

Pupil Premium Strategy

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

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| Detail | Data |
| School name | Castlefield School |
| Number of pupils in school | 504 |
| Proportion (%) of pupil premium eligible pupils | 34.5 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 -2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Andrew Kann |
| Pupil premium lead | Jessica Wilson |
| Governor / Trustee lead | Mel Malama-Smith |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £199,025 |
| Recovery premium funding allocation this academic year | £145.00 per child |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £223,810 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Castlefield School, we want every child to reach their capability regardless of their circumstances. We strive to diminish differences and overcome barriers that may prevent pupils reaching their full potential while allowing for what the individual needs. We acknowledge that every child is unique and by knowing our pupils well, and having high expectations for all, we accept no excuses for poor performance.  Our curriculum offer is designed to inspire ambition and develop resilient, confident learners who respect themselves, others and the world around them. By placing experience at the heart of children’s learning, we provide opportunities for pupils to experience that which they might not ordinarily and ensure pupils are socially, emotionally and academically ready for their next steps.  We endeavour to ensure all provision enables rapid acquisition and development of key skills in core subjects. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 64.9% of PP children do not have English as a first language |
| 2 | 26.6% of PP children have SEN |
| 3 | Certain external influences on children hinder their readiness to learn. These include, but are not limited to, higher than usual CP issues, low parental engagement, transport/ distance from school issues. |
| 4 | Attendance rates for PP children average 95.5% (Sept – Nov 2021). The average attendance figure for All pupils is 95.8% (Sept – Nov 2021). While ill health accounts for a proportion of this absence, other factors (challenge 2) also contribute to this figure. This reduces the number of hours in class and raises the potential to fall behind. |
| 5 | Low levels of support with home learning hinder pupil progress |
| 6 | Low levels of language acquisition/ exposure to language hinder pupil progress |

## 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.

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| Intended outcome | Success criteria |
| Develop pupils’ language capability to support reading and writing | Progress of PP pupils in R and W greater than ALL |
| PP pupils with SEND receive targeted support to close gaps | Progress of PP children with SEND meet or exceed expected targets |
| Improved English language skills for all PP children, especially those with EAL | Progress made by EAL PP pupils is in line with EAL ALL pupils. |
| Reduce external barriers to learning through focussed pastoral and parental support | PP children are in a frame of mind conducive to learning |
| Attendance rates of PP children will increase | Attendance rates of PP children will rise to be in line with other children |

## 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: £ *100,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD delivered to improve quality of oracy across the school | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1, 5, 6 |
| CPD delivered to develop the quality and impact of reading lessons | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years> | 1, 5, 6 |
| CPD delivered to ensure provision of targeted support to SEND | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf> | 2, 6 |
| Recruitment and retention of effective class teachers | <https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf> |  |

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

Budgeted cost: £ 100,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Targeted support for PP pupils with SEND to close attainment gap between them and ALL* | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf> | 2, 6 |
| *Targeted support for reading at home including trips to library, access to class libraries, praise postcards, homework etc* | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf> | 3, 5, 6 |

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

Budgeted cost: £123,810

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Attendance officer undertaking first day absence calling* | <https://dera.ioe.ac.uk/2945/3/110308section3en.pdf>  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 4 |
| *Bespoke LFL curriculum addresses wellbeing and resilience issues* | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf> | 3 |
| *Safeguarding and welfare officer in position to support the needs of individuals and families* | <https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf> | 4, 5 |

**Total budgeted cost: £223,810**

# 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.

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| *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, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  A review of the previous year’s internal data for English (Reading and Writing) indicates that broadly speaking, PP pupils made the same progress as All pupils. In some year groups there was greater progress made by PP pupils (Y1 Reading, Y3 Reading, Y3 Writing, Y5 Reading, Y6 Reading).  Attendance for PP pupils is broadly in line with All pupils.  Progress of EAL PP pupils is broadly in line with EAL All pupils.  Progress for SEND PP pupils is broadly in line with SEND All pupils. |