

Pupil premium strategy statement – Castle Bromwich Infant and Nursery School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/5 – 2026/7
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governors – Dec 2024
Pupil premium lead	J. Stokes
Governor lead	H. Holst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,080

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 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

Our objectives are:

- for all disadvantaged pupils in school to meet or exceed national expected attainment, achieving in line with others
- to continue to narrow the gap between disadvantaged and non-disadvantaged pupils over the next three years
- to continue improve the attendance of our disadvantaged pupils and reduce levels of persistent absenteeism
- to raise aspirations and expectations of all pupils, particularly the disadvantaged.

Principles that govern the use of pupil premium at CBINS and what we expect to see:

- highly effective, quality first teaching. This is paramount to the progress of all pupils and especially those from disadvantaged backgrounds
- improving levels of attainment
- narrowing attainment gaps within school between disadvantaged pupils and all others.
- a focus on improving speech, language and communication skills (developing pupils' oracy)
- enhancing English skills (particularly phonics and reading and writing), and Maths skills – basic number sense, procedural and conceptual fluency, mathematics reasoning
- a focus on embedding developmentally appropriate practice across school
- ensuring staff know how to target and support pupil premium pupils effectively
- ensuring the wellbeing of all of our pupils but notably our vulnerable pupils are supported effectively

Challenges

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

Challenge number	Detail of challenge
1. Lower level of parental involvement	- Parents' own experience of school may have been a negative one and this may shape their views - Parents may not always attend parents' evening/consultations - Parents may have learning difficulties themselves and so may not understand the curriculum and how best to support their children's learning - Some parents may have English as an Additional Language and have difficulty in understanding - Parents may find it difficult to manage their time effectively, from time to time – life is busy. Attendance at clubs and out of school activities can make prioritising time for learning difficult - Behaviour may be causing an issue for parents - Lack of engagement with posts on dojo and other forms of communication - Some parents may see the parent and teacher role as very separate

2. English and Maths	- Development of writing; notably for pupils to master basic sentence construction and punctuation and to write with skill, independence and confidence for a sustained period - Application of phonic knowledge in spellings - Lowest 20% readers' engagement in phonics sessions - Lowest 20% readers' retention and application of phonic knowledge - Access to high quality texts at home - Retrieval and inference to support reading comprehension - Basic number sense - Procedural and conceptual fluency in Mathematics - Confidence in Mathematic reasoning - Learning behaviours and confidence to take on challenge and go deeper in learning across the curriculum - Being able to apply skills in a range of circumstances and retention of skills and knowledge can be issues
3. SEMH (Social Emotional Mental Health)	- Some disadvantaged pupils struggle to regulate their behaviours and suffer from increased levels of anxiety and low mood for a range of reasons and this can impact negatively on learning - Inefficient emotional literacy can inhibit children's use of higher order cognitive processes (working memory, attention, and planning) back from learning
4. Attendance	- Lower school attendance and persistent absence - Leave of absences requests - Specific family circumstances that cause parents to keep children off school
5. Entry into our school	- Disadvantaged pupils typically enter our school with skills and academic achievement below those of other pupils

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
1. Increased level of parental involvement - All staff to support pupil premium families to attend Parents'	PP attendance at Parents' Evening is in line with all families across school. Parents are aware of steps that can be taken at home to support their child and

Evenings/Consultations in a method that suits them - Ensure all families, but especially PP families, know how to support children's learning at home; particularly their reading, writing and maths - Ensure families with EAL are aware of how to access communication in different languages - For school events such as parent workshops that help them support their children's learning and other invitations into school - staff to ensure PP families are specifically invited e.g. phone call home or face to face conversations at the classroom door. Staff to monitor attendance and where PP pupils' families do not attend, offer alternative points for information sharing - Where PP pupil's behaviour is a concern, work with the inclusion team to support parents to manage at home including signposting to other agencies - CFSW to signpost families where necessary to specific support services and training such as understanding children's behaviour, food banks, women's aid etc.	progress for these children is accelerated as a result. Families with EAL access what they need PP families are involved in their child's learning Behaviour is not a barrier to learning for PP children PP families receive access to the training and support they need to flourish
2. Improved outcomes in phonics and reading, writing and maths - Ensure disadvantaged pupils' individual needs are addressed so that the attainment gap between this group and others nationally continues to narrow - Ensure all interventions are targeted and impact positively on pupil outcomes	Progress within lessons is evident with misconceptions being rapidly addressed (evidenced through work scrutiny, lesson observations, learning walks and pupil interviews) TAs and teachers provide effective and targeted support and intervention for the focus group of pupils, ensuring at least good progress Teaching across school is consistently evaluated as highly effective and having a positive impact on pupils' achievement

- Quality first teaching is maintained, which supports pupils to narrow any further gaps. - Ensure that pupils consistently achieve highly, particularly the most disadvantaged	High quality continuous professional development supports teaching and learning so that all groups of learners achieve well Maths: The attainment of disadvantaged pupils in Maths to be in line with (or exceed) disadvantaged pupils nationally. The in-school attainment gap to narrow with other children The percentage of disadvantaged pupils who attain <i>Greater Depth</i> in Maths to be in line with (or exceed) the national average for this group Phonics and Reading: The attainment of disadvantaged pupils in phonics and reading to be in line with (or exceed) disadvantaged pupils nationally and the in-school gap between disadvantaged and other children to continue to narrow The percentage of disadvantaged pupils who attain <i>Greater Depth</i> in reading to be in line with (or exceed) the national average for this group. The in-school gap with non-disadvantaged children to narrow Writing: The attainment of disadvantaged pupils in writing to be in line with (or exceed) disadvantaged pupils nationally and the in-school gap between disadvantaged and other children to continue to narrow The percentage of disadvantaged pupils who attain <i>Greater Depth</i> in writing to be in line with (or exceed) the national average for this group. The in-school gap with non-disadvantaged children to narrow
3. The impact of SEMH needs on learning are reduced To meet the social and emotional needs of our disadvantaged pupils by consistently delivering the Jigsaw/PSHE curriculum and utilising in-school approaches such as <i>Mood Monsters</i> etc.	Childrens' and teachers' understanding and use of approaches such as <i>Mood Monsters</i> is a positive tool for self-regulation Monitoring of Jigsaw/PSHE lessons (including pupil voice activity) demonstrates that lessons are effective

Class teachers will receive and respond to SEMH feedback from the inclusion team Regular communication with key school staff for identified pupils ensure that all staff are aware of pupils needs and how best to support them. SEMH recommended interventions are used by support staff where necessary. Relevant staff are trained in the use of Boxall profiles Families where there are concerns and wider engagement with other agencies, will be supported through CFSW involvement or through TAFs and TACS	and children are developing their knowledge and skills in this area SEMH feedback results in changes to practice which subsequently have a positive impact on SEMH All staff understand how best to approach individual children who may be struggling Interventions support children's SEMH Support staff are effective in supporting children's SEMH Boxall profiles support staff to understand specific pupils' needs TAFs and TACs ultimately support children to make better progress at school.
4. Attendance for all is in line with national average All disadvantaged pupils with attendance below 90% are supported through meeting with families to engage fully in school and attend regularly All staff take accountability for the attendance of PP pupils and class teachers and regularly engage with parents. Class teachers communicate on DOJO regularly and challenge families to engage All parents are regularly informed of sessions missed. CSAWs and attendance lead continue their support and challenge for PP families	Improved attendance in line with national average and persistent absence levels reduced Improved attendance enables disadvantaged pupils to achieve in line with other pupils nationally at the end of key stage 1. All staff play their part in promoting good attendance
5. Clear understanding of the priority needs of pupils prior to entry into Reception, where this is possible	As a result of prior knowledge of pupils needs CBINS can begin to address needs immediately on entry

Prior to entry, the Early Years lead, SENDCo and Nursery staff meet to begin to share information about children, consider those children that are potentially PP and develop clarity around what their specific needs are, e.g. speech and language, medical issues, possible development delay, attachment issues, complex family background, toileting issues etc. For those children that enter Reception from outside settings, the Early Years lead will instigate communication particularly with regards to children identified as SEND and those potentially PP. Nursery and Reception staff meet at point of transition to discuss needs Data is analysed on entry to ensure staff are aware of pupils needs and gaps in learning Teaching is adapted to meet their pupils' needs Interventions are put into place and monitored, where necessary Referrals into the inclusion team are received in a timely manner	Interventions lead to evidenced impact on pupil outcomes. Referrals lead to support that can be evidenced Ultimately PP data is at least in line with national average for PP and SEND
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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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring Quality First Teaching is continually improved through high quality staff CPD, with a focus on the below aspects, amongst a number of others: Provide staff new to school, (including the ECT 1s and 2s) and existing staff, with a programme of support to develop their understanding of the school's key approaches to teaching, learning and the curriculum (Talk for Writing, Maths Mastery, Enhanced Story Time, Guided Reading etc.) in order to ensure the maintenance of high-quality practice, resulting in good pupil outcomes for all Further embed the school's chosen, DfE accredited, Synthetic Phonics Programme, (<i>Unlocking Letters and Sounds</i>), to ensure that <i>all</i> children continue to be effectively supported to become successful readers and writers right from the start – including the 'lowest 20% attainers and those in receipt of the PPG Implement and embed best practice approaches for improving children's oracy and retrieval skills, in particular, developed through a research informed programme of CPD, focusing on paired talk in the first instance Implement developmentally appropriate assessment approaches for SEND children across school Embed termly in-school moderation meetings for core	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701226782	2

subjects and attend inter-school moderation activity, through the MAT, in order to ensure continued accurate and reliable teacher assessments		
CPD with a strong focus on metacognitive approaches and retrieval	EEF guidance report: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition	2
Leadership mentoring and Coaching support	EEF guidance report: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition	2
Oracy Project with <i>Oracy Cambridge</i> and <i>Voice 21</i>	EEF guidance report: Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)	2
A cycle of subject specific CPD being delivered by subject leaders	EEF guidance report: EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	2
Robust cycle of CPD for staff on effective support for SEND pupils particularly for pupils with higher needs	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1701224226	2

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

Budgeted cost: £30,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:2:1 ULS Phonics intervention – <i>Ambitious Expectations</i>	EEF guidance report: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

Same day maths catch- up intervention group	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1701230152	2
Greater Depth Maths Intervention Group	EEF guidance report: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1701230152	2
Reading and writing interventions for targeted groups across school	Literacy Trust Guidance: https://cdn.literacytrust.org.uk/media/documents/Read On Get On Strategy.pdf	2
Language link Intervention	Oral language interventions Teaching and Learning Toolkit EEF	1, 2
Improve the quality of support for children's social and emotional development Approaches will be embedded into routine educational practices and supported by professional development and training for staff. All staff will use the Mood Monsters alongside specific programmes for small groups or individuals SISS and SENTAA support	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): Improving Social and Emotional Learning in Primary Schools EEF	3
Technology to support learning e.g. Purple Mash, Numbots Insight, etc.	EEF Digital Technology Summary of Recommendations.pdf	2

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

Budgeted cost: £41,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain pupil attendance as close to the primary school average as possible and reduce levels of persistent absenteeism, (utilising the latest DfE guidelines on attendance) Work in collaboration with CSAWs, families, local and national networks Closely track and monitor pupil data and take action when attendance dips	ECES research https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp	4
Attendance admin release 1 day a week	ECES research https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp.	4
Attendance Lead release time daily; focusing on improving attendance	Best practice – DFE guidance Working together to improve school attendance (publishing.service.gov.uk)	4
CFSW to support vulnerable families particularly those at CP, CIN and EH families (particularly PP 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/	1,2,3,4,5
CFSW and Inclusion team to support behaviour and Social Emotional Mental Health needs and wellbeing needs of identified children, especially those PP and SEND.	EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Transition and induction procedures enable early intervention for PP families and children	EEF Blog: Getting transition right (part 1 of 2) – four... EEF 3. Wider strategies EEF	1,5

Time for Early Years lead to meet with SENDCo, CFSW, External Early Years professionals and agencies. Early Years Lead release time to meet with Nursery and Reception staff to share information about children prior to entry to Reception Early Years Lead release time to plan, prepare and deliver induction and transition events for families and to prepare guidance documentation for parents Early Years Lead release time to host parent visits in to schools Early Years Lead release time to visit local settings prior to entry to Reception		
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Total budgeted cost: £142,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 23 -24 Review:

Attainment:

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

The percentage of children at the GLD in 2024 = 80% (above national - 68%), as has been the picture for a number of years now. Outcomes for '*Disadvantaged*' (PPG) children at GLD are lower than '*All*' children at 74%, however, it is *way above* the national figure for disadvantaged children in 2023 (52%). This figure is also above the national average!

84% of pupils meet the Yr 1 standard in Phonics which is above the national average (81%). Girls marginally out-perform Boys. However, our Boys (81%) out-perform national Boys (76% in 2023). The % of '*Disadvantaged*' pupils in school achieving the Phonics standard is 70%. This is above the 2023 national figure – (67%)

Outcomes at end of KS1 are once again above national in all areas at ARE+ and GD. In school, '*Disadvantaged*' children, attain standards below '*All*' pupils in all subjects, mirroring the national picture (2023) at both ARE and GD; however, at the ARE/GD standards in Reading, Writing and Maths, our '*Disadvantaged*' pupils are working above (and in Writing and Maths – significantly above) '*Disadvantaged*' pupils nationally (2023). In addition, the gap between our '*Disadvantaged*' children and '*All*' is smaller than the national gap from (2023). When we compare school '*Disadvantaged*' pupils to the overall national average figure, this group is broadly in line in all measures except for Year 1 phonics, where our disadvantaged pupils achieve less well.

Whilst our '*Disadvantaged*' children are achieving very well compared to this group nationally in all measures, we continue to focus on narrowing the in-school gap between '*Disadvantaged*' and all other children, particularly in phonics and in KS1 Reading, Writing and Maths. We will do this by closely monitoring attainment data and embedding our strategic approach to securing improved outcomes for our PP children, which includes; embedding pupil premium panels, using pupil premium trackers, refocusing pupil progress meetings with a focus on pupil premium children, implementing targeted interventions, supporting children's SEMH and a continued focus on quality first teaching.

As our '*Disadvantaged*' pupils are attaining very well compared to this group nationally and have done so for the last 3 years, across all measures, and due to the fact that they attain broadly in line with the national average figure, we believe that we are achieving the outcomes of our strategy.

Regular monitoring of teaching and learning has shown that staff CPD has impacted very positively on the quality of curriculum and lesson delivery and therefore the level of attainment overall. Our progressive curriculum offer, whole school approaches to teaching reading, writing and maths in particular, close partnership working with families and other agencies, and targeted and tailored interventions have supported the narrowing of the attainment gaps between PP children and all other children in school. We plan to continue to build on these successes moving forward in to the following 3 year plan.

Attendance:

Attendance at the end of this academic year (23-24) was 92.5% for children in receipt of FSMs. This compares favourably to the attendance of this group in the previous academic year (22-23) – at 89.1%. This figure is however, lower than whole school average for 23/24 – at 94.5%.

Regarding the levels of persistent absenteeism - in 22/23 the figure for children in receipt of FSMs was 18% in school. In 23/24 this figure reduced to 15.5% and this is now broadly in line with the national figure.

Our next steps are to continue to focus on improving the attendance of children in receipt of FSMs and further reducing the percentage of persistent absenteeism. We plan to achieve this through working more closely with the CSAWs team, attending training and local and national networks, delivering whole staff training, carefully monitoring and tracking pupil data and by ensuring close working relationships with families who may need our support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths Mastery	Origin Maths Hub

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.