

Pupil premium strategy statement – Castercliff Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mark Sherwin Principal
Pupil premium lead	Kirsty Johnson
Governor / Trustee lead	Aftab Younis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£244,200

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Castercliff will achieve highly across the curriculum through quality first teaching, targeted academic support and participation in wider activities. Disadvantaged pupils will access quality first teaching and support led by trained professionals, a robust curriculum offer and extra-curricular activities led by staff and trained sports coaches to meet children's individual needs.

At Castercliff, we aim to provide pastoral support for both pupils and parents, identified by the school as those who are vulnerable. We aim to increase attendance for disadvantaged pupils and work with our Wellbeing Lead to ensure that children and their families are being supported appropriately. This approach aims to diminish the gap between our disadvantaged pupils and their non-disadvantaged peers by providing them with support to enable them to experience the full learning experience that Castercliff has to offer.

We offer a wide range of extracurricular activities both in and out of school to broaden the ambitions and raise the cultural capital of our disadvantaged children and their families. We aim to work in conjunction with our parents to raise the expectations and aspirations for our children. In doing this, we have a positive impact upon children's academic ability and their mental health and well-being.

We have researched findings on how to best support our children and this strategy aims to show our steps to ensure we are responding to the challenging needs and individual circumstances of our children. We will do this by:

- acting early to identify children who may show signs of needing additional support
- working as a school to adopt a whole school approach to the responsibility of raising the expectations for our disadvantaged children and providing them with the tools to achieve
- providing family support to our disadvantaged families who need it
- providing high quality teaching to all our pupils
- providing opportunities for raising awareness of aspirations and how to achieve these goals

Challenges

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

Challenge number	Detail of challenge
1	Growing deprivation in the school community means that more PP children have limited life experiences and can struggle to engage in the curriculum due to a lack of cultural capital.

2	School has seen a deterioration in emotional health and wellbeing of pupils over the last few years. These findings are supported by national studies.
3	Our baseline assessments in EYFS show that communication and language skills are low upon entry to school. Combined with the increasing deprivation, this is also due to the diversity of our school population, which comprises of 20 languages as well as those with additional needs.
4	Tracking of whole school data shows that whole school attendance has been impacted in part due to emotional health and wellbeing issues. Although disadvantaged attendance in EYFS and KS1 is on par with non-disadvantaged peers, in KS2 there remains a small gap.

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
Challenge 1 - Children participate in a range of activities, supplementary to the curriculum. This includes regular extra-curricular clubs as well as termly curriculum enrichment to provide a stimulus for learning.	Enhanced learning opportunities promoted and accessed. Uptake of extra-curricular clubs increased. Children will have increased ability to access learning independent of additional support. Children's University uptake increased. Participation in school sports increased and health and fitness improved. Wide range of wider curriculum experiences such as trips or visitors across all year groups.
Challenge 2 - Support provided enables individuals and groups meets their needs so they better manage their behaviour and emotions in order to access learning.	Children can identify emotions and use strategies to help them deal with these. Fewer lessons and learning opportunities disrupted for pupils. Wellbeing Lead to work closely with specific pupils and parents. My Happy Mind programme embedded in school.
Challenge 3 - Communication and language skills progress rapidly on entry reducing barriers to learning. Increased ability to access learning independent of additional support.	EYFS curriculum targets communication and language supported by school speech and language expert. Oracy is knitted through the core and wider curriculum for all year groups. Parents are engaged to support their children and grow their own confidence. Before school, lunchtime and after school clubs including English language learning clubs.
Challenge 4 - Close gap between pupil premium and national attendance rates.	Attendance of Pupil Premium children to be at least in line with national. Persistent Absenteeism of Pupil Premium children to be at least in line with national.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	The EEF's Maximising Learning states that ' <i>The best available evidence indicates that greater teaching is the most important lever schools have to improve pupil attainment.</i> ' By ensuring that all our teachers receive support in their teaching and the right, targeted CPD will help them to deliver high-quality teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3
CPD for all staff on Voice 21 Elevated Pathway for effective use of Oracy within the classroom through explicit teaching and a cross-curricular link	The EEF's Teaching and Learning Toolkit – Evidence for Literacy states that ' <i>Language is especially important in the Early Years and it continues to be important to be important through primary and secondary education</i> '. By providing CPD tailored to suit the needs of our staff and pupils in Oracy, we can provide the tools for teachers to provide high-quality teaching in the use of oral skills within the classroom environment and further. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy#:~:text=Language%20is%20especially%20important%20in,predictor%20of%20later%20science%20achievement	1, 2, 3
CPD for all staff in English and Maths ongoing with changes being made to the way in which we assess children, enabling staff to have a more concise understanding of the core areas.	According to research, a TA can play a vital role in the attainment of pupils. By ensuring that our support staff are given the right CPD will, in turn, ensure that they have the right tools to support our children. The EEF have a specified CPD course to benefit support staff and research supports this. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course?utm_source=/courses/making-best-use-of-teaching-assistants-online-course&utm_medium=search&utm_campaign=site_search&search_term Within our school, our research shows us that ensuring our TA's have the right level of understanding in Reading, Writing and Maths will ensure they are able to best support our children.	1, 2, 3

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

Budgeted cost: £ 80,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of additional TA3s across phases to facilitate intervention groups.	As a teaching group gets smaller it is suggested that the range of approaches that a teacher can employ and the amount of attention that each student will receive, will increase, improving outcomes for pupils. (+3 months).	2, 3
Teaching assistants to provide small group motor skills sessions	Fine motor skills are essential for learning different self-care tasks, developing hand-eye coordination, cognitive development, creative expression, and ensuring children are ready to handle the expectations of primary school. https://extension.psu.edu/programs/betterkidcare/news/supporting-fine-and-gross-motor-skills-in-and-out-of-the-classroom#:~:text=Fine%20motor%20skills%20are%20essential,the%20expectations%20of%20elementary%20school.	1, 2
Speech and language therapist employed to work on communication skills with targeted children	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3
Specialist teacher employed to work on individual needs of the children and supporting those with/waiting for an EHCP.	It is good practice for education settings to have access to a broad range of specialisms and to take SEND into account so children and young people can access the curriculum, and our specialist teaching provision facilitates this access by covering all areas of need. Where possible, while a specialist teacher is in an education setting, they will share their expertise and knowledge within their area in order to upskill school staff and provide them with skills which will help them in the future. https://ehp.org.uk/our-services/specialist-teaching/#:~:text=When%20would%20a%20specialist%20teacher,which%20can%20be%20provided%20internally.	3

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

Budgeted cost: £ 135,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing lead to support families in promoting school attendance, supported by My Happy Mind initiative	<p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
Support staff to provide support with targeted children to ensure they can access whole curriculum	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2
Breakfast club through external provider to enable a soft landing into school for targeted children	<p>Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.</p>	1, 2, 4
Extra-curricular offering/ enrichment	<p>Active pupils and improved attitudes to learning and wellbeing</p>	1, 2, 3, 4

Total budgeted cost: £ 269,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress towards Challenge 1:

Over the past 12 months, we have worked hard to offer a wide range of extra-curricular activities that our children can attend. This is looked at by our PE lead and mapped out across the year. Staff are asked to contribute to the after school offering and we take particular care to ensure that our PP children are given first refusal for places in clubs, where possible. 47% of places are taken by PP children so far this year vs 50% last.

Termly reviews of uptake in after school clubs for PP children ensure opportunities are maximised and places for PP children are prioritised where clubs are over-subscribed.

We have reworked our Enrichment opportunities and will continue to do this through the academic year. We have mapped out trips as a whole school at a leadership level and returned this back to staff to add suitable trips to enhance their curriculum offering. As a school, we encourage children to attend trips and ensure that we are bringing visitors into school to help bring our curriculum to life.

Progress towards Challenge 2:

Over the past 12 months, we have implemented the MyHappyMind scheme across the whole school, teaching children about their brain, how things work and how they can best support themselves. This links closely with the work that continued to take place with the Wellbeing Lead/pastoral team. It also links with the use of the Zones of Regulation used across school, which allows children to explore their emotions and begin to name them.

Providing children with the tools to recognise when they are struggle with their emotions and helping them to regulate has empowered pupils to identify growing struggles before they become too overwhelming. This has enabled children to feel more comfortable when coming to school as they are able to understand their emotions.

We worked (and continue to work) closely with the Mental Health team from the NHS, who supported our more vulnerable children who were identified by class teachers/SLT. This enabled the MHT to provide tailored support for our children.

35 pupils currently access group support with Mrs Garnett. 22 (63%) of these are PP. This currently mirrors last year's percentages when 72 children took part.

Progress towards Challenge 3:

To help our parents and families develop their language skills and acquisition of the English language prior to starting school, we offer Stay and Play sessions for seven

weeks over the last half term before the summer holidays. This allows families to come into school to get used to the environment where their children will attend and gives them chance to meet other parents. It provides them with the opportunities to socialise and for their children to pick up language skills that they may not already have. We liaise closely with our feeder nurseries and conduct home visits to ensure we have a good understanding of the children before they start their journey with us. This also happens with children who start in other year groups, further up the school.

This year, we have extended our staff knowledge of Oracy and advanced to the Elevated Pathway with Voice 21 and have been implementing this within all areas of the curriculum. Through Pupil Voice, we can see that children feel that they have more opportunities to talk about areas of their work and therefore ask more questions. They feel that they can delve deeper into their learning through the activities that staff plan.

Progress towards Challenge 4:

One of the priorities this year has been to tackle the attendance of our pupils following the school closures. A senior leader has been meeting with parents regularly to discuss the attendance needs of our PP children and how we can help to support them in coming to school. We have regular letters sent out to parents to invite them to meetings to discuss attendance, as well as text reminders and rewards and this has shown an improvement in many families. All support staff attended EBSA training to enable them to be in the best position to support children in their reluctance to attend school.

Our dedicated SLT member and a member of the office team have been working tirelessly to meet with families to encourage attendance. Our attendance figures currently sit with our PP children sitting just 0.8% behind their non-disadvantaged peers. The reasons behind this are complex and specific to individuals as each child is tracked carefully. Attendance for all groups is up over 1% compared to the same period last year. PP attendance is currently 93.5% having been 91.7 in 2022-2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
My Happy Mind	NHS
Mental Health Team	NHS
IEST	LCC