

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	198
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	Annually until September 2026
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	£126,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£126,515

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.
- Deliver the NELI programme in Reception.
- 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 qualify 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
Outcome 1	Improved attainment for disadvantaged pupils at the end of KS2.	Achieve national average progress scores by end of KS2 in reading, writing and maths.
Outcome 2	Maintain and improve phonics screening results	Phonics scheme being delivered effectively and phonics screening check results at least in line with national.
Outcome 3	Improved oral language skills, communication skills and vocabulary	NELI programme being delivered effectively to identified YR children and all YR children without SEN achieve in line with ARE.
Outcome 4	Improved long term memory of children	Rosenshine Principles being used effectively to improve quality first teaching leading to effective retrieval of learning over time.
Outcome 5	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.
Outcome 6	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.
Outcome 7	Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils, particularly those previously PA, in line with non-disadvantaged nationally. Decrease the % of PA 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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual subscription to Monster Phonics DfE validated synthetic phonics programme and resources.</p> <p>Provide training for all staff to ensure fidelity to the programme and accurate delivery leading to stronger phonics teaching for all pupils.</p>	<p>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.</p>	<p>1, 2, 3, 4</p>
<p>Continue to enhance our maths teaching and curriculum planning by working through the sustaining stages of the Teaching for Mastery Approach.</p>	<p>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.</p>	<p>1, 4</p>
<p>Enhance quality first teaching by providing whole school CPD on Rosenshine's Principles of Instruction.</p>	<p>EEF: Metacognition and Self-regulated Learning guidance report.</p> <p>Includes: reviewing, questioning, sequencing & modelling and practice.</p>	<p>1, 2, 3, 4</p>
<p>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.</p>	<p>EEF trial found that Y7 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.</p>	<p>1, 2, 4, 6</p>
<p>Establish a peer-support model (eg lesson study) to embed and sustain research-based teaching strategies.</p>	<p>We have successfully used this model in previous years.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund school-based tutors to provide catch up tutoring for individuals and groups.	National Tutoring Programme: school-led tutoring via the DfE tutoring grant payment and recovery premium.	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
NELI language intervention programme	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: £15015

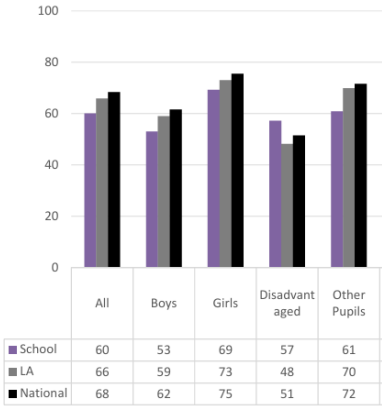
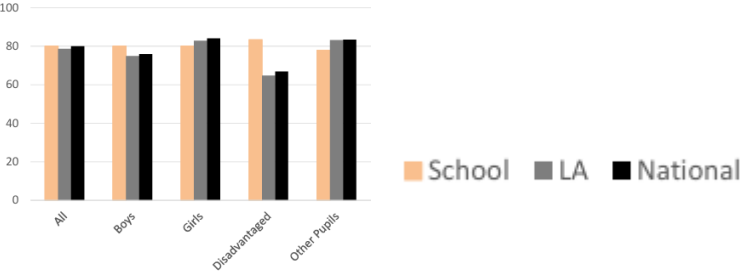
Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed our behaviour policy through the use of scripted responses and restorative conversations.	There is a growing body of evidence from online forums which claims using the Paul Dix behaviour strategies impacts positively on behaviour in schools.	5

<p>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.</p>	<p>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.</p>	<p>5, 6</p>
<p>Pastoral Manager to support children and families with persistent absence issues via the Early Help framework.</p>	<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice document.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6, 7</p>
<p>Support for parents with engagement (eg phonics, reading and number workshops) and SEMH issues.</p>	<p>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.</p>	<p>6, 7</p>

Total budgeted cost: £126,515

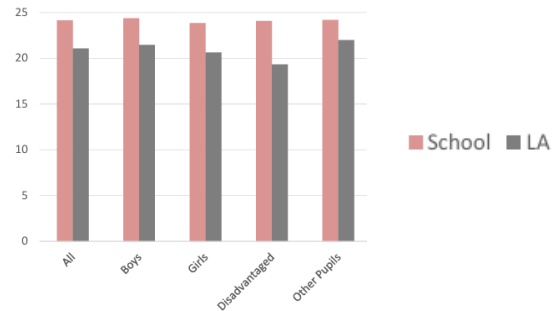
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome	Evaluation																																																			
<p>Outcome 1: Improved attainment for disadvantaged pupils at the end of KS2.</p>	<p>In 2025, disadvantaged pupils achieved higher than national and regional averages for disadvantaged pupils in combined RWM and in the individual subjects at the expected level.</p> <p>YR - GLD</p> <table border="1" data-bbox="584 770 1158 920"> <thead> <tr> <th colspan="4">Percentage achieving GLD in 2025</th> </tr> <tr> <th>School</th> <th>Consortia</th> <th>LA</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>68</td> <td>66</td> <td>68</td> </tr> </tbody> </table>  <table border="1" data-bbox="584 1330 967 1397"> <thead> <tr> <th></th> <th>All</th> <th>Boys</th> <th>Girls</th> <th>Disadvantaged</th> <th>Other Pupils</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>60</td> <td>53</td> <td>69</td> <td>57</td> <td>61</td> </tr> <tr> <td>LA</td> <td>66</td> <td>59</td> <td>73</td> <td>48</td> <td>70</td> </tr> <tr> <td>National</td> <td>68</td> <td>62</td> <td>75</td> <td>51</td> <td>72</td> </tr> </tbody> </table> <p>Y1 - Phonics Screening</p> <table border="1" data-bbox="574 1525 1153 1644"> <thead> <tr> <th colspan="5">Percentage meeting the expected standard in 2025</th> </tr> <tr> <th></th> <th>School</th> <th>Consortia</th> <th>LA</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>80</td> <td>81</td> <td>79</td> <td>80</td> </tr> </tbody> </table> 	Percentage achieving GLD in 2025				School	Consortia	LA	National	60	68	66	68		All	Boys	Girls	Disadvantaged	Other Pupils	School	60	53	69	57	61	LA	66	59	73	48	70	National	68	62	75	51	72	Percentage meeting the expected standard in 2025						School	Consortia	LA	National	Year 1	80	81	79	80
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Y4 - MTC

Average Score in 2025		
School	Consortia	LA
24.1	21.8	21.1

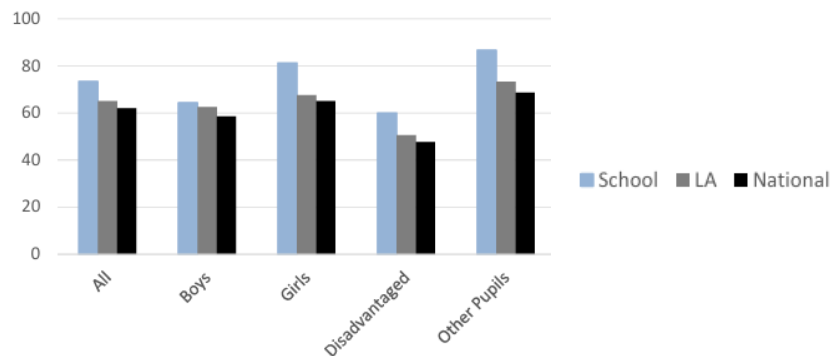


Y6 - SATS

Percentage achieving the Expected Standard				
	School	Consortia	LA	National
RWM	73	70	65	62
Reading	83	78	76	75
Writing (TA)	80	78	74	72
Maths	93	82	77	74
GPS	73	81	74	73

Percentage achieving the Higher Standard				
	School	Consortia	LA	National
RWM	7	11	10	8
Reading	37	38	33	33
Writing (TA)	10	15	16	13
Maths	30	33	28	26
GPS	23	37	31	30

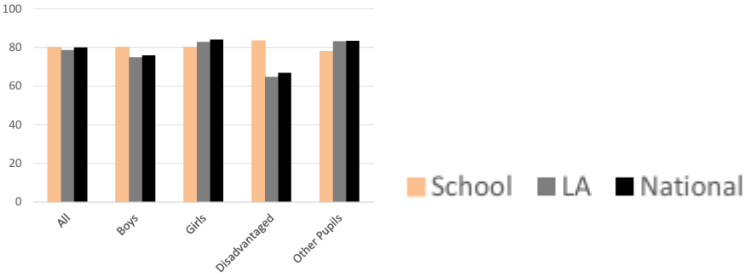
Expected standard in RWM



Outcome 2: Maintain and improve phonics screening results

Phonics delivery was regularly monitored and staff training included working in triads to share good practice. Interventions (including Phonics Blast sessions) enabled our disadvantaged pupils to make rapid progress.

In 2025, Y1 disadvantaged pupils achieved phonics results of 83% which is above the national average (80%) and well above the national average for disadvantaged pupils (67%).

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<p>Outcome 3:Improved oral language skills, communication skills and vocabulary</p>	<p>We introduced the WellComm Speech and Language Programme in YR. The whole class was assessed on entry to YR and data was used to inform whole class and individual targets and teaching. Targeted interventions were used to support language and communication development for our disadvantaged pupils and positively impacted our GLD at the end of YR.</p>															
<p>Outcome 4:Improved long term memory of children</p>	<p>Our teaching for mastery approach and quality first teaching across school led to effective retrieval of learning over time. This can be evidenced in progress often from low starting points in reading, writing and maths.</p>															
<p>Outcome 5:Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Our rich, broad and balanced curriculum, including a wide range of enrichment activities, has enabled our disadvantaged pupils to achieve well and in line or above national averages. Our varied range of extra-curricular activities has contributed to improved health and wellbeing. Our Pastoral Manager has worked with many of our disadvantaged pupils and their families to remove barriers to learning and wellbeing and to ensure children have everything they need to be healthy and well.</p>															
<p>Outcome 6: Parents/carers engage in dialogue with class teachers in how to support children with learning at home and take an active</p>	<p>Progress, attainment, behaviour and attitude data was shared with parents termly in a brief written report. These reports were used to drive conversations during parents consultation meetings (2 per year). Detailed annual end of year reports provide a full summary of the progress, attainment, behaviour and attitude demonstrated throughout the year. There were also workshops for parents to share how phonics and maths is taught in</p>															

interest in their child's progress	<p>school and to provide information regarding how parents can support learning at home.</p> <p>Arbor, the school's management information system (MIS), was also used to share updates regarding positive and negative behaviour incidents and learning outcomes with parents. This type of information was shared instantly providing parents with pertinent information which could be used to drive discussions at home relating to learning or behaviour.</p>
Outcome 7: Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>End of 2025 Overall 95.8%</p> <p>End of 2025 Disadvantaged 94.9%</p> <p>Although these results are below our target of 96%, they are above the national average of 94.8%.</p>

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
Teaching for Mastery	North West Maths Hub
White Rose Maths	White Rose Education
Power of Reading	Centre for Literacy in Primary Education

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 or recovery premium and includes:

- 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 funded the services of a private Educational Psychologist to provide guidance and recommendations which resulted in several successful EHCP applications.
- A robust evaluation framework has been put in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.