

# 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)

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



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

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

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

## Barriers to future attainment

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities (50%)</b>	<b>A</b> 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>B</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.
	<b>C</b> 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	Evaluation/Review
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	Accelerated Reader in place across school and firmly embedded. Progress closely monitored by English Lead. Additional texts purchased to enhance the programme. Additional online texts utilised during lockdown to supplement reading material. Lexia accessed where need

			and reading achievement.'				identified and clear progress recorded. Additional IT equipment provided by school to support with engagement. Target Tracker data indicates that 79% of PP pupils made 6 or more steps of progress from Summer 20 to Summer 21 compared to 78% of non PP pupils.
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	Where restrictions allowed, small group support provided throughout school to address gaps in learning. Intervention data used in planning. Intervention programmes included support around wellbeing to address any additional barriers to learning. (Please refer to progress data above.)
E	To ensure quality of teaching in interventions AND Quality First Teaching.	Level of challenge in classrooms – ensure this is appropriate for all children	Challenge was seen by Ofsted not to be enough in classes. There was low level	Staffing £17,516 Training £385	Individual files record data according to intervention programme.	Alison Spence Subject Leads	Methods of teaching deployed to allow children to access appropriate challenge without restrictions.

		<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> <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>behaviour and some lack of engagement. If children have the appropriate challenge and the right attitude to learning, progress will be accelerated.</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</p>				<p>Training undertaken to support with delivery of clearly structured lessons.</p> <p>Intervention data clearly indicates gaps in learning addressed and pupil make progress.</p> <p>TA support is carefully timetabled and structured but the introduction of “bubbles” limited the implementation of this at times throughout the year. Small phonics groups and small Maths groups in KS2 has allowed PP to catch up on lost learning from the 2019-20 and 2020-21 school closures. Our TAs continue to support children both in class and in small group interventions which is focus on both the PP Strategy and Catch Up Strategy.</p> <p>All staff have continued to received CPD in appropriate areas. All teaching staff</p>
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			progress on attainment.”				have attended subject network meetings and have fed back advice to the rest of the staff in staff meetings.
F/G	Develop parental engagement with learning experiences.	Embed the use of the Class Dojo to improve support and guidance for all parties. Re-introduce Reading incentives in KS1 and further develop school initiatives and class challenges.	EEF states that “a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.”	Free	Consistent regular engagement during lockdown; YR 90% Y1 69% Y2 82% Y3 60% Y4 86% Y5 75% Y6 58%	All staff	Class Dojo and Office 365 fully utilised to provide a platform for communication and learning. All pupils provided with Office 365 login details to allow face to face engagement. Engagement tracked weekly and support provided where identified.
H	Increased resilience and confidence regarding challenge.	Introduce methods of teaching that encourage children to challenge themselves	As below			All Staff	See below.
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	Staffing £3000		All Staff	Staff have led resilience activities across all year groups since schools reopened in March. This ran alongside weekly wellbeing sessions planned for the whole school.  Growth mindset is included in weekly assemblies and was woven into online learning through

			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>morning Teams meetings.</p> <p>Zones of Regulation in place across whole school and addressing concerns quickly. Lego Therapy, Therapeutic Writing and Relax Kids delivered where possible to address barriers to learning. Future Steps programme in place and supporting 2 PP children daily.</p>
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<b>Additional detail</b>				
Gaps between DA and non DA by year group at the start of academic year 2020-2021 (Last reliable data capture Jan 2020)				
<b>Current Gap between DA and Non DA</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Number of children</b>
<b>On Track or Higher</b>				
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