YR 90%</p> <p>Y1 69%</p> <p>Y2 82%</p> <p>Y3 60%</p> <p>Y4 86%</p> <p>Y5 75%</p>	All staff	

			and at very low cost.”		Y6 58%		
H	Increased resilience and confidence regarding challenge.	Introduce methods of teaching that encourage children to challenge themselves	As below			All Staff	
I	Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives	Implement Social interventions for identified students using, for example, Lego Therapy, Relax Kids and Therapeutic Writing. These will be delivered by trained staff Rulers, Zones of Regulation and a strong focus on well-being will be woven into daily activities .	The EEF Toolkit suggests targeted interventions matched to specific students with particular needs or social, emotional and behavioural issues can be effective, especially for older pupils. EEF evidence suggests that “On average, Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional	Staffing £3000		All Staff	

			progress on attainment.”				
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Additional detail

Gaps between DA and non DA by year group at the start of academic year 2020-2021 (Last reliable data capture Jan 2020)

Current Gap between DA and Non DA On Track or Higher	Reading	Writing	Maths	Number of children
Year 1	-70%	-50%	-70%	1
Year 2	+12%	+24%	+18%	1
Year 3	-81%	-63%	- 69%	1
Year 4	-21%	-8%	-21%	4
Year 5	-58%	-66.7%	+25%	1
Year 6	-15%	-35%	-13.8%	5

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Pupil Premium Governor: Adam Pearson

Pupil Premium meeting dates

Autumn: October 2020

Spring: March 2021

Summer: July 2021

Autumn summary

Spring summary

Summer summary