

Castleside Primary

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium 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	77
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Spring 23 Summer23
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	£18,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,005

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.

We aim to work closely with parents and pupils to address any needs identified through thorough assessment and close observation.

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 writing at the end of KS2.
2	Outcomes in writing for pupils in receipt of PPG at the higher standard are not as strong as other pupils. In writing, standardised assessments in 2022 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 writing. 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 writing 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
New staff will receive training updates 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
Marking refined to support and develop writing across school.	EEF toolkit +6	2
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

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke intervention, will take place to ensure that targeted pupils receive more focused reading/writing/maths 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/writing/maths 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. Spelling /Literacy Shed teaching resources deployed.	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: £ 20,500

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 2021 to 2022 academic year.

Reading attainment across school was developed through the use of ELS/AR/Literacy Shed and other resources.

2022 Statutory Assessments still evidenced the impact of Covid.

In-house data identified improved performance and engagement.

Maths training undertaken monitoring identifies whole school approach implemented across all year groups. This has supported consistency and progress.

Reading incentives/competitions celebrated weekly when possible leading to increased engagement.

Strategies taught across school and resilience built.

Techniques visible in classrooms and deployed during learning.

Teaching Strategies

ELS /WR Maths/Vipers programmes all deployed. Lesson structures adhered to across school ensuring consistent approach familiar to all pupils and accessible to all.

Targeted Intervention

Assessment carried out in a timely manner and pupils receive bespoke intervention identified through the teaching programme.

Teaching and support staff deliver sessions.

Wider Strategies

Class Dojo continues to be successfully deployed throughout school.

Parents engage with staff on a class and school level.

Pupil achievement celebrated and shared via this platform.

Home reading system reinforce and promoted on a weekly basis.

Clubs, tuition and participation in a variety of curricular and extra curricular activities has been supported. This has developed resilience and wellbeing across school.

EYFS GLD 61.5%

Phonics Screening Check 73%

KS1 Reading 45%

KS1 Writing 18%

KS1 Maths 45%

Subject	Pupil Premium Secure +	All Pupils Secure +	Not Pupil Premium Secure +
KS 2 Reading	100%	93%	97%
KS 2 Writing	0%	57%	67%
KS 2 Maths	50%	93%	83%

Externally provided programmes

N/A

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

Governors are involved in evaluating our Pupil Premium Strategy.