

Castleside Primary

Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Castleside Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	December 2021, April 2022, July 2022
Statement authorised by	Judith Robson (CoG) Adam Pearson (Pupil Premium Governor)
Pupil premium lead	Alison Spence (HT)
Governor / Trustee lead	Adam Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,530
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,530

Part A: Pupil premium strategy plan

Statement of intent

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 2021, 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 2020-2021 have been carried over into 2021-2022 and new objectives have also been added.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2.
2	Outcomes in reading for pupils in receipt of PPG at the higher standard are not as strong as other pupils. Standardised assessments in 2021 indicate that pupils in receipt of PPG are not attaining as high as previous years. In reading, standardised assessments in 2021 indicate that all pupils have not made levels of progress seen in previous years.
3	Pupils' problem-solving skills in maths need further development.
4	Some pupils in receipt of PPG have limited opportunities to read with support at home which means staff have to ensure there are opportunities in school to support and value reading.
5	Continued parental engagement in home school activities and homework.
6	Due to limited use of strategies, some pupils lack resilience and are reluctant to take risks and challenge themselves during learning.
7	Social and emotional difficulties impact on the progress of some pupils.

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
To raise attainment in reading. To ensure good progress and exceeding progress is made at the end of KS2.	Gaps are closing in knowledge and understanding and improvements are seen in year group tracking sheets.
To raise attainment at the higher standard in reading across the school.	Greater percentage of PP pupils to attain Greater Depth.
Fidelity to maths mastery approach across whole school.	Problem solving skills employed successfully across school.
Pupils will have increased opportunities to read with support at home and in school.	In 2022, attainment in reading, for pupils in receipt of PPG, will improve compared to standardised assessment data in 2021.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
Supportive strategies accessible to all pupils.	Pupils deploy a range of strategies when and where required leading to increased resilience.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will receive training in Essential Letters and Sounds to ensure consistency in approach to phonics teaching across the school.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Essential Letter and Sounds has been validated by the DfE as a recognised, evidenced based synthetic phonics programme. Reading Strategies taught throughout school. EEF toolkit: additional 4 months progress EEF + 6	1/4
Ensure that pupils in school and at home have access to high quality books.	It is commonly accepted that if pupils have access to high quality books, they will be more inclined to want to read them. EEF +4	1/4
Complete the Reading Framework audit and implement necessary changes.	Reading research / DfE EEF + 6	1/2/4
Enhance the opportunities to read high quality texts and purchase new books to support pupils' interests.	Reading research / DfE EEF + 6	5
Staff complete White Rose Maths training	Maths Mastery Research EEF +5	3
Staff to complete Mental Health Support training	EEF +4	6/7

Positive Growth Mindset promoted across school.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching and bespoke intervention, will take place to ensure that targeted pupils receive more focused reading support.	EEF +5 EEF +4 Targeted deployment where TAs are trained to deliver intervention to small groups has a higher impact.	1 /2
1:1 Phonics intervention will support pupils to keep up with whole class teaching.	EEF+5 Essential Letters and Sounds Website Essential Letter and Sounds has been validated by the DfE as a recognised, evidenced based synthetic phonics programme.	4

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Durham Music provision accessed	Arts participation EEF +3	6/7
Extra-Curricular club attendance	Arts participation EEF +3 Collaborative Learning EEF+5	6/7
Attendance incentives/rewards	Increased opportunities for consistent learning.	6

Total budgeted cost: £ 27,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year.

Standardised assessments completed in July 2021 indicate that ARE% increased from 19/20 data

Strategies used in 2020-21 were successful and so the school will continue to use this approach.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Targeted Intervention

Interventions were carried out when possible. Progress made and evidenced.

Wider Strategies

The introduction of Class Dojo supported school staff to communicate with parents, especially during periods of national lockdown. Office 365 also developed parental engagement through the ability to hold virtual meetings with parents.

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
N/A	

Service pupil premium funding (optional)

There are currently no pupils eligible for service pupil premium.

Further information

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Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		