

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | Caslon Primary Community School     |
| Number of pupils in school  | 197                                 |
| Proportion (%) of pupil premium eligible pupils   | 41.6%                               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025              |
| Date this statement was published   | December 2022                       |
| Date on which it will be reviewed   | July 2023                           |
| Statement authorised by   | Lynnette Holden-Gough, Headteacher  |
| Pupil premium lead  | Tim Wagstaff, Assistant Headteacher |
| Governor / Trustee lead   | Mo Nasser                           |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £113,570 |
| Recovery premium funding allocation this academic year  | £ 14,918 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £128,488 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, access to technology and quality educational materials is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the our Covid recovery and catch up plans.

Our wider school aim is to support our children in Non Academic Challenges as outlined in National Pupil Premium. Attendance and Persistent absences, Behavior and exclusion data, Well being and safeguarding, access to technology and educational material and high mobility. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Use funding to improve and support the non academic challenges as detailed

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Children and young people across the country have experienced unprecedented disruption to their education as a result of corona- |

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|   | virus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Pupils currently require additional support with social and emotional needs requiring small group interventions   |
| 2 | Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Both disadvantaged and non-disadvantaged children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately.   |
| 3 | Internal assessment data on Insight indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. (Except Year 4)<br><br>This gap remains steady to the end of KS2. Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies |
| 4 | Mental Health & Well-being: Observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium.  |
| 5 | Enrichment Opportunities: Some families need financial support with things like school uniform, breakfast club and wrap around care or for accessing wider enrichment opportunities such as attending trips. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. These challenges particularly affect disadvantaged pupils, including their attainment.   |

## 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   |
|---|--|
| Improved teaching, assessment and engagement of pupils and parents in phonics | Assessments and observations indicate improved phonics. Most pupils 80% or more show progress through the year and most pupils 80% or more to achieve required standard. |
| Improved reading attainment among   | KS2 reading outcomes to improve year on year to 2024/25. Improvement of reading levels 60% pupils per class  |

|   |  |
|---|--|
| disadvantaged and disadvantaged pupils.   | achieve developing in year Autumn, 70% Spring and 85% Summer term.   |
| Improved maths attainment for disadvantaged pupils at the end of KS2.   | KS2 Maths outcomes to improve year on year to 2024/25. Improvement of reading levels 60% pupils per class achieve developing in year Autumn, 70% Spring and 85% Summer term.   |
| To achieve and sustain improved wellbeing and safeguarding for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing year on year to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour, general concerns and safeguarding concerns recorded to CPOMs</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                               | <p>Sustained high attendance year on year to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>• the percentage of all pupils who are persistently absent reduced.</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: **£ 45,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase and maintenance of technology including but not exclusively chromebooks in school and out of school including partial lockdowns.   | There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside <a href="#">small group tuition</a> , with teachers providing targeted instruction to the pupils that are not engaging with the technology.<br><br><a href="https://www.educationendowmentfoundation.org.uk/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a> | 1,5                           |
| Purchase of high quality online resources to support planning, delivery and assessment of clear curriculum maps for all year groups. White Rose, RWI, Project Evolve, Edu-school, Project Evolve, Charanga, PE, French, Write stuff, TT Rockstar and Century tech.  | Improved attendance including online lessons. Reduction of staff work load leads to greater energy in curriculum time. Children engaged in wide variety of sources for all curriculum rather than narrow base such as following all Twinkl plans.  | 1,5                           |
| Purchase of Home readers books to support the delivery in school phonics to secure stronger phonics attainment for all pupils. These tailored level books for phonics covering all children on phonics programme from reception to Year 6. Continue links with Ruth Miskin to provide support days for phonics lead and staff that deliver. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1,2                           |

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|---|--|-----|
| Enhancement of our maths teaching and curriculum planning in line with White Rose and DfE maths guidance. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/maths_guidance_k5_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a><br>(publishing.service.gov.uk) | 1,3 |
| To improve the levels of attainment and progress in reading at the end of every year group.               | <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF</a><br>(educationendowmentfoundation.org.uk)  | 1,2 |

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

Budgeted cost: £ 50,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of a intervention programme to improve literacy skill (lexia) and spelling programme for non disadvantaged and disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF</a><br>(educationendowmentfoundation.org.uk) | 1, 2                          |
| Purchase of an intervention programme to improve numeracy skill (Dynamo) for disadvantaged pupils who have relatively low numeracy skills and a whole school maths scheme (White Rose)       | Internal assessment data on Insight indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. (Except Year 4)<br><br>This gap remains steady to the end of KS2. Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.   | 3                             |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more  | 2                             |

|   |   |     |
|---|---|-----|
| collaboration with Ruth Miskin and our Phonics lead   | effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   |     |
| Engaging with the Covid catch up plan to provide a blend of tuition, mentoring weekly for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | All |

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

Budgeted cost: £ 25,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Support for disadvantaged children in various year groups with social groups/Drawing and talking .Developing confidence, independence, behavior. Including resources for the nurture room of a lunchtime Friendship groups. Play therapy. Drop in sessions | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="#">There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</a><br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | 1,5                           |
| Embedding principles of good practice set out in the DfE's   | The DfE guidance has been informed by engagement with schools that have significantly  | All                           |

|  |  |       |
|--|--|-------|
| <a href="#">Improving School Attendance</a> advice.<br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.<br>Monthly SLT attendance meetings                | reduced levels of absence and persistent absence.  |       |
| Additional family support from SLT and DSL. Referrals counselling and school nurse.<br>Support with trips and residential.<br>Purchase of uniform, food parcels internet data, clubs including music and art.  | <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a><br><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1,5   |
| Disadvantaged children will be able to participate in enrichment opportunities. Children can access breakfast club if benefits punctuality and or attendance. Pupil premium children will be encouraged to attend and join school clubs, local clubs and school councils | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a><br><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a><br><br>An increase in participation in enrichment activities, particularly among disadvantaged pupils Access to and enjoyment of clubs reflected in pupil voice outcomes. Evidence of musical, art and sporting opportunities. Financial support provided for school trips and residential visits | 1,4,5 |
| Contingency fund for acute issues. Approx £10,000  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | All   |

**Total budgeted cost: £120,000**



## 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.

Our internal assessments during 2021-22 suggested that the performance of disadvantaged pupils was

Reviews of internal data shows the attainment gap between Pupil premium and non-pupil premium closing. Interventions. In addition data for Year 5 is significantly lower than other year group but doesn't necessarily

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning for all pupils, but was more significant for our disadvantaged pupils, and they were not able to benefit from our pupil premium funded interventions. Termly pupil progress meetings identify reasons for low attainment and plan interventions for each pupil as a group per year group. Interventions and tutoring are then planned and put in place. These interventions

March -August 2020 – National School Closure

January – March 2021 – National School Closure

Attainment for July 2022

| Reception – 9PP – 20NPP | Pupil Premium |
|-------------------------|---------------|
| Reading                 | 56%           |
| Writing                 | 33%           |
| Maths                   | 56%           |

| Year 1 – 8PP – 16NPP | Pupil Premium |
|----------------------|---------------|
| Reading              | 25%           |
| Writing              | 13%           |
| Maths                | 38%           |

|                       |               |
|-----------------------|---------------|
| Year 2 – 9PP – 23NPP  | Pupil Premium |
| Reading               | 44%           |
| Writing               | 22%           |
| Maths                 | 44%           |
| Year 3 – 17PP 17NPP   | Pupil Premium |
| Reading               | 69%           |
| Writing               | 23%           |
| Maths                 | 46%           |
| Year 4 – 14PP – 18NPP | Pupil Premium |
| Reading               | 38%           |
| Writing               | 23%           |
| Maths                 | 31%           |
| Year 5 -17PP – 15 NPP | Pupil Premium |
| Reading               | 6%            |
| Writing               | 0%            |
| Maths                 | 0%            |

|                       |               |
|-----------------------|---------------|
|                       |               |
| Year 6 – 16PP – 11NPP | Pupil Premium |
| Reading               |               |
| Writing               |               |
| Maths                 |               |
|                       |               |