

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Castle Hill Primary School
Number of pupils in school	608
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	John Martin, Head Teacher
Pupil premium lead	Jane Hartley (Rooksdown) Helen Cocker (Greenbank)
Governor / Trustee lead	Mo Rowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,600 – based on the funding allocation for the 2021/22 financial year and assuming this will be similar for the 2022/23 financial year.
Recovery premium funding allocation this academic year	£13,340

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£1047.81
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£143,892.19 – based on the funding allocation for the 2021/22 financial year and assuming this will be similar for the 2022/21 financial year.</p>

Part A: Pupil premium strategy plan

Statement of intent

At Castle Hill Primary School, our overarching aim is to ensure that every child, regardless of any barriers they may face, are given the opportunities to achieve their full potential in all areas of the curriculum. The targeted and strategic use of Pupil Premium funding supports the team at Castle Hill Primary School in raising the attainment of disadvantaged children and in promoting the school's vision of 'Aiming for Excellence'.

Our strategy is guided by the following key principles:

1. that every child should have access to the same opportunities within school;
2. that every child has the potential to succeed given the right support;
3. that the emotional needs of every child must be addressed in order for them to be ready to learn.

In line with the Education Endowment Foundation's 3-part model, our strategy is directed at three key areas: quality teaching in the classroom, ensuring that children are well supported to be successful and independent learners; small group teaching and interventions that target specific learning needs; and wider strategies that promote emotional well-being and readiness to learn.

Our strategy takes a holistic approach, which considers children's emotional needs as a precursor of academic success. Having enrolled on the Virtual School's ATAS programme, the school has begun the process of become an Attachment and Trauma Aware School. As part of that process, the school has adopted the Thrive approach to social and emotional wellbeing and has in place other enrichment activities that target emotional and mental health. Over the course of the next two years, staff will receive training in Attachment and Trauma and will implement actions to support the emotional needs of our children.

Another aspect of our strategy focuses on quality teaching in the classroom and on ensuring that all children are well supported to be able to access the learning. With a focus on the effective use of resources in the classroom, our strategy aims to develop confident and independent learners who are scaffolded appropriately to keep up with classroom learning and achieve success. We also recognise the vital role that vocabulary development plays in learning, which is why addressing the vocabulary gap is another key focus of our strategy. Through quality teaching that encourages the development of vocabulary and through targeted professional development of staff, we aim to create a level playing-field that enables all children to fully participate in and fully access the learning in the classroom.

Our strategy also incorporates targeted interventions and small group catch-up teaching in order to target specific learning needs and address any gaps in learning. While our priority is that children remain in the classroom the majority of the time where they benefit from high quality teaching and peer group interactions, there are times when children may need specific interventions (for example phonics, precision teaching, speech and language). This is always carefully considered so that children are not always removed from the same subjects, especially from those that they enjoy and in which they may excel. To this aim, funding has

been allocated to employ an experienced catch-up teacher, as well as to make a 25% contribution to school-led tutoring costs.

Finally, our strategy is underpinned by strong leadership. Pupil Premium Leads work closely with the Senior Leadership Team, SENDCo and Core Subject Leads to ensure that the PP strategy is woven into all areas of school life and is supported by the wider leadership team. The strategy is reinforced by a cycle of monitoring and feedback which measures the impact of actions and ensures quality provision that is consistent across the school. This is achieved through learning walks, book scrutiny, data analysis, pupil progress meetings, staff surveys and pupil voice.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing and readiness to learn
2	Accessing learning in class through appropriate resources and scaffolding.
3	Language deficit – developing vocabulary
4	
5	

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
Children will be able to manage their emotions so that they are ready to learn.	Children will: <ul style="list-style-type: none"> - Identify emotions they are feeling; - Be confident at talking about their emotions; - Develop a rich emotional vocabulary; - Understand good stress and bad stress and how their brain responds to each; - Understand how their emotional wellbeing impacts on learning; - Identify strategies to self-regulate; - Make good academic progress.

<p>Children will be supported through a range of resources to fully access the learning in class.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Have access to a wide range of resources in the classroom; - Be supported by appropriate scaffolds during learning tasks; - Know the resources available to them in class; - Know how to select and use resources appropriate to the task; - Feel more confident at tackling learning tasks; - Be more independent in their learning; - Complete more of the work set; - Make good academic progress.
<p>Children will develop a broader vocabulary, enabling them to better access learning.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Experience a rich word environment in the classroom; - Be confident at engaging in conversation with staff and peers; - Be given opportunities to take part in class discussion and in informal classroom talk; - Be exposed to a wide range of vocabulary across the curriculum; - Develop better understanding of spoken language; - Read and understand a wider vocabulary; - Be more engaged in learning; - Make good academic progress.

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: Aiming to spend 50% of PP funding allocation, approx. £65,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategy meetings <ul style="list-style-type: none"> - every other week (PP Leads, SENDCo, SLT) - every half term (PP Leads, SENDCo, PP Governor) 	The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland). Experience in school of where co-ordinated strategy planning and good communication has led to more effective implementation of actions and identification of next steps.	1, 2, 3
Small group catch-up teaching by an experienced teacher	EEF Teaching and Learning Toolkit: Small group tuition - an effective intervention. The average impact of small group tuition is four additional months' progress over the course of a year.	3
Target setting/Individual Pupil Profiles (IPPs)	The positive impact of setting targets is well established in educational discourse (leading to ongoing review and feedback, high teacher expectations, targeted interventions that directly impact pupils). Teacher assessment shows children making good progress towards targets that have been set.	1, 2, 3
HIAS training – Reading Inference	EEF Teaching and Learning Toolkit: Reading Comprehension Strategies – high impact. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	2

<p>Rachel Tomlinson training – SEND resources</p>	<p>SEN Support Guidance for Schools (HIAS School Improvement) highlights the importance of ‘skilled deployment of additional adults...equipment, practical demonstration and concrete representation to support learning...appropriate use of modern technology...as well as resources to support teaching’.</p> <p>SEND monitoring in school has identified where appropriate resources appropriately deployed have had positive impacts on learning.</p>	<p>2</p>
<p>Thrive training</p>	<p>EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact. The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.</p> <p>Attachment Theory – well supported by research evidence. (Bath Spa University, 2015) Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil’s emotional wellbeing through Emotion Coaching.</p> <p>The Thrive Approach – growing case study evidence of its positive impact in schools on behaviour, attendance and attainment.</p> <p>Several children identified in school who have complex social and emotional needs and whose attendance and behaviour and academic progress is of concern.</p>	<p>1</p>
<p>CPD for ECTs/new head of years – to up to date knowledge</p>	<p>Education Policy Institute (EPI) report, Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p>	<p>2</p>
<p>In house CPD – ATAS (Attachment and Trauma Aware Schools)</p>	<p>Attachment Theory – well supported by research evidence.</p> <p>Many children identified in school who have social and emotional needs and</p>	<p>1</p>

	whose attendance, behaviour and/or academic progress is of concern.	
Monitoring and feedback – ATAS activities, resources, vocabulary	The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland). PP and subject monitoring have identified effective actions that have been implemented following staff training or following previous monitoring and feedback that have had positive impacts on pupils.	1, 2, 3

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

Budgeted cost: Aiming to spend 25% of PP funding allocation, approx. £32,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik Sound Training Targeted intervention for Y5 and Y6 children aimed at developing phonological awareness and vocabulary.	Average reading gain – 27 months in 6 weeks (data validated by Northumbria University). EEF Teaching and Learning Toolkit: Small group tuition – moderate impact. Children identified in school with reading scores between 80 and 115 and with poor phonological awareness.	3
School-led tutoring – 1:1 and small group tutoring (1:2 and 1:3) by teachers and PTPs, with a reading/ vocabulary focus (25% contribution from Recover Premium)	EEF Teaching and Learning Toolkit: 1:1 tuition – high impact Small group tuition – moderate impact	3
Nessy Reading and Spelling	Recommended as a high-quality evidence-based program by the Australian Federation of SPELD Associations (AUSPELD) and the	3

Multi-sensory approach to phonics, especially effective for children with dyslexia.	Dyslexia SPELD Foundation (DSF), global partners of the International Dyslexia Association. Awarded the British Dyslexia Association mark of quality assurance and winner of the Educational Resources Award. EEF Teaching and Learning Toolkit: Phonics – high impact.	
Catch-up lessons Targeted small-group catch up lessons by a designated catch-up teacher, working across KS1 and KS2, with a focus on phonics and reading/vocabulary.	EEF Teaching and Learning Toolkit: Phonics – high impact Small group tuition – moderate impact Reading comprehension strategies – high impact.	3

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

Budgeted cost: Aiming to spend 25% of PP funding allocation, approx. £32,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group work with a focus on addressing learning barriers through sport	EEF Teaching and Learning Toolkit: Small group tuition – moderate impact Children who participate in organised sports and physical activities had better social, emotional and behavioural skills than those who did not (NatCen Social Research Institute, Newcastle University and ASK Research).	1
Small group yoga sessions	EEF Teaching and Learning Toolkit: 1:1 tuition – high impact Anecdotal evidence – parents have reported seeing positive changes in their children as a result of attending yoga sessions.	1
Therapeutic story writing training	Increased use of emotional vocabulary and understanding of emotions, significant academic gains in writing (Madden 2013). Increased optimism, recovery, independence, sharing creative ideas. Improved emotional wellbeing and	1

	behaviour (Batchelor, Warhurst, Nuttall & Bradley 2014).	
ELSA	The positive impact of ELSA is well established in educational research.	1, 3
FEIPs	Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).	1, 3
Play Therapy	Evidence shows that play therapy gives children the tools to communicate and process their emotions, thus improving their ESMH. Through play, therapists may help children learn more adaptive behaviours when there are emotional or social skills deficits (Pedro-Carroll & Reddy, 2005). The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing (Moustakas, 1997). Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child (O'Connor & Schaefer, 1983; Reddy, Files-Hall, & Schaefer, 2005).	1, 3
Breakfast Club	EEF (reviewed 2019) "improved attendance and behaviour and ensure that no child has to learn when they're hungry"	1, 3
<i>ATAS activities and monitoring – PP Lead time</i>	Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil's emotional wellbeing through Emotion Coaching (Bath Spa University, 2015)	1
Clubs funded	Anecdotal evidence – children who attend after school clubs show an increase in confidence and resilience. Children who participate in organised sports and physical activities had better social, emotional and behavioural skills than those who did not (NatCen Social	1

	Research Institute, Newcastle University and ASK Research).	
School trips funded	Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting' (York Consulting). It is well documented that school trips provide valuable learning and enrichment opportunities and contribute to cultural capital.	1, 3

Total budgeted cost: £131,600

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.

In response to the impact of school closures and lockdowns, the 2020-21 academic year saw a shift in focus towards the emotional wellbeing of children and the impact of this on their readiness to learn. A higher proportion of funding compared to previous years was directed towards this as a result. The 2021-22 strategy builds on this, with a significant amount of time and resources going into strategies to support emotional wellbeing. The move to becoming a more emotionally aware school is a three-year strategy, which begins in full this year.

For action-impact statements in the 2020-21 Pupil Premium strategy, please see the following document on the school website: PP Development Plan April 2020 – March 2021.

Specific data is held within school and is not published on the school website.

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
Sound Training	Lexonik
Reading and Spelling	Nessy
Third Space Learning	Third Space Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.