

Pupil premium strategy statement

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 2021 to 2022

Detail	Data
School name	Castledyke Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mariclare Potterton
Pupil premium lead	Jacqui Peck
Governor / Trustee lead	Scott Thomas

Funding overview 2021/2022

Detail	Amount
Pupil premium funding allocation this academic year	£ 140,635.00
COVID Recovery premium funding allocation this academic year	£ 13,775.00
School led tutoring (NTP)	£ 9,922.50
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	£164,332.50

Part A: Pupil premium strategy plan

Statement of intent

At Castledyke, our aim is to grow and nurture resilient children, who will aspire to succeed in an ever-changing global community. We want our children to broaden their horizons, have hope, be curious and be happy through a love of learning. For all pupils to meet their potential and close the gaps for disadvantaged pupils, we draw on national research and analysis of school data to ensure barriers to learning are removed, so that all our pupils can '*Aspire, Achieve, Succeed.*'

Barriers are not always educational; they can also be emotional, physical, and social. Through our strong pastoral and counselling team, we support the whole child and see the impact on their self-confidence and wellbeing reflected in their success.

Success can be different things for different children depending on their goals, whether that be a sporting achievement, achieving academic targets or improving attendance.

Key principles:

- We recognise that not all pupils in receipt of free school meals will be disadvantaged and we have many families who do not qualify for free school meals but are disadvantaged *e.g., low-income families not in receipt of benefits.*
- High quality academic and pastoral support for all pupils based on need whether they are in receipt of pupil premium or not.
- A broad and balanced curriculum and differentiated teaching to meet the needs of all pupils *e.g., subsidising the costs of trips/visits to ensure that they are affordable for all.*
- We allocate pupil premium funding according to our school priorities therefore, not all children in receipt of pupil premium funding will be in receipt of interventions or support at any one time.

To achieve our principles, we will:

- Maintain our offer of high-quality pastoral care so that all pupils can access our curriculum at the appropriate level.
- Ensure quality first teaching so all disadvantaged pupils make or exceed nationally expected progress levels.
- Provide interventions to support pupils to catch-up on missed learning across the curriculum.
- Offer targeted pastoral 1:1 sessions for pupils in need of emotional well-being support via our school counsellor.
- Subsidise a range of wider opportunities and experiences to ensure equal access for all pupils.

- Provide access to a full range of extra-curricular clubs.
- Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance: Prior to the pandemic, the percentage attendance data for pupil premium and non-pupil premium children was inline and above national average. Since the pandemic, the attendance gap has increased to -2% and data suggests the gap is widening. Pupils with reduced attendance miss out on learning time.
2.	Attainment: Pupil Premium pupils' attainment is below non-pupil premium attainment across the curriculum, particularly in reading, writing and maths.
3.	Speech, Language and Communication: Increasing numbers of pupils enter our Early Years setting with limited speech, language, and communication skills. This has been further impacted by the pandemic so our Reception, Year 1 and Year 2 pupils have lower than expected oracy skills. Limited experiences outside school have affected children's vocabulary and wider understanding of abstract concepts, which has impacted on children's progress and attainment across the curriculum.
4.	Well-being: A considerable number of our vulnerable children demonstrate a lack of self-confidence and self-belief which impacts their aspirations, resilience and stamina.
5.	Additional Needs: Significant numbers of pupil premium children have additional needs or barriers to learning e.g., 13% of our PP pupils also access speech therapy; 30% of our PP pupils are also SEND; 17 out of the 20 pupils currently receiving wider family support through our Pastoral Team are in receipt of PPG. Some parents also find it difficult to support their children in their learning or may have low aspirations.

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
<p><i>To narrow the attendance gap between PP children and non-PP children and increase whole school attendance figures.</i></p>	<ul style="list-style-type: none"> ▪ The -2% difference in attendance for PPG children compared to non-PPG children will reduce so that PPG and non-PPG attendance is in line. ▪ Whole school attendance data will improve beyond 97%
<p><i>To narrow the attainment gap between PP children and non-PP children in reading, writing and maths.</i></p>	<ul style="list-style-type: none"> ▪ The percentage of PPG pupils achieving ARE in reading, writing and maths will be in line with all pupils. ▪ Increase the number of PP children achieving 'high standard' at KS2. ▪ Progress will accelerate for PPG children. ▪ Summative assessment data e.g., Test base; SATs; Reading Plus shows that the attainment gaps are diminished in all areas. ▪ Little Wandle assessment data will demonstrate that the gap between PPG and non-PPG has narrowed.
<p><i>To improve oral language and communication skills in Reception, and Key Stage One to better than pre-pandemic levels.</i></p>	<ul style="list-style-type: none"> ▪ Comparative data shows improved oracy skills in EYFS and KS1. ▪ Communication and language underpin every area of the Early Years curriculum. ▪ Vocabulary development is accelerated through high-quality modelling and a language-rich environment. ▪ Access to different experiences, visits and opportunities that widen knowledge, skills and behaviours. ▪ Phonics is taught consistently from Reception onwards through Little Wandle. ▪ Same day phonic interventions and additional 'keep-up' sessions ensure pupils do not get left behind. ▪ Pupils on speech and language programmes are given additional time and support from our Speech Therapy Teaching Assistant.

<p><i>To develop pupils' independent learning and resilience: this will be noted by staff that work with them, impacting on their self-esteem, aspirations and achievement.</i></p>	<ul style="list-style-type: none"> ▪ Staff, pupil and parent voice feedback evidences an improvement in well-being; self-esteem, resilience, and stamina. ▪ Consistently high expectations and well-planned challenges develop independence leading to increased self-belief. ▪ Engagement with the pastoral team and/or our school counsellor results in increased levels of self-esteem, resilience, and stamina.
<p><i>To improve outcomes for pupils with additional needs or barriers.</i></p>	<ul style="list-style-type: none"> ▪ Pupils with additional needs or barriers make accelerated progress because of well-targeted, appropriate support, including SENDCo, counsellor and pastoral support. ▪ Outcomes show that progress of disadvantaged SEND pupils is in line with or above compared to non-SEND disadvantaged pupils from their starting points.

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: £120,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide support and assistance for families prior to Early Help interventions.</i></p> <p><i>Continue to develop and nurture positive relationships with the parents and carers of our pupils, especially pupil premium families or those that do not qualify for the</i></p>	<p>There is a lot of research evidence to support our decision to intervene prior to an Early Help: 'Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.' (Early Intervention Foundation, 2021).</p> <p>The DFE (2018) state: 'It is more effective to provide early help when problems first arise than to intervene later.'</p>	<p>1, 5</p> <p>£56,922</p>

<p><i>pupil premium grant but are struggling.</i></p> <p><i>Headteacher, Pastoral Team and School Counsellor time to meet with parents/carers/pupils as needed and to liaise with and monitor families.</i></p>	<p>At Castledyke, we have a strong, proactive pastoral team, who know our families and community well. It takes a long time to build this trust, but we have numerous examples of how these relationships have made a difference to our pupils and their families.</p> <p>Whilst we have seen an increase in the numbers of families needing support through the Early Help arena, we also endeavour to pre-empt some of these.</p>	
<p><i>Our attendance officer quickly identifies pupils who are not in school, monitors attendance and supports families to get children back in school.</i></p>	<p>Historically our attendance percentages have been consistently above the national average. Attendance for pupil premium and non-pupil premium has been inline. However, since the pandemic, we have seen a gap develop so that pupil premium attendance is now 2% below non-pupil premium.</p> <p>We know that a prolonged time away from school has impacted the routines and expectations for some of our families. Our attendance officer, along with the pastoral team, work to ensure pupils are in school. At times this involves home visits, telephone calls, meetings and letters of congratulations when attendance is improving.</p>	<p>1</p> <p>£17,350</p>
<p><i>Development of a communication and language approach in our EYFS setting, which ensures a language rich environment and curriculum.</i></p>	<p>The EEF Early Years Toolkit Evidence states: 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.'</p> <p>At Castledyke, we have been developing our Early Years curriculum to promote a communication and language approach because we see increasing numbers of pupils entering our Early Years with speech, language and communication issues. In addition, we employ a speech therapy trained Teaching Assistant to support these pupils with their bespoke programmes.</p>	<p>3</p> <p>£2565</p>

<p><i>Little Wandle resources purchased and introduced to ensure consistency of approach and fidelity to one programme.</i></p> <p><i>The systematic teaching of phonics is consistent and secure throughout school.</i></p> <p><i>Additional daily 'keep-up' phonics teaching sessions to support children at risk of falling behind.</i></p>	<p>Internal observations and monitoring highlighted inconsistencies in the teaching of phonics. We know we have good progress when expectations are high and teaching consistent. Therefore, we decided to implement the Little Wandle programme throughout school, showing fidelity to this approach.</p> <p>'Consistent phonics teaching has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.' (EEF Teaching and Learning Toolkit)</p>	<p>2, 3</p> <p>£750 Little Wandle subscription</p> <p>£1,065 Little Wandle resources</p>
<p><i>Ongoing CPD using Little Wandle resources and training in order to develop phonic knowledge for all staff and ensure a consistent approach.</i></p>	<p>Little Wandle is a complete systematic synthetic phonics programme (SSP) which has been validated by the Department of Education. It meets all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing children to go beyond the expectations of the Phonics Screening Check. Through ongoing CPD and monitoring, we will ensure consistency of approach and expectations throughout school.</p>	<p>2, 3</p> <p>£2,818 Training costs</p>
<p><i>Create a strong and consistent reading team with trained teaching assistants and teachers to implement small group and individual reading in Reception and Key Stage One three times per week.</i></p>	<p>'There is evidence that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful, such as encouraging pupils to read aloud and then have conversations about book content with teachers and peers; modelling inference through the use of structured questioning; group or paired work that allow pupils to share thought processes. Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.' (EEF Teaching and Learning Toolkit)</p>	<p>2, 3</p> <p>£2,242 Additional TA time to support reading groups</p>
<p><i>Purchase phonically decodable texts from phase 2 to phase 5 to support guided and individual reading in Reception and Key Stage One. In addition, purchase e-book versions to support reading at home.</i></p>	<p>We know that pupils who can segment and blend graphemes in words make better progress than those who struggle to blend. By providing phonically decodable texts, which are accurately matched to the child's phonic knowledge, we will be supporting blending and allowing each child to be a reader.</p> <p>Research by the Literacy Trust provides evidence that pupils from disadvantaged</p>	<p>2, 3</p> <p>£450 e-book package</p> <p>£5,664</p>

	backgrounds are less likely to read at home than their more advantaged peers. They are also less likely to have access to books or a broad range of reading materials.	Phonically decodable texts
<p><i>Purchase 'top-up' texts to fill gaps in our Tree Tops reading books scheme to ensure sufficient texts available for those who complete phase 5.</i></p> <p><i>Use a well-trained reading teaching assistant to monitor the pupils reading Tree Tops book and ensure they have timetabled daily sessions in order to support reading comprehension, book choice and pick up pupils who are not reading at home.</i></p>	<p>When pupils successfully complete phase 5 of the Little Wandle phonics programme they will move from phonic phase reading books onto our Tree Tops reading scheme. This is a key stage in their reading development as the focus of teaching moves further towards comprehension.</p> <p>Our in-house data shows that this approach is effective. The children already accessing these books are keen to read them. In addition, we have a well-trained reading TA assigned to the management of the Tree Tops texts. They ensure children's comprehension and understanding of the text is secure through appropriate questioning and are able to ensure pupils are reading texts, which allow them to gain confidence.</p> <p>The Education Endowment Fund research into reading comprehension strategies evidences the importance of identifying the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	<p>2, 3</p> <p>£500 Tree Tops reading books</p> <p>£6,920 Dedicated TA</p>
<p><i>Purchase a Key Stage 2 license for Reading Plus.</i></p> <p><i>Ensure pupils in Year 3 and Year 4 have access to sufficient laptops in order to complete their Reading Plus lessons (3 x weekly)</i></p> <p><i>Ensure pupils in Year 5 and Year 6 have individual laptops so that they can complete their weekly Reading Plus lessons (5 x weekly)</i></p>	<p>Our in-house data clearly shows the impact of Reading Plus. After initially introducing it to Y6 in the Spring Term of 2018/19, we saw accelerated progress for all pupils. In part, this is due to the intuitive approach of the programme, which adapts to children's responses. Following the success, we expanded usage into Y5 and this year to the whole of KS2.</p> <p>Research suggests that successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. There is also some evidence that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies. Reading Plus meets these needs.</p>	<p>2, 3, 5</p> <p>£3000 Reading Plus subscription</p>

<p><i>Promote a love of reading and encourage pupils to read books they may not have considered before.</i></p> <p><i>Purchase class sets of quality texts to support the English curriculum in KS2.</i></p>	<p>Disadvantaged pupils are less likely to have access to quality texts. At Castledyke, we want all our children to enjoy a wide diet of literature, therefore we are investing in class sets of quality texts to support reading, writing and development of vocabulary.</p> <p>Shared reading will be a key element of the daily timetable. In KS1, this includes the adult reading to the class every day, as well as timetabled group and individual reading. In KS2, this includes daily ERIC sessions (Everyone Reading in Class), whole-class guided reading and the adult reading to the class.</p>	<p>2, 3, 5</p> <p>£3,000 Books</p>
<p><i>Improve attainment in writing and grammar for disadvantaged pupils through the use of a consistent teaching model in English.</i></p> <p><i>Develop staff confidence in planning writing units through quality texts.</i></p> <p><i>Purchase 'Read to Write' units and texts to support staff in adopting the 'Immerse, Analyse, Plan, Write' model.</i></p>	<p>There is a great deal of evidence to suggest that pupils, particularly those from disadvantaged backgrounds, perform best when there is a consistent teaching model being used throughout school.</p> <p>The Improving Literacy in Key Stage 2 report (2021) made seven recommendations to improve literacy teaching for 7–11 year-olds, which backs up the need for a consistent, clear teaching sequence. As a result, we have adopted the Literacy Counts 'Read to Write' model: Immerse, Analyse, Plan, Write.</p> <p>Staff are keen to adopt this model and will need time to assimilate the key principles before they are confident creating their own plans. Therefore, we are supporting staff by purchasing some plans so they become more familiar and confident with our agreed teaching sequence.</p>	<p>2, 3, 4, 5</p> <p>£2,000 Read to Write plans</p> <p>£4,000 Texts to support</p>
<p><i>Improve attainment in grammar and maths for disadvantaged pupils by providing high challenge, low threat practise and assessment opportunities to support children to achieve ARE.</i></p>	<p>The DFE report 'Research to understand successful approaches to supporting the most academically able disadvantaged pupils' (2018) identifies many common barriers to learning, in particular, the fear of failure. This is an issue we are seeing more of following the disruption to learning caused by the pandemic.</p> <p>In her book, 'High Challenge, Low Threat' Mary Myatt explores ways to promote learning without the fear of failure. One way, is to use individual, quiz-style recall and practise tools. Consequently, we have purchased subscriptions for our key stage two pupils to spag.com, maths.co.uk and TT Rockstars. This allows them to practise new skills and consolidate previous knowledge without other pupils knowing their scores. However, class teachers can see the individual assessment</p>	<p>2, 4, 5</p> <p>£800 subscriptions</p>

	data from these activities, which enables them to plan interventions where needed.	
<p><i>Improve the quality of teaching in maths across school in order to raise expectations and increase attainment, especially for under-achieving pupil premium students.</i></p> <p><i>Purchase Abacus maths subscription to support staff in meeting the curriculum coverage expectations for each year group.</i></p> <p><i>Undertake ongoing maths CPD staff meetings to improve subject knowledge for staff.</i></p>	<p>The Nuffield Foundation research into improving primary school maths achievement (2019) states that 'Mathematical achievement in the primary years is an important predictor of future academic achievement, access to employment opportunities and health'.</p> <p>At Castledyke, we want all our pupils to achieve and succeed. Our internal data identified maths as a limiting factor in achieving combined ARE. As a result, we have overhauled our maths curriculum to ensure high expectations, increased pace and coverage and more effective feedback.</p> <p>As part of this process, we have subscribed to Abacus online resources and purchased the supporting textbooks, which will be used alongside other materials such as White Rose.</p> <p>In addition, staff will be involved with ongoing CPD to ensure sound subject knowledge.</p>	<p>2</p> <p>£2,370 Abacus subscription and textbooks</p> <p>£120 White Rose subscription</p>
<p><i>Development of our wider curriculum to ensure it meets the needs of our pupil premium children.</i></p>	<p>The development of our curriculum to ensure it is broad, balanced and meets the needs of our pupils, is a key element of our SDP. Subject leaders, many of whom are new to the role, are growing their subject knowledge. In order to support planning, teaching and learning across the curriculum, we have subscribed to well-recognised associations such as The Historical Association; The Design and Technology Association; Key Stage History.</p> <p>Wider curriculum subject knowledge development will also be supported through subscriptions such as Science Bug; Oddizzi and Digimaps.</p>	<p>2, 5</p> <p>£712 subscriptions</p>
<p><i>Maintain a consistent, whole-school approach to marking and feedback so that it looks the same for all pupils in all classes and moves children's learning forward.</i></p> <p><i>Ensure that feedback can be acted upon by including specific information on what a pupil has done well and a 'P' task to aid progression.</i></p>	<p>The EEF states that, 'Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.' The potential impact of this approach is high (+7 months additional progress), although it can be difficult to realise this impact in practice as it requires pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>2, 4, 5</p> <p>£1,000</p>

<p><i>Ensure pupils have time and opportunity to respond to feedback and to take greater responsibility for their learning.</i></p>	<p>At Castledyke, we have been developing our marking and feedback policy so that we now have a clear, consistent approach, which is evident in books across subjects and year groups. This must be maintained, monitored and developed so that we consider the impact of feedback on self-confidence and motivation.</p>	
<p><i>Increase the accuracy of our assessments and allow for gap analysis to be undertaken through the consistent use of Testbase assessment materials.</i></p> <p><i>Ensure school data swiftly identifies pupils not making expecting progress.</i></p>	<p>In Y2 and Y6 the use of Statutory Assessments enables us to carry out gaps analysis and quickly identify pupils who need further support.</p> <p>In Y3-Y5 the use of Testbase for midyear assessments in allows us to improve the accuracy of our judgements, carry out gap analysis, identify planning and intervention needs and provides us with ongoing, consistent data.</p> <p>Assessments for all pupils across the whole curriculum are uploaded to O-track three times a year, enabling subject leaders to analyse, challenge and triangulate data.</p>	<p>2, 5</p> <p>£1,558</p>
<p><i>Provide additional support for Y6 pupils who, for a variety of reasons, are not on track to achieve their target in maths.</i></p>	<p>The DFE report 'Understanding Progress in the 2020/21 Academic Year: Findings from the summer term and summary of all previous findings (October 2021) states that by the end of the summer term, in mathematics, primary aged pupils experienced a learning loss of around 2.8 months. However, it also found that primary pupils from disadvantaged backgrounds had on average 0.7 months more learning loss in mathematics compared to their non-disadvantaged peers.</p> <p>Therefore, as well as providing additional targeted academic support for key pupils identified through the tutoring programme (see next section), we are providing additional support for all Y6 pupils who are not on track to achieve their target of ARE or AARE in maths.</p> <p>For some pupils, this is an extra weekly maths lesson with the Y6 teacher or with a maths teacher from our local secondary school. For others, it is three short 1-1 sessions with a teaching assistant each week.</p> <p>To support this work we have also purchased CGP maths resource books.</p>	<p>2</p> <p>£3,025</p>
<p><i>Increase and improve cultural and enrichment experiences for all pupils.</i></p>	<p>Improve cultural and enrichment experiences for all pupils by subsidising clubs, trips, visits and residential experiences to ensure no child misses out.</p>	<p>4, 5</p> <p>£1,000</p>

<i>Empower leaders, teachers, assistants and all school staff to improve through continued professional development.</i>	At Castledyke, we feel our pupils deserve the very best teaching and support. Consequently, we have put in place a programme of CPD via the National College. All staff have access to this resource, so they are able to target their own needs as well as completing statutory and planned training.	2 £745
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for teachers and assistants via the National Tutoring Programme to support school led tutoring</i>	<p>The EEF suggests small group tuition has an average impact of +4 months. Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group to enable the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Our formative and summative assessments have shown that maths is a particular issue due to gaps in knowledge and understanding following the pandemic. Therefore, we utilised the COVID Recovery premium funding and the School led tutoring (NTP) funding, to train four teachers and three teaching assistants via the NTP in order to run after school tutoring in maths.</p>	2, 5 £942
<i>National Tutoring Programme running for 15 weeks for 75 pupils: KS1 25 pupils KS2 50 pupils</i>	<p>The Education Hub blog (March 2021) states that the National Tutoring Programme is needed because there is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.</p> <p>We have seen this attainment gap reflected in our school data. Consequently, we made the decision to provide all our disadvantaged pupils, who were not working at age-related standards with maths tuition.</p>	2, 5 Staff wages for tutoring £7980

<p><i>Additional school-based 1:1 reading aimed at providing reading opportunities for children who are not making expected progress.</i></p>	<p>Research by the Literacy Trust has shown that disadvantaged pupils are less likely to read frequently outside school than their peers.</p> <p>In order to support these pupils to read more, develop comprehension and enjoy books, we have timetabled 1:1 reading sessions for individual pupils with specific teaching assistants so they can read with their adult either twice or three times each week.</p>	<p>2, 3, 5</p> <p>£7676</p>
<p><i>Phonics Catch up for children in year 3 who did not meet the standard in year 2</i></p>	<p>We know from the EEF research evidence mentioned previously, that the teaching of phonics can have a positive impact of +5 months.</p> <p>For pupils, who have phonic gaps as a result of Covid-19, it is vital that they are supported to catch up.</p> <p>Therefore, we have allocated a teaching assistant to work with the children in Y3, who did not meet the standard in Y2, in small groups every day.</p>	<p>2</p> <p>£3078</p>

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

Budgeted cost: £37,206

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Counselling and individual support for emotional well-being, mental health and family situations.</i></p>	<p>The National Foundation for Educational Research (NFER September 2021) report 'Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities' clearly found that there has been a significant increase in pupils presenting with anxiety following their return to school in March 2021.</p> <p>This is something we have noticed in particular: an increase in anxiety levels for pupils who have not exhibited this before, as well as an escalation of anxiety, emotional and behavioural issues into more severe mental health issues.</p>	<p>1, 2, 4, 5</p> <p>£27,963</p>

	As a result, our inhouse counsellor is supporting more pupils on a weekly basis through 1:1 sessions: currently 19 children.	
<i>TA wellbeing catch-ups with named pupils weekly or fortnightly</i>	<p>The key findings of the Childhood Wellbeing Research Centre's report into 'The Impact of Pupil Behaviour and Well Being on Educational Outcomes' (2012) was that children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement. Children with better emotional wellbeing make more progress in primary school.'</p> <p>We know that our pastoral and counselling team has a very positive impact on the wellbeing of the pupils and families they support. However, we recognise there are also some pupils who do not require that level of support, but still need some assistance and regular time with a named adult. Therefore, we have allocated specific teaching assistants to several pupils for weekly catch-up chats. This enables the children to share any concerns they have with their TA on a 1:1 basis. It allows for a positive relationship and ensures we pick up issues before they really develop.</p>	<p>1, 2, 4</p> <p>£853</p>
<i>Pastoral Team support and administration</i>	<p>In December 2020, the Child Poverty Action Group (CPAG) released a report, 'Poverty in the Pandemic', which looked at the impact of the pandemic on low-income families. Its key findings included evidence that nearly six in ten families said they were struggling to cover the cost of three or more basic essentials, including food.</p> <p>Throughout lockdowns we ensured that families, who were entitled to free school meals, received their food parcels. This involved staff doing home deliveries and drop offs, which were extremely well received and appreciated. Since the return to school, we have continued to see families struggling.</p> <p>Whenever a family has to isolate, we ensure they receive food parcels and other essentials. Our administration staff are key to this process: they are the first point of contact for our families; they ask how we can help; they have</p>	<p>1, 4</p> <p>£700</p>

	organised additional supplies and frequently deliver food, toiletries and clothing to our families.	
<i>Teaching Assistants supporting lunch supervisors in the playground.</i>	<p>Following the pandemic, we noticed some issues around behaviour during less structured times such as lunchtime. Some pupils' behaviour was good or better than before the pandemic, but for others, behaviour had deteriorated.</p> <p>The NFER report, 'Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities' (September 2021) found that improved behaviour was often a result of pupils being happy to be back in school; getting back to routines; and being back in their safe place. However, an increase in poor behaviour was often the result of pupils struggling to adapt to larger groups, routines, sharing and having to take responsibility for their actions.</p> <p>This mirrored the behaviours we saw for some pupils at lunchtime so we decided to increase staffing by deploying teaching assistants to support good behaviour choices.</p>	<p>4</p> <p>£7,690</p>

Total budgeted cost: £177,458

Part B: Review of outcomes in the previous academic year

School Overview				
School Name	Castledyke Primary School	PPG Funding Allocations (per pupil) April 2020	FMS6	£1345
No. Pupils on roll September 2020	255		LAC	£2345
Total no. Eligible PPG pupils (Rec - Y6) as per January Census 2020	105 (41%)		Service pupils	£310

Funding Allocations			
FSM6	94	Looked After (LAC)	3
Previously Looked After (LAC)	3		
Service pupil	5		
PPG Funding	£135,015.00		£7,035

Attainment (2018/2019) last validated set of results due to COVID-19												
	KS1 (No. of pupils in cohort 41, No. of PPG pupils 16)						KS2 (Pupil in cohort 36, PPG pupils 21)					
	Whole	National	PPG	National	PPG	National	Whole	National	PPG	National	PPG	National

	Cohort	Average	ARE	Average	GD	Average	Cohort	Average	ARE	Average	GD	Average
Reading	83%		69%		12%		83%		86%		29%	
Writing	80%		63%		12%		83%		86%		14%	
Maths	80%		69%		12%		72%		71%		10%	

Barriers to future attainment

A.	Due to current pandemic remote learning was the predominant method of education for pupils during the Summer term 2020. In some cases, parental engagement with these systems of learning was low. Data for this barrier is held confidentially within school.
B.	Behaviour issues. For a small number of pupils this impacts their academic progress.
C.	Increasing levels of speech and language requirements on entry to school.
D.	Parental engagement.
E.	Low aspirations and lack of opportunities within the community.
F.	Attendance for the school is good. However, for a small number of pupil's inconsistent attendance has a major impact on their readiness to learn.
G.	Limited home access to a positive reading culture or easy access to a wide range of texts and genres.

Desired Outcomes

1.	Catch up programme in reading	
Success Criteria		Costings (50% total)
<p>To improve the fluency of reading</p> <p>To increase the amount of words read</p> <p>To have more access to higher tier vocabulary</p> <p>To retrieve information from a text</p> <p>To further develop comprehension skills</p> <p>To read to adults regularly</p> <p>To be able to select phonic aligned reading books in KS1</p> <p>To utilize tree tops books for year 3/4 with a focus on comprehension</p> <p>Purchase laptops for reading plus</p> <p>Additional phonics session Rec - Year 3 (20 minutes daily)</p> <p>Additional TA support in year 1 due to impact of lockdown</p>	<p>Data shows that reading is very low across school for most pupil premium children. Reading plus will be implemented for KS2 and will become embedded in the timetable.</p> <p>Children will be set challenges to increase the amount of words they read and thus improve their fluency.</p> <p>Data shows that some children are fluent readers but their comprehension is well below their CA. Lockdown has particularly impacted the younger children and the current Year 1 children missed a lot of learning in Reception when they would be building the foundations of learning to learn. Phonics had been impacted on significantly so an additional teaching session was added in the afternoon.</p>	<p>Reading Plus £2823</p> <p>Phonics £3373</p> <p>Year 1 TA £4250</p>
<p>IMPACT: In Key Stage 1 an additional phonics lesson was taught every day to support catch-up. June 2021 phonic screening assessment data: Y1 60% Y2 81% Additional phonic reading books were also purchased.</p>		

Reading Plus data shows that pupils have increased reading speed and reading levels. The table below shows the high level of engagement Y5 and Y6 pupils have had with Reading Plus this year and the significant impact on both reading speeds and reading levels.

Class	Average number of reading lessons for the class each week	Average reading speed rate gain (in words per minute)	Average Level Gains (increase in reading levels)	% pupils reading at or above expected standard
5C	127	81 wpm	3.8	64%
5/6M	164	141 wpm	4.6	74%
6P	176	103 wpm	5.2	72%

2.	Mental health and wellbeing		
Success Criteria			Costings (75% total)
<p>All staff complete trauma and attachment training modules</p> <p>All staff complete online trauma and attachment modules</p> <p>Behaviour policy changed to reflect training</p> <p>Referral system set up for school counsellor</p> <p>Early identification of children who are struggling with mental health</p> <p>TA support in class with talking to individuals and giving them listening time so they can off load and be in a place to learn</p> <p>TA support at lunchtime to monitor and support behaviour so that</p>		<p>All staff to complete the online zoom training with AC education which will give a better understanding of the behaviours that children with trauma and attachment will present with. Staff will have a better understanding of strategies to support and when to pass on to pastoral team. The online learning modules will be completed by June half term so that all staff have a solid understanding of the theory behind trauma and attachment.</p> <p>A referral system will be set up for the school counsellor so that the right children are being seen quickly. Children will be supported by class teachers</p>	<p>Counsellor £19300</p> <p>Pastoral Team £58271</p> <p>(50% total)</p> <p>TA class support £45022</p> <p>TA Lunch support £4023</p>

<p>children can enjoy a successful break time.</p>	<p>and pastoral team where a counsellor is not required.</p> <p>All children presenting with difficulties to be discussed by pastoral team and head and appropriate actions allocated.,</p>	
<p>IMPACT: All staff completed and passed the trauma training. Consequently, staff have a better understanding of the needs of all children and are better able to understand behaviour. There is now early identification of children with mental health needs and the children are either referred to pastoral team or our counsellor.</p> <p>A higher percentage of pupils access time to talk with an adult and find this very beneficial.</p> <p>Behaviour across school has improved and there are less incidents at playtimes and lunchtimes. This is verified by fewer CPOMS incident reports. Through the support the children are receiving, referrals to triage are better informed with the evidence of what has already taken place.</p>		
3.	Parental Engagement	
Success Criteria		Costings (50% total)
<p>Create pro-forma to use with parents that we give a high-level support to before Early help intervention.</p> <p>Support parents with home learning</p> <p>Support parents with mental health and wellbeing</p> <p>Ensuring communication with parents is effective through use of social media, app and emails and texts</p>	<p>Pro-forma created by head and pastoral team which will encapsulate the support given to families without the need for an early help. If the support required escalates to early help this will be put in place. A lot of work is being done to support families and this will be monitored and evaluated. Families will be more comfortable coming into school and asking for help and support.</p> <p>Support given to families for home learning when necessary.</p> <p>Ensure communication improves for all parents so they have a clear understanding of what is happening and</p>	<p>Pastoral Team (as above)</p> <p>Admin team £29864</p>

	what they have to do.	
<p>IMPACT: Proforma for pre-early help has been created. Systems are in place to refer or escalate to next level where necessary. Parents are well supported and parent voice acknowledges this. Throughout Covid, families have still asked for support and that has been given. Parents have regular contact with class teachers through Class Dojo and phone calls to support with home learning and any concerns parents may have. Communication with parents has improved and is paperless. Parents have responded well to this and have said that they like it because they get information directly to their phone and they feel better informed. Engagement with parents has often been done through google forms to seek their views and they prefer this to paper methods. There has been a higher uptake. Parent evenings were by phone: engagement in all classes was 90% plus.</p>		
4.	Provision for additional items / trips etc.	
Success Criteria		Costings (50% total)
<p>No PP children will not be able to go on a school trip due to lack of funding</p> <p>PE t-shirts provided for all children</p> <p>Clothing and shoes given to PP families</p> <p>Additional food parcels for families</p>		<p>Support will be given to PP families so that they can go on school trips.</p> <p>PE t-shirts will be given to PP families so that they have the correct clothing. Additional clothing will be distributed where needed.</p> <p>School will continue with the food parcels for families who are struggling until supplies run out. Families will also be signposted to foodbanks etc.</p> <p>T-shirts £210</p> <p>Food Parcels £250</p>
<p>IMPACT: 75% of PP children accessed their food parcels. This increased to 100% when it moved to vouchers. All PPG children received free PE t-shirts and 25 families were supported with additional clothing/shoes All PPG children have accessed school trips.</p>		
5.	Breakfast Provision	
Success Criteria		Costings (50% total)

<p>Ensure time is used to talk to children and build positive relationships</p> <p>Ensure children have a bagel if they want one</p>	<p>Use bagel time as a time to talk to children and ask questions to find out how they are feeling. Paying into their emotional bank accounts and learning more about them will help them feel secure and settled. Having this time to talk to children will help early identification of an issues.</p> <p>It will help to build the trust between staff and children. Children will be confident to speak about how they feel about what is going on in their lives and the wider community.</p> <p>Any issues identified that staff are concerned about will be passed onto the pastoral team.</p>	<p>Pastoral Team (as above)</p> <p>Food £1000</p>
<p>IMPACT: Children and parents responded very positively to Bagel Time. The uptake on a weekly basis was between 75% - 90% Parents responded well and thought it was important that pupils were having something to eat before starting their lessons.</p>		
<p>6.</p>	<p>Increased Speech Provision</p>	
<p>Success Criteria</p>		<p>Costings (50% total)</p>
<p>Early identification of children with speech difficulties and referrals made where necessary</p> <p>Ensure classrooms are language rich environments</p> <p>Children identified on SEND register where appropriate.</p>	<p>Ensure children are in a language rich environment and speech is modelled to them. Adults model appropriate pronunciation of vocab</p>	<p>TA £1677</p> <p>SENCo £3150</p> <p>Speech Link Package £121</p>

<p>IMPACT: The NELI programme was implemented and was successful in raising standards for some pupils, however communication and language GLD data for PPG pupils was still below NPP. Children are identified early and referred to speech therapy and regular sessions are delivered throughout the week by a trained TA. Children are added to SEND register when appropriate.</p>		
7.	Improving attendance	
Success Criteria		Costings
<p>The majority of children will have improved attendance</p> <p>The majority will arrive on time and will not be marked late</p> <p>School will chase up all absences</p> <p>Letters will be issued and plans out in place to improve attendance</p>		<p>Attendance is usually in line with national average but there are a few children whose attendance is not acceptable. There are also children who arrive late.</p> <p>School will work with parents to get children to school on time. School will phone parents of children who are absent and ask why. Parents will be challenged on attendance where it is believed that there are issues.</p> <p>Support will be put in place to help parents get children to school. Home visits will be organised.</p> <p>Children refusing to come to school will be collected by the pastoral team</p>
		<p>Staffing to support</p> <p>Pastoral Team (as above)</p> <p>Admin (as above)</p>
<p>IMPACT: Attendance was in line for PPG and NPPG: Attendance from September 2020 - July 2021 96.78% Authorized absence: 2.36% Unauthorised: 0.87% Lates before register closed: 0.33% Lates after the register closed: 0.1%</p>		