

# Pupil premium strategy statement 2023-26 – Castle Hill St Philip's CE Primary School

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	Castle Hill St Philip's CE Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 2024-25 2025-26
Date this statement was first published	September 2023
Dates when reviewed	December 2024
Date on which it will next be reviewed	December 2025
Statement authorised by	Wendy Hilton Headteacher
Pupil premium lead	Wendy Hilton Headteacher
Governor / Trustee lead	Phyllis Bold Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£107,180</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Intent:**

- High quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- We believe in selecting a small number of priorities and giving them the best chance of success.
- We carefully analyse data to identify any barriers to learning including learning issues, well-being needs, attendance issues and social issues.
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

### **Our ultimate objectives for disadvantaged children are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health, wellbeing and attendance to enable them to access learning at an appropriate level.

### **We aim to achieve our objectives through:**

- Delivering a high quality, broad and balanced curriculum that meets the academic, social and emotional needs of all our children.
- Ensuring that the curriculum builds the cultural capital some disadvantaged children would otherwise miss out on.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children eligible for free school meals will be in receipt of pupil premium interventions at one time.

### **Key principles of our strategy:**

- Ensuring all teaching is good or better.
- Provide high levels of support in every class from full-time, skilled teaching assistants.
- Provide catch up tutoring for individuals and groups.
- Provide 1:1 and small group support where required or deemed necessary.
- Deliver a phonics programme that is DfE accredited including training for all members of staff.
- Provide effective online programs to allow accelerated progress in key areas eg reading & number.
- Provide high quality SEMH support for identified children including behaviour support.
- Provide support for families to ensure all children can access school effectively.
- Access to technology for children in Y4-6.
- Subsidise payment for sports activities, educational visits and residentials to ensure children have access to quality first hand experiences.
- Provide support and challenge for children/families who are persistently absent.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in reading, writing and maths, particularly higher attainment
2	Difficulties with phonics which negatively impacts pupils' development as readers.
3	Oral language acquisition and communication skills due to limited experiences in early childhood and beyond.
4	Long term memory and retrieval of learning
5	SEMH concerns across school have increased during the pandemic – there are high levels of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
6	Lack of some parental engagement
7	Attendance and punctuality

## 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
Improved attainment for disadvantaged pupils at the end of KS2.	Achieve national average progress scores by end of KS2 in reading, writing and maths.
Maintain and improve phonics screening results leading to improved reading attainment among disadvantaged pupils at the end of KS1	Phonics scheme being delivered effectively and phonics screening check results at least in line with national.
Improved oral language skills, communication skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils and YR children without SEN achieve in line with ARE.
Improved long term memory of children	Rosenshine Principles being used effectively to improve quality first teaching leading to effective retrieval of learning over time.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Broad and balanced curriculum including a wide range of enrichment activities and afterschool clubs which leads to happy, healthy learners.
Parents/carers engage in dialogue with class teachers in how to support children with learning at home and take an active interest in their child's progress	Termly written progress reports, twice yearly consultation meetings and annual written reports are used to keep parents/carers informed of attainment and progress and workshops are used to provide support and guidance for parents/carers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 Attendance of disadvantaged pupils, particularly those previously PA, in line with non-disadvantaged nationally. Decrease the % of PA children to below national figures for PA.

## Activity in this academic year

This details how we intend to spend our pupil premium **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
Annual subscription to Monster Phonics DfE validated synthetic phonics programme and resources. Provide training for staff to ensure fidelity to the programme & accurate delivery leading to stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1, 2, 3, 4
Continue to enhance our maths teaching and curriculum planning by working through the sustaining stages of the Teaching for Mastery Approach.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and EEF guidance.	1, 4
Enhance quality first teaching by providing whole school CPD on Rosenshine's Principles of Instruction.	EEF: Metacognition and Self-regulated Learning guidance report. Includes: reviewing, questioning, sequencing & modelling and practice.	1, 2, 3, 4
Enhance reading for pleasure through newly developed reading areas, new library displays, link to Accelerated Reader Programme and Reading Plus for home learning and through parental engagement.	EEF trial found that pupils who were offered Accelerated Reader made 3 months additional progress in reading compared to other similar pupils and for pupils eligible for FSM the increase was 5 months additional progress.	1, 2, 4, 6
Establish a peer-support model (eg lesson study) to embed and sustain research-based teaching strategies.	We have successfully used this model in previous years.	1, 2, 4

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund teaching assistants to provide catch up interventions for individuals and groups.	Interventions targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind have been effective in previous years.	1, 4
Establish same day interventions – keep up rather than catch up sessions – for pupils in danger of falling behind ARE	EEF – diagnostic assessments NCETM – mastering number, sustaining mastery – government funded programmes	1, 2, 3, 4
Additional phonics sessions (Phonics Blasts) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	
Language intervention programmes eg NELI and WellComm.	Oral language interventions can have a positive impact on pupils' language skills. The Nuffield Early Language Intervention (NELI) is a government funded, evidence-based oral language intervention for children in nursery and YR who show weakness in their oral language skills and who are at risk of experiencing difficulty with reading. Randomised control trials found children who had received the intervention had improved expressive language skills including the use of vocabulary and grammar.	1, 2, 3
Additional teaching assistants in all classes	We have successfully trained teaching assistants to support teaching and learning, targeted interventions and children with SEMH needs	2, 4, 6

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

Budgeted cost: £17,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed our behaviour policy by providing whole staff training on the use of scripted responses and restorative conversations.	There is a growing body of evidence from online forums which claims using the Paul Dix behaviour strategies impacts positively on behaviour in schools.	5
Use of the Boxall Profile to systematically assess SEMH to identify areas for improvement and next steps. Carefully planned Mentoring sessions (1:1 or small group) overseen by our Pastoral Manager for specific children focused on self-awareness, self-management, problem solving and social skills.	The Boxall Childhood Project was carried out by Nurtureuk in 2017 – 2018 and involved 39 schools. Overall, the project revealed a large number of benefits for the schools using Boxall as a diagnostic tool.	5, 6
Pastoral Manager to support children and families with persistent absence issues via the Early Help framework.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice document.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6, 7
Support for parents with engagement (eg phonics, reading and number workshops) and SEMH issues.	EEF: by designing and delivering effective approaches to support parental engagement, school may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills such as reading.	6, 7

**Total budgeted cost: £107,180**

## 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 2023 to 2024 academic year.

#### Attainment

At Castle Hill St Philip's CE Primary School we use a range of summative assessments, diagnostic assessments and ongoing formative assessment of children to highlight gaps in learning for each child.

We also hold termly Pupil Progress meetings to discuss attainment, progress, gaps and interventions.

Our headline data for 2024 is below:

EYFS - Percentage achieving GLD in 2024	
School	National
67%	68%

PHONICS – Percentage achieving the expected standard in 2024		
	School	National
Y1	87%	81%
End Y2	92%	N/A

Y4 Multiplication Tables Check in 2024		
	School	National
Scored 25/25	74%	34%
Average score	24.4	20.6

KS2 - Percentage achieving the expected standard in 2024		
	School	National
Reading	63%	74%
Writing	73%	72%
Maths	83%	73%
RWM	57%	61%

Our assessment data, observations and discussions with staff during 2023/24 suggest that the performance of many pupils, including our disadvantaged pupils, was in line with national expectations in 2024 in Writing and Maths but below national in Reading.



To address this, the English curriculum is being adapted and staff are receiving specific CPD through team teach sessions with our highly experienced English Leader.

In 2024, 87% of our Year 1 children achieved the expected standard in the phonics check which was above the national average of 81%. We implemented the Monster Phonics programme in 2021-2022 and our phonics results demonstrate the success of this programme.

In 2024, 74% of our Year 4 children achieved a score of 25 out of 25 in the Multiplication Tables Check compared to only 34% of Y4 children nationally. This was significantly above national averages indicating the success of our teaching and learning strategies in this area. Similarly, the average score for our pupils (24.4) was significantly above the national average (20.6).

In 2024, Y6 pupils performed slightly above national in Writing and significantly above national in Maths, but below national in Reading. Therefore, reading is a whole school priority in 2024/25.

### Attendance

Overall attendance in 2022/23 improved and was above the national average. However, the attendance of our PPG children (93.3%) was lower than that of our non-PPG children (95.8%). For this reason, attendance remained a focus of our plan in 2023/24. Throughout 2023/24 data was analysed weekly and families were placed on support plans and Early Help plans when attendance concerns arose. As a result of our robust practices, attendance improved, particularly the attendance of our FSM pupils:

2023-24 Attendance Data							
	All Schools Nationally			Primary Schools Nationally	School		
Overall	92.8%			94.5%	95.6%		
Persistent Absence	20.7%			15.2%	7%		
Disadvantaged	FSM	Non-FSM	Gap		FSM	Non-FSM	Gap
	88.9%	94.2%	5.3%		95.1%	95.8%	0.7%

The gap between the attendance of our FSM pupils and non-FSM pupils closed significantly – the national gap was 5.3% whereas our school gap was only 0.7%, bringing the attendance of our FSM pupils almost in line with the attendance of our non-FSM pupils.

### Social, Emotional, Mental H and Behaviour

Our observations and evaluation also indicated that pupil behaviour, social and emotional and mental health, and the general well-being of children were significantly impacted over the last few years due to COVID-19-related issues. The impact was

particularly acute for disadvantaged pupils. We use PPG funding to provide wellbeing support and targeted interventions where required. For example, Talking and Drawing Therapy and Sand Play delivered by our Pastoral Manager, Nurturing Talk sessions delivered by trained TAs and Hamish and Milo delivered by specially trained staff.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Power of Reading	Centre for Literacy in Primary Education
Reading Plus	Reading Solutions UK
Mathletics	3P Learning
Times Tables Rock Stars	Maths Circle Ltd
Numbots	Maths Circle

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

We triangulated evidence from multiple sources of data including formative and summative assessments, monitoring activities such as book scrutinies and pupil voice interviews, conversations with parents and discussions during pupil progress meetings with teachers in order to identify the challenges faced by disadvantaged pupils.

The senior leadership team also engaged in training delivered by our local research school: EEF - Making the difference for disadvantaged pupils. This included using the EEF Guide to supporting school planning: a tiered approach.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium including:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Securing support, including funding where necessary, for children with SEND. There are children whose needs took time to diagnose during the pandemic due to delays in gaining paediatric appointments, etc. School has secured the services of a private Educational Psychologist to provide guidance and recommendations which may lead to school applying for further EHCPs.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.