

# Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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 Cary Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023 October 2024
Statement authorised by	Sarah Martin
Pupil premium lead	Amy Brouard
Governor / Trustee lead	Claire Wenglorz

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£104,821.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,821.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Castle Cary Community Primary School, we aim to develop ALL of our children to become life-long learners within a curriculum underpinned by our 3 core values: Independence, Collaboration and Creativity. We aim for every child to fulfil their potential so they can leave us fully prepared for the next stage in their education. We use the Pupil Premium Grant to target the children it is intended for to improve their achievement and life chances by narrowing the gap in achievement between them and their peers. We aim to achieve this by

- Providing educational opportunities, support and resources which raises the achievement of pupils so that it is at least in line with their peers and national expectations.
- Providing emotional and social support where appropriate, so they are ready to learn and make progress.
- Addressing any inequalities in opportunity faced by children and developing their understanding and knowledge of the world.

## Challenges

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

Challenge number	Detail of challenge
1	Upon entry to school base line assessment has shown in recent years that many children entitled to additional funding are working behind age related expectations in Communication and language development. This is particularly the case with Communication and Language Development where 26% have been identified as needing specific and targeted support on entry (2022/2023).
2	Social and emotional issues impact upon resilience, readiness to learn and independence; these attributes underpin successful learning and are key to securing better outcomes for disadvantaged children.
3	Additional Special Educational Needs has shown to impact on progress on attainment for a number of children eligible for pupil premium funding.
4	Parental engagement and involvement in learning opportunities at home, and lack of opportunities to read and be read to at home, impacts on the progress of some PP children.
5	Attendance has a significant impact on attainment for some children due to arriving late / time off which impacts on sequences of learning.

6	The limited life experiences of some children impact living within a remote community has an impact on contextual knowledge, vocabulary and the ability to apply skills/knowledge over a range of activities.
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## 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
Pupils will make excellent progress in EYFS to ensure that they catch up rapidly and those pupils entering below expectations in the area of communication and language will make accelerated progress.	<ul style="list-style-type: none"> <li>• Pupils in EYFS make rapid progress from their starting points and targeted intervention supports accelerated progress in prime areas.</li> <li>• Specific intervention ensures accelerated progress for children with language and communication skills</li> </ul>
Children will be immersed in a language rich environment and make accelerated progress in phonics and early reading.	<ul style="list-style-type: none"> <li>• Language opportunities are specifically planned into the EYFS curriculum.</li> <li>• There is fidelity across KS1 in terms of the teaching of phonics and early reading.</li> <li>• Interventions respond to need so children keep up and don't catch up and continuous assessments enable teachers to identify any children who need additional catch up quickly.</li> <li>• Children will make excellent progress within the RWI scheme.</li> </ul>
Accurate summative and diagnostic assessment is used effectively by teachers to inform Quality First Teaching and intervention and support staff to target need in order increase progress and diminish attainment differences between PP children and their peers.	<ul style="list-style-type: none"> <li>• The % of PPG pupils passing the Year 1 phonics check is in line with National.</li> <li>• The % of pupils meeting the age related expectation at the end of Year 2 and Year 6 is in line with National.</li> <li>• The % of pupils passing the Year 4 Multiplication check is in line with National.</li> </ul>
Successful reactive and active programmes of SEMH support are in place to support children's mental health and wellbeing so children are ready and can access learning. Over time children will become increasingly independent and resilient.	<ul style="list-style-type: none"> <li>• Pupil voice and parent surveys shows that pupil's mental and emotional health is good.</li> <li>• Children make good progress against specific targets set for Outdoor Adventures and ELSA.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children have strategies in place to help them deal with their emotions.</li> <li>• Over time children with emotional needs to diminish differences in attainment from start points against those children not disadvantaged and national outcomes.</li> <li>• When support is required, evidence shows that this is timely and effective.</li> </ul>
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	<ul style="list-style-type: none"> <li>• Pupils are engaged in home learning</li> <li>• Greater parent participation is evident in workshops</li> <li>• Attendance at parent's evenings and other school events.</li> <li>• Parents feel supported and welcome in the school</li> </ul>
Attendance is in line with National Benchmarks	<ul style="list-style-type: none"> <li>• For families where attendance is a concern, to feel supported, and for the school to have an understanding around wider issues impacting on attendance.</li> <li>• The Attendance % is in line or above National figures.</li> <li>• The % of Persistently Absent pupils is in line or below National data.</li> <li>• Students arrive on time.</li> <li>• The % of families engaging with the school family learning programmes and family support services increase so that basic needs are met.</li> </ul>
To continue to provide children with a broad range of experiences through a rich, varied and broad curriculum	<ul style="list-style-type: none"> <li>• For each class to have rich and varied experiences within their curriculum and for every child to have the opportunity to participate in these.</li> <li>• The curriculum across the school will be broad and progressive, to ensure that children can build upon their experiences year by year.</li> <li>• Pupils have opportunities to engage in a wide range of experiences that furthers their understanding of the world they live in.</li> </ul>

## 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: £12,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>On-going whole school phonics support</b> Continued CPD from the RWI team / Ilsham hub</p> <p><i>Menu: Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</i></p>	<p><b>Phonics</b> Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and <b>sounds</b> + <b>5 months</b> (EEF, Teaching and Learning Toolkit)</p> <p><b>Training</b> ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact (EEF, Early Years Toolkit)</p>	1, 4
<p><b>Curriculum CPD for staff</b></p> <p><i>Menu: Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</i></p>	<p><b>ACE curriculum days</b> Ensuring there is a clear understanding of the ACE curriculum, which includes an understanding of the 3 core values which underpin that curriculum eg: academic excellence, metacognition and character development</p>	3,6
<p><b>CPD within specific subjects</b> Subject specific training delivered from subject leaders and external agencies to support subject specific teaching</p> <p><i>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p><b>High Quality Teaching</b> Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF, High Quality Teaching, Maximising Learning)</p>	1, 3 plus attainment for all children
<p><b>CPD for all staff</b> Supporting staff for strategies for children with additional needs</p>	<p><b>High Quality Teaching</b> Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their</p>	1, 3 plus attainment for all children

<p>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. (EEF, Special Educational Needs in the Mainstream Classroom).</p>	
<p><b>Assessment</b> Explore meaningful ways to assess in the wider curriculum</p> <p>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p><b>Assessment Evidence</b> Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses.</p> <p>We need to consider What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our pupils to develop? (EEF, Diagnostic Assessment, Evidence Toolkits)</p>	<p>1, 3 plus attainment for all children</p>
<p><b>High Quality Teaching Leaders ensure Quality First Teaching</b></p> <p>Menu: Developing high quality teaching / Mentoring and coaching</p>	<p><b>Quality First Teaching Evidence</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF). Monitoring enables us to gain a full picture across the school.</p> <p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. (Supporting the attainment of disadvantaged learners).</p>	<p>1, 2, 3, 4, 6</p>

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

Budgeted cost: £40,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Champion interventions	TA targeted intervention evidence	2,3

<p>PP Champion interventions to provide targeted support</p> <p><i>Menu: Interventions to support language development, literacy, and numeracy / Teaching assistant deployment and interventions</i></p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. However, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF) + <b>4 months</b> (EEF, Teaching and Learning Toolkit)</p> <p>PP Champion will also be responsible for delivering Oral Language interventions:</p> <p>On average, oral language approaches have high impact on pupil outcomes. +<b>6 months</b> (EEF, Teaching and Learning Toolkit)</p>	
<p><b>TA Interventions</b></p> <p>For Teaching Assistants to deliver targeted interventions to small groups or individuals.</p> <p>Eg: Ili, Talkboost, spelling detectives, RWI 1:1 phonics intervention, individualised instruction, outdoor learning.</p> <p><i>Menu: Interventions to support language development, literacy, and numeracy / Teaching assistant deployment and interventions</i></p>	<p><b>TA targeted intervention evidence</b></p> <p>Teaching assistants can provide a large positive impact on learner outcomes. However, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF) + <b>4 months</b> (EEF, Teaching and Learning Toolkit)</p>	2, 3
<p><b>EYFS Specific intervention</b></p> <p>Focus on communication and language within EYFS</p> <p><i>Menu: Interventions to support language development, literacy, and numeracy / Teaching assistant deployment and interventions</i></p>	<p><b>Oral Language Intervention Evidence</b></p> <p>On average, oral language approaches have high impact on pupil outcomes. +6 months (EEF, Teaching and Learning Toolkit)</p>	1
<p><b>External Provision (REACH)</b></p> <p><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p><b>Ofsted</b></p> <p>The best practice is when there is a clear reason for the use of alternative provision, providing an opportunity that the school could not offer alone. Usually this is linked to a clear and suitable long term goal or aspiration (Clive Dunn, HMI)</p>	2

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

Budgeted cost: £31,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Residential Support</b></p> <p>To ensure that children have the opportunity to access the full range of curriculum activities.</p> <p>Menu: Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>	<p><b>Outdoor Adventures Evidence</b></p> <p>Although there is weak evidence in terms of academic attainment from these types of activities, outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation which are key attributes to become a successful learner.</p> <p>Outdoor Adventure Learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>(EEF Toolkit)</p>	6
<p><b>ELSA</b></p> <p>To ensure that children with emotional needs have an opportunity to regular, timetabled ELSA sessions with a qualified TA</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	<p><b>Social and Emotional Intervention Evidence</b></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional learning approaches can have a positive impact, up to + <b>4 months</b> over an academic year (EEF, Teaching and Learning Toolkit).</p>	2
<p><b>Counselling</b></p> <p>To ensure that children have the opportunity to receive counselling as a graduated response if required.</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	<p><b>Social and Emotional Intervention Evidence</b></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional learning approaches can have a positive impact, up to + <b>4 months</b> over an academic year (EEF, Teaching and Learning Toolkit).</p>	2
<p><b>Forest School</b></p> <p>For all children to have a timetabled Outdoor Learning Session throughout the year.</p> <p>Menu: Supporting pupils' social, emotional and behavioural needs</p>	<p><b>Forest School Evidence</b></p> <p>Forest School is invested in holistic development of the participants. Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development (Murray &amp; O'Brien, 2005).</p>	2, 6
<p><b>My Concern</b></p>	<p><b>User based Evidence for My Concern</b></p>	2, 7



<p>To ensure that effective staff support is in place to safeguard children and provide support children's social. Emotional and mental health.</p> <p><i>Menu: Supporting pupils' social, emotional and behavioural needs</i></p>	<p>Whole staff feedback has been very positive about 'My concern.' For Designated Safeguarding Leads, it has become a key way to not only build safeguarding chronologies, but also to build chronologies linked to behaviour.</p>	
<p><b>Pupil Voice</b></p> <p>To monitor and track children eligible for PP funding with their APDR</p> <p><i>Menu: Supporting pupils' social, emotional and behavioural needs</i></p>	<p>In school evidence is important within this approach. Past pupil voice has enabled teachers to discuss and understand children's views of their learning.</p> <p>A study by Sue Attard Whose voice is important in decision making in a primary school?</p> <p>This study found</p> <p>As relationships between the children and with the adults were enriched, the pupils' motivation and engagement increased and therefore creating opportunities for this to happen is essential.</p>	2, 7
<p><b>Attendance support</b></p> <p>To work with families to increase attendance.</p> <p><i>Menu: Supporting attendance</i></p>	<p><b>Attendance Evidence</b></p> <p>"The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard." (Working Together to Improve School Attendance 2022)</p>	4, 7, 8
<p><b>Parental Engagement</b></p> <p>To find ways to enhance parental engagement.</p> <p><i>Menu: Communicating with and supporting parents</i></p>	<p><b>Parental Engagement Evidence</b></p> <p>Parental engagement has a positive impact on progress. However, it is crucial to consider how to engage with all parents to avoid widening the gap. It can have up to <b>+4 months additional progress.</b> (EEF, Teaching and Learning Toolkit)</p>	4, 7, 8

**Total budgeted cost: £84,476 (Current balance of 20,345)**

## 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 2022 to 2023 academic year.

#### Teaching

We prioritised curriculum developments as part of our Pupil Premium Strategy including: EYFS curriculum support, ongoing phonics support, CPD within subjects, CPD opportunities for the curriculum and high quality teaching and learning. During a monitoring visit in January 2023 by Ofsted, it was reported that:

*You have raised the profile of reading in the early years. The important words that children should learn and how they develop their understanding of the books they are reading have been clearly identified. This is starting to make a difference. When listening to stories, children confidently explain their understanding of new words and use this knowledge well when describing the important features of texts.*

*Your work to overhaul the wider curriculum is starting to have a positive impact. You have ensured that the important knowledge and vocabulary pupils must know and remember is clear. As a result, learning is now better broken down into smaller steps. Older pupils I spoke to are positive about their learning and can confidently recall what they have been taught. You have recently put in place a clear monitoring schedule so that leaders can assure themselves as to how well pupils learn the curriculum. Leaders are beginning to develop a better understanding of what is working well and what needs to be improved. For example, they understand that systems to assess what pupils know in many wider curriculum subjects are in their infancy and are not yet sufficiently robust.*

*Staff are positive and clear about their roles. They value the training and time they receive to carry out their roles effectively.*

#### Targeted Support

##### **Interventions**

Across the year, a range of interventions took place. These include Neli, RWI and spelling detectives, along with social and emotional interventions such as ELSA and Lego therapy.

For the RWI intervention, on average children were able to recognise only an additional 9+ sounds. It was more effective for some children than others, with some gaining up to +20 new sounds. For

children on the SEN register, this approach has not been successful overall. Would smaller group provision be more successful for these children.

74% of the Year 1 (whole cohort) and 45.5% of Year 1 children eligible of PP funding children passed their phonics screening in Summer 2023. This is down from last year, when over 80% of the cohort and over 80% of children eligible for PP funding passed their phonics screening. 45% of the eligible PP children are on the SEN register and 18% have an EHCP. 81% of pupils passed the phonics screening (national) and we are therefore below the national. 70% of PP children achieved the expected standard (national) and we are therefore below national.

Neli: 17% of the Reception cohort received the Neli intervention to support language skills, as they were below age related expectations on entry. 75% of children made excellent progress within the NELI intervention. 50% made exceptional progress, exceeding expectations for their year. 25% of children made progress which brought them in line with expectations and 25% remain below expectations. Therefore 17% were below expectations before the intervention and now only 4% remain below expectations.

Spelling Detectives: The Spelling Detectives intervention took place over a 10 week cycle. Over this 10 week cycle, the average gain in spelling age increase was +9 months. Overall an effective intervention. Children are making at least 3x the rate of progress.

Ili: The Ili intervention had inconsistent impact. The results for some children were exceptional and for some children it was less effective and therefore averages would look inconsistent. The highest rates of success were: +20 months progress with reading age and +15 months with spelling age over a 10 week period.

### **Wider Strategies**

#### **Residential support**

School trips are often a highlight of the year and something that the children talk about with enthusiasm during pupil voice interviews. A range of school visits and visitors are planned into the curriculum for each year group, alongside residential visits in Year 4 and Year 6. All PP families are offered support towards residential trips, so that every child has the opportunity to experience these outdoor adventures. We also ensure that we take part in wider local events such as the carnival, local reading challenges, library visits, visits from the local police, visits from the local vicar, visits from Carymoor (our local environmental centre). The children also get many opportunities to take part in sporting events such as those hosted by Ansford for each year group and sporting tournaments.

#### **ELSA**

85% of targets have been achieved for KS1 children

78% of targets set out at the beginning have been achieved for KS2 children.

### **Pupil Voice**

Our PP Champion invests time in meeting with each PP child over the course of the term. Relationships have been established and the children talk about their learning. Actions have been able to be put in place linking to these discussions.

### **Attendance**

Attendance for our school was 92.7% last academic year, with National being 93.8 and were were therefore slightly below the National Picture. This is the same for our children who were eligible for PP funding, where attendance was on average at 90.1% and nationally was 91.3%. Attendance is an area that will need continuous monitoring. Support for specific families is in place, ranging from school support, to PFSA support, FIS support and Attendance Casework.

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
N/A	