

Pupil Premium Statement – Castle Wood Academy

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	Castle Wood Academy
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	35%
Academic years covered	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gary Brown
Pupil Premium Lead	Gary Brown
Governor / Trustee Lead	Perdita Mousley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131575
Recovery premium funding allocation this academic year	£14500 (estimated*)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£146075
<i>*final figure not received from DfE at time of writing</i>	

Part A: Pupil Premium Strategy Plan

Statement of intent

Given that over a third of pupils are eligible for Pupil Premium Funding, our spending reflects blend of whole-school approaches and targeted initiatives to ensure all pupils achieve to their optimum level.

This means that quality class teaching, targeted academic support, as well as wider strategies are geared towards enabling all pupils to succeed, regardless of background and circumstances. The first focus is ensure our pupils are attending school regularly and are ready to learn. Attendance, safeguarding and family support are vital to our success, as is emotional support for both children and families.

Challenges

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

Challenge number	Detail of challenge
1	Literacy & oral language skills
2	Impact of complications around wellbeing & mental health
3	High level of persistent absenteeism often due to medical issues
4	Historically low cultural capital, enthusiasm and ambition
5	Requirement of capacity for ELSA support
6	Low 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 phonics, leading to strong readers	Phonics screening test above national average
Improved attainment in reading, writing & maths	Achieve National attainment in R,W & M
Improved attendance	Attendance \geq 95
Improved Speech & language provision	All pupils have appropriate access to SALT support

Activity in this academic year 2022 to 2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (e.g. CPD, recruitment and retention)

Budgeted cost: £28985.23

Activity	Evidence that supports this approach	Challenge numbers addressed
Ensure good progress in RWM for PP SEND children. Intervention TA used for specific interventions to address IEP targets. LM £18985.23	PP and SEND children did not attain to a high enough level last year. We aspire for PP children to attain as well as average expected levels, and for SEND children to make accelerated progress. Teaching assistants can provide a large positive impact on learner outcomes.	1, 4 + 6
Targeted support for individual needs £ 10,000	Bespoke targeted support for those PP children identified as having extra needs during the year. This could include purchasing extra physical resources (such as iPads).	1, 2, 3, 4, 5 + 6

Targeted academic support (e.g. tutoring, 1:1 support, interventions)

Budgeted cost: £89438.98

Activity	Evidence that supports this approach	Challenge numbers addressed
Meet social & emotional needs through ELSA & Pastoral support GW £16044.76	Overcoming barriers to learning is vital to ensure the children access a balanced curriculum. Our ELSA trained TA support children (including PP children) with a variety of issues including anger management, making friendships and other social and emotional needs.	1, 2, 3, 4, 5 + 6
Increase rate of progress in writing & maths for disadvantaged pupils with SEND, through targeted interventions AW / JH £9064.26 £19099.09	Attainment for PP and SEND children declined last year. We aspire for PP children to attain as well as average expected levels, and for SEND children to make accelerated progress.	1 + 6
Speech & Language support SJ £6730.10	Speech and language therapy is for children who struggle with the pronunciation of sounds and words. With SALT they will be able to access the rest of the	1, 4

	curriculum including literacy and phonics.	
Targeted support for individual needs £10182.98 CW £12505.52 MT £12812.27 LG Total £35500.77	Bespoke targeted adult support through intervention (such as precision teaching) to ensure PP children make at least good progress.	1, 2, 3, 4, 5 + 6

Wider strategies (e.g, related to attendance, behaviour, wellbeing)

Budgeted cost: £27970.04

Activity	Evidence that supports this approach	Challenge numbers addressed
Enrichment, raised aspiration & improved confidence (Author visits, subsidised trips, swimming, specific after-school clubs, athlete mentoring) £3150.05	Children often do not acquire cultural capital or have broad life experiences.	4 + 6
Breakfast club provision for pupil premium children and breakfast hampers sent home for PP children. Breakfast club supervisor and assistant to allow for this to take part. £1500	Children who are fed and clothed appropriately and are ready to learn.	2, 3, 4 + 6
Target disadvantaged pupils for attendance support (FPNs as needed, parental engagement sessions, breakfast provision etc). SH £10231.56	To improve attendance and to break down barriers to learning.	1, 2, 3, 5 + 6
Safe & ready to learn (SWO role) JJ £12769.18	Children who have disorganised, chaotic or dangerous home lives can be supported to achieve in school by having those issues addressed directly by Safeguarding Officer.	2, 3, 5+ 6

Teaching (E.g. CPD, recruitment and retention) Budgeted cost: £28985.23

Targeted academic support (E.g. tutoring, 1:1 support, interventions) Budgeted cost: £89438.98

Wider strategies (E.g, related to attendance, behaviour, wellbeing) Budgeted cost: £27970.04

Total budgeted cost: £146075

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 2021-22 academic year.

Aim	Outcome
Ensure progress in RWM for PP SEND children.	<p>Year 4 and year 6 strength in reading. The good practice in these areas will be shared across the school and applies to other areas.</p> <p>Year 4 maths data shows positive academic progress for PP children with 70% of these PP children receiving expected for maths.</p> <p>Year 1 maths shows positive progress for PP children with over 16% of children receiving GD for maths.</p> <p>Further work needs to continue to strengthen academic intervention work for PP children.</p>
Attendance of PP children is the same as for all children	<p>PP attendance for 2021-2022: 92.74%</p> <p>All attendance figure 2021 – 2022: 94.19%</p> <p>PA figure for PP children 2021-2022: 28.8%</p> <p>All PA figure 2021-2022: 15.8%</p> <p><i>(Please note: these figures include Covid data)</i></p> <p>We will continue with the support from our attendance officer.</p> <p>See the Trust Attendance Action Plan which sits behind the School Development Plan.</p>
Provide inclusion team support for SEND children who are also PP.	22 children with SEND needs were also recipients of Pupil premium funding. These children were given targets each term and teachers worked with inclusion lead to meet these targets to allow them to make progress.
Improve confidence, resilience & engagement	ELSA work is pivotal (increasingly so post-Covid). PSP work & BOSS intervention as needed has been very successful.
Offer and provide support to parents and children to improve attendance and to break down barriers to learning	SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (ABS meetings). Parental engagement & relationships are strong
To develop children’s cultural capital by getting PP children involved with the set up of our forest school.	Forest school has now ran for a full year and has had a positive impact on all children’s cultural capital. Children have experienced new skills and activities such as den building, bread making, wood work skills and fire making.
To develop children’s cultural capital and to enhance the wider curriculum.	PP children have been included in all trips and were funded using our PP funding. Trips include year 4 residential, year 6 residential, year 5 space centre trip, Reception Rand Farm Park trip and whole school Science Boffins visit.
Children are fed and clothed appropriately and are ready to learn.	10 PP children and their families were supported by providing new uniform, breakfast and food supporting. This has carried on from the Covid-19 pandemic where more PP children relied on our funding for food support.