

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	211
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sarah Martin
Pupil premium lead	Amy Brouard
Governor / Trustee lead	Claire Wenglorz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,249.99
Recovery premium funding allocation this academic year	£7,396.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,365.01
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	£90,011.00

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, Literacy Development, Mathematics and Understanding the World. 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.
7	Continued mobility. New houses in Castle Cary have continued to lead to sudden influxes of new children.

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"> Pupils in EYFS make rapid progress from their starting points and targeted intervention supports accelerated progress in prime areas. Specific intervention ensures accelerated progress for children with language and communication skills
Children will be immersed in a language rich environment and make accelerated progress in phonics and early reading.	<ul style="list-style-type: none"> Language opportunities are specifically planned into the EYFS curriculum. There is fidelity across KS1 in terms of the teaching of phonics and early reading. 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. Children will make excellent progress within the RWI scheme.
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"> The % of PPG pupils passing the Year 1 phonics check is in line with National. The % of pupils meeting the age related expectation at the end of Year 2 and Year 6 is in line with National. The % of pupils passing the Year 4 Multiplication check is in line with National.
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	<ul style="list-style-type: none"> Pupil voice and parent surveys shows that pupil's mental and emotional health is good.

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

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: £18,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor learning support in EYFS Additional support in EYFS to support the outdoor learning environment / play / rich language <i>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p>Play Based Learning Activities might be adult-guided, for example through the suggestion of a scenario for pretend play. In other cases, activities will be largely child-initiated ("free-play"), with adult involvement focused on the provision of props, or the design and management of the learning environment. +5 months (EEF, Early Years Toolkit)</p> <p>Communication and language approaches These emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. + 6 months (EEF, Early Years Toolkit)</p>	1
<p>Accelerated Reader To support reading and assessment across KS2 <i>Menu: Technology and other resources focussed on supporting high quality teaching and learning</i></p>	<p>Accelerated Reader AR produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF)</p>	1, 4
<p>On-going whole school phonics support Continued CPD from the RWI team</p>	<p>Phonics Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written</p>	1, 4

<p>Menu:Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p>	<p>symbols and sounds + 5 months (EEF, Teaching and Learning Toolkit)</p> <p>Training 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>	
<p>CPD within specific subjects Subject specific training delivered from subject leaders and external agencies to support subject specific teaching</p> <p>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>High Quality Teaching 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>	<p>1, 3 plus attainment for all children</p>
<p>CPD for all staff Supporting staff for strategies for children with additional needs</p> <p>Menu: Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>High Quality Teaching 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 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>1, 3 plus attainment for all children</p>
<p>Assessment 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>Assessment Evidence Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. 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>High Quality Teaching Leaders ensure Quality First Teaching</p> <p>Menu: Developing high quality teaching / Mentoring and coaching</p>	<p>Quality First Teaching Evidence 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. Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to</p>	<p>1, 2, 3, 4, 6</p>

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

Budgeted cost: £37,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Champion interventions</p> <p>PP Champion interventions to provide targeted support</p> <p>Menu: Interventions to support language development, literacy, and numeracy / Teaching assistant deployment and interventions</p>	<p>TA targeted intervention evidence</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) + 4 months (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. +6 months (EEF, Teaching and Learning Toolkit)</p>	2,3
<p>TA Interventions</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>Menu: Interventions to support language development, literacy,</p>	<p>TA targeted intervention evidence</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) + 4 months (EEF, Teaching and Learning Toolkit)</p>	2, 3

and numeracy / Teaching assistant deployment and interventions		
EYFS Specific intervention Focus on communication and language within EYFS <i>Menu: Interventions to support language development, literacy, and numeracy / Teaching assistant deployment and interventions</i>	Oral Language Intervention Evidence On average, oral language approaches have high impact on pupil outcomes. +6 months (EEF, Teaching and Learning Toolkit)	1

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

Budgeted cost: £2,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential Support To ensure that children have the opportunity to access the full range of curriculum activities. <i>Menu: Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i>	Outdoor Adventures Evidence 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. Outdoor Adventure Learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF Toolkit)	6
ELSA To ensure that children with emotional needs have an opportunity to regular, timetabled ELSA sessions with a qualified TA <i>Menu: Supporting pupils' social, emotional and behavioural needs</i>	Social and Emotional Intervention Evidence 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 + 4 months over an academic year (EEF, Teaching and Learning Toolkit).	2

<p>Counselling To ensure that children have the opportunity to receive counselling as a graduated response if required. <i>Menu: Supporting pupils' social, emotional and behavioural needs</i></p>	<p>Social and Emotional Intervention Evidence 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 + 4 months over an academic year (EEF, Teaching and Learning Toolkit).</p>	2
<p>Forest School For all children to have a timetabled Outdoor Learning Session throughout the year. <i>Menu: Supporting pupils' social, emotional and behavioural needs</i></p>	<p>Forest School Evidence 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 & O'Brien, 2005).</p>	2, 6
<p>My Concern To ensure that effective staff support is in place to safeguard children and provide support children's social. Emotional and mental health. <i>Menu: Supporting pupils' social, emotional and behavioural needs</i></p>	<p>User based Evidence for My Concern 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>	2, 7
<p>Pupil Voice To monitor and track children eligible for PP funding with their APDR <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 decisionmaking in a primary school? This study found 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>Attendance support To work with families to increase attendance. <i>Menu: Supporting attendance</i></p>	<p>Attendance Evidence "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>Parental Engagement</p>	<p>Parental Engagement Evidence</p>	4, 7, 8

<p>To find ways to enhance parental engagement.</p> <p><i>Menu: Communicating with and supporting parents</i></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 +4 months additional progress. (EEF, Teaching and Learning Toolkit)</p>	
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Total budgeted cost: £58,322 (Current balance of 31,689 including recovery)

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 2021 to 2022 academic year.

Teaching

To ensure high quality teaching in order to ensure high quality learning for all children

High quality teaching has been evidenced through lesson observations and other areas of monitoring across the age groups, with each observation leading to a full discussion on strengths and areas for development. All monitoring that has taken place includes a Pupil Premium focus, to ensure that expectations are in line with their peers. In December 2021, Ofsted further identified areas for improvement such as ensuring that our curriculum is well planned and well sequenced. This has become a significant focus for us to continue over the next academic year. In order to ensure prompt action, there has been a considerable focus placed on the curriculum from January 2022. This has included reviewing our 2 year rolling programme for every subject. It has also included creating unit plans for each subject to ensure sequencing within each unit is accurate.

To focus on the development of vocabulary within learning experiences

Each subject leader has developed their unit plans and vocabulary for each unit is now identified within each unit plan. This has supported a clear focus for enriching vocabulary across the school. Within science, we have introduced a vocabulary assessment which focuses on the words children know at the beginning and end of a unit. We will be looking to roll this out to other subjects, once we have fully reviewed the success of this within science.

Explore meaningful ways to assess within the wider curriculum

Science has taken the lead with assessment. Each class are using a vocabulary assessment within science and a pre and post mind map to assess knowledge before and after a specific science unit.

Targeted Academic Support

Interventions (to also include accelerated rates of progress for targeted children with reading).

Across the year, a range of interventions took place. These include Neli, Talkboost, RWI, ELSA and Forest School.

For the RWI intervention, on average children were able to recognise an additional 12+ sounds. They then showed that they were able to confidently apply these additional sounds when reading real words, pseudo words and words within longer pieces of text. There was also a phonics intervention based on the phonics screening assessment for children who did not pass the phonics screening assessment the year before. On average, children who took part in this intervention gained an average of an additional 15 words in their phonics screening assessment compared to what they were achieving at the start of the intervention. 82% of the Year 1 (whole cohort) and 83% of Year 1 children eligible of PP funding children passed their phonics screening in Summer 2022. 88% of Year 2 (whole cohort) and 75% of Year 2 children eligible for PP funding passed their phonics screening. Overall, the gains made from the phonics intervention indicate that this is a successful intervention.

Neli: 14% of the Reception cohort received the Neli intervention to support language skills, as they were below age related expectations on entry. 60% at the end of the intervention were no longer a cause for concern and their language skills progressed to be in line with age related expectations. 20% of children who took part in the intervention, although made progress, were still not in line with age related expectations and additional support is needed. This has supported early identification for further speech and language support.

Spelling Detectives: The Spelling Detectives intervention took place over a 10 week cycle. Over this 10 week cycle, the average gain in spelling age was 10 months. This indicates the impact of this particular intervention is strong.

Ili: Of the children eligible for PP funding, who took part in the ILI intervention, the average gain for spelling age was +8 months and the average gain for reading age was +12 months over 30 sessions. Again, this indicates that targeted support is effective within these 1-1 intervention programmes.

TalkBoost: Year 1 and 2 Talkboost on average had a 18 point increase across the different areas (Understanding spoken language / Understanding and using vocabulary / Sentences / Storytelling and narrative / Speech)

Year R Talkboost on average had a 14 point increase across the different areas (Attention and Listening / Language Understanding words and sentences / Language Speaking / Communication skills). However, it is important to recognise that although this intervention supported children to make progress, the scores for each child were looked at individually and supported us to identify further areas of support.

To ensure that children with emotional needs have an opportunity to regular, timetabled ELSA sessions with a qualified TA

We have 4 qualified ELSA TAs throughout the school, and they are all timetabled to work with specific children identified through Pupil Progress discussions. Within ELSAs, children worked on individualised targets, and children made steps towards their own personal goals. ELSA is used as part of a graduated response and where further support is needed, referrals are made to our MHST or our school councillor.

To ensure that children with emotional needs have an opportunity for regular, timetabled Outdoor Adventure sessions with a qualified teacher.

All children were timetabled in for a half term of Forest School. The data analysed from our Forest School intervention is variable. We believe from discussions with parents, staff and children that forest school has a very positive impact and supports children in a range of ways to work towards personal targets, and supports their emotional and mental wellbeing. Children have clearly indicated through our Pupil Voice exercise that they look forward to these sessions. However, due to the data collected being variable, further exploration of a way of measuring the impact for this is required.

Wider Strategies

To ensure that children have the opportunity to access the full range of curriculum activities.

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.

Attendance for specific PP children to improve

Attendance for our school was 92.6% last academic year, with National being 93.6 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 90.2% and nationally was 91.4%. Attendance is an area that will need continuous monitoring. Support for specific families is in place, ranging from school support, to PFSA support to FIS support.

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

Programme	Provider
N/A	

