

Pupil premium strategy statement – Castle Bromwich Infant and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	29% 101 PPG + 1 Service + 1 LAC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	J Stokes, Headteacher
Pupil premium lead	J McCabe, Deputy Headteacher
Governor / Trustee lead	M Avery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,615
Recovery premium funding allocation this academic year	£28,093
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£170,708

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 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 following the COVID-19 pandemic, notably in its targeted support through School-Based Tutors for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low engagement from parents and home learning
2	Early Language development
3	Emotional literacy
4	Regularity of reading at home
5	Lowest 20% readers engagement in phonics sessions
6	Lowest 20% readers retention and application of phonic knowledge
7	Access to high quality texts at home
8	Retrieval and inference to support reading comprehension
9	Basic number sense
10	Procedural and conceptual fluency in Mathematics
11	Confidence in Mathematic reasoning
12	Learning behaviours and confidence to take on challenge and go deeper in learning across the curriculum
13	Basic sentence construction and punctuation
14	Application of phonic knowledge in spellings
15	Stamina and independent application when writing longer texts
16	Punctuality and attendance, including Persistent Absence, higher than peers

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
Disadvantaged pupils achieve in line with national average 'other pupils' for expected standard + in Reading at KS1	Chn have basic phonic fluency to decode Chn can identify and retrieve important information in what they have read Chn can make basic inferences based on evidence in the text
Disadvantaged pupils achieve in line with national average 'other pupils' for expected standard + in Writing at KS1	Chn can construct and punctuate basic sentences with full stops and capital letters Chn have strategies to be able to think of a sentence in their head, retain it and record it Chn apply their phonic knowledge to longer pieces of writing Chn have the stamina to complete a range of short fiction and non-fiction texts independently

Disadvantaged pupils achieve in line with national average 'other pupils' for expected standard + in Mathematics at KS1	Chn develop greater automaticity in Mathematical recall Chn understand and can simply explain how the basic number system works and how some numbers relate to each other Chn can explain their decision making and thought processes when calculating simple Mathematical equations Chn apply their Mathematical knowledge in familiar contexts
Disadvantaged pupils achieve in line with national average 'other pupils' for GD in Reading at KS1	Chn have access to high quality texts at school and at home Chn make inferences drawing on evidence from the text Chn make a plausible prediction about what might happen on the basis of what has been read so far Chn make links between the book they are reading and other books they have read
Disadvantaged pupils achieve in line with national average 'other pupils' for GD in Writing at KS1	Chn have the stamina to apply their writing knowledge to a range of fiction and non-fiction texts independently Chn draw on their reading to become more effective and coherent writers Chn draw on metacognitive skills to make simple additions, revisions and proof-reading corrections to their own writing
Disadvantaged pupils achieve in line with national average 'other pupils' for GD in Mathematics at KS1	Chn recall and subitise automatically even in non-routine contexts Chn develop and nuanced understanding and can clearly explain how the number system works and how numbers relate to each other Chn can explain their decision making and can make deep connections between Mathematical ideas when calculating a range Mathematical equations Chn confidently apply their Mathematical knowledge in familiar and unfamiliar contexts Chn can reason and explain about their Mathematical thinking
Disadvantaged pupils achieve in line with national average 'other pupils' expected standard in PSC at the end of Year 1	Readers develop confidence and engagement in phonics sessions Readers develop greater retention and application of phonic knowledge Support is offered at home for parents to help with their children's phonics learning
Improve attendance of statutory school aged disadvantaged pupils to National average (94%)	School follow policy and work with families and outside agencies to improve attendance Absence is regularly tracked and actions are taken to address poor attendance PA absent families are supported and challenged to improve attendance

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: **£60000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PKC/ Metacognition CPD	EEF guidance report: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition	1-15
PKC/ Metacognition Practice Meetings	EEF guidance report: https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/lesson-study	1-15
Leadership Coaching CPD	EEF putting evidence to work Implementation: https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-DevelopmentSummary.pdf	1-15
1st Class @ number training 1 & 2 for additional TAs	EEF guidance report: https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/1stclassnumber	1, 9, 10, 11, 12
English consultant to monitor and develop approach to phonics teaching	EEF guidance report: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1, 2, 4, 5, 6, 7, 8, 12

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

Budgeted cost: **£70000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-School English Tutor	EEF guidance report: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4, 5, 6, 7, 8, 12, 13, 14, 15
In-School Maths Tutor	EEF guidance report: https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/1stclassnumber	1, 9, 10, 11, 12
Active phonics	EEF guidance report: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5, 6, 7, 8, 12
1:2:1 Reading with lowest 20%	Literacy Trust Guidance: https://cdn.literacytrust.org.uk/media/documents/Read_On_Get_On_Strategy.pdf	1, 2, 4, 5, 6, 7, 8, 12

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

Budgeted cost: **£30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS support and collaboration	ECES research https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp	16
Attendance admin release 1 afternoon a week	ECES research https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp	16
CFSW to support CP, CIN and EH families	Best practice and impact of ACE on educational outcomes https://www.headteacher-update.com/best-practicearticle/adverse-childhood-experiences-and-the-implicationsfor-schools/215017/	All

Total budgeted cost: £160000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 22 - 23 Review:

Attainment

Most children enter Reception with attainment in Reading **below their age expectation**, (and to a lesser extent in Writing). A higher percentage of **disadvantaged** children are working below age expectation in the aspects of Reading and Writing particularly, compared to 'All' children.

% at the GLD = 74% (above national (67%)), as has been the picture for a number of years now. Outcomes for PPG at GLD is 74% and this is in line with all pupils in school and way above the national figure for disadvantaged children in 2022 (49%).

78% of pupils meet the Yr 1 standard in Phonics which is pretty much in line with national average **(79%)**. The % of **PPG** pupils in school achieving the Phonics standard is 70%.

Outcomes at end of KS1 are above national in all areas at ARE+ and GD. In Reading (ARE), In school, disadvantaged children, attain standards below non-disadvantaged pupils in all subjects, similar to the national picture (at ARE and GD); however, at the Expected standard in Reading, Writing and Maths, our disadvantaged pupils are working above (and in Writing and Maths – significantly above) disadvantaged pupils nationally (2022). At Greater Depth, in all subjects, disadvantaged pupils in our school attain above this group nationally (2022).

Whilst overall our pupil premium children are achieving well, our next step is to close the small in school gap between pupil premium and non-pupil premium children in phonics and Key Stage 1 reading, writing and maths. We will be doing this through: robust data analysis at teacher and leadership level; the implementation of the pupil premium panels and pupil premium trackers; changes to pupil progress meetings with a focus on pupil premium children and a continued focus on quality first teaching.

Tutoring

Nearly two thirds of tutoring money was spent on pupil premium students who accessed the Maths and English tutoring. There was a positive impact on pupil premium students with 82.7% of those pupils achieving age related expectations in reading and 70% in maths, in the 2022-2023 academic year.

Attendance

Attendance at the end of the academic year of 22-23 was 91.6% for pupil premium children compared with non-pupil premium children at 94.1% this has increased very slightly from the previous year when PP attendance was 92.2% vs non-pupil premium 94.2%. Our next steps this year is to reduce the gap through improved policy and structures and the on-going work with CSAWs. We have had robust training and are following the latest DFE guidance to narrow those gaps. PAs have been reduced from 29.9% (21-22) to 28.6% (22-23).