

Pupil Premium Statement – Castle Wood Academy

This statement details our school’s use of pupil premium and recovery premium for the 2023 / 24 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: | 271 |
| Proportion of pupil premium eligible pupils: | 34% |
| Academic years covered: | 2022-2023 and 2023 - 2024 |
| Date of publication: | October 2023 |
| Review date: | July 2023 & July 2024 |
| Statement authorised by: | Vic Warburton & Sue Wilson |
| Pupil Premium Lead: | Vic Warburton & Chris Fitzpatrick |
| Governor / Trustee Lead: | Lee Wallhead |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £138,225 |
| Recovery premium funding allocation this academic year | £14,645 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £152,870 |

Part A: Pupil Premium Strategy Plan

Statement of intent

Our school values of Wellbeing, Engagement, Aspiration and Resilience, underpin everything that we do at Castle Wood Academy and these values help all our children to achieve the best that they can in all areas of their learning. Our curriculum promotes a love of learning. It is broad and balanced and offers our pupils a learning journey that ensures they develop the knowledge, skills, attitudes and beliefs to become confident members of society. We recognise that some of our Pupil Premium (PP) children face challenges, and we are determined to overcome these challenges unlocking the potential of all children. These challenges include lower levels of oracy and language, reduced exposure to literacy, social and emotional needs, poor attendance and lower aspirations for some PP pupils. Our key activities and spending reflect that as set out below, with the priority of ensuring that we provide children with the very best education through quality teaching, a knowledge rich and experiential curriculum and support for their social and emotional development. We are all champions for our Pupil Premium children and are passionate about their achievement and development. The first focus is ensure our pupils are in school regularly and are ready to learn emotionally. Attendance, safeguarding and family support are vital to our success, as is emotional support for both children and families. A key evidence base used is the EEF Teaching & Learning Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>) which provides cost/benefit analysis for various approaches.

Challenges

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

| Challenge | Detail of challenge |
|-----------|--|
| 1 | Literacy & oral language skills |
| 2 | Impact of safeguarding complications, 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 |

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 | All pupils off phonics by end of Y2 |
| Improved attainment in reading, writing & maths | Achieve National attainment in R,W & M |
| Improved attendance | Persistent absenteeism/lateness is reduced |
| Improved Speech & language provision | All pupils have appropriate access to SALT support |

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 (E.g. CPD, recruitment and retention)

Budgeted cost: £28,340

| Activity | Supporting evidence | Challenges |
|---|--|------------|
| Ensure all staff (including new staff) have received high-quality training to deliver the RWI phonics scheme effectively, leading to increased attainment for all in reading. | Oral language skills, retention & memory, reduced wider reading opportunities. High impact for very low cost based on extensive evidence (EEF) | 1 & 4 |
| Increased attainment for all disadvantaged pupils (to be at least in line with all other pupils) through development of activities to support retention & long term memory. | Oral language skills, retention & memory, wider reading opportunities. Very high impact for low cost based on extensive research (EEF) | 1 & 4 |

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

Budgeted cost: £14,645 + £73,850 = £88,495

| Activity | Supporting evidence | Challenges |
|---|--|----------------|
| Target disadvantaged pupils for attendance support (reward schemes, FPNs as needed, parental engagement sessions, parent/child workshops, breakfast provision, uniform support etc) | Social & emotional needs as a result of external factors, health & physical well-being, aspiration in the community. Moderate impact for low cost based on extensive evidence (EEF). We also spend further on AHO salary to support parents, monitor absence & manage attendance | 1, 2, 3 & 4 |
| Meet social & emotional needs through ELSA & Pastoral support | Overcoming barriers to learning is vital to ensure the children access a balanced curriculum. Our ELSA trained member of teaching staff supports children (including PP children) with a variety of issues including anger management, making friendships and other social and emotional needs. This is done through a mental health pathway. Moderate impact for low cost based on limited evidence (EEF) | 1, 2, 3, 4 & 5 |
| Increase rate of progress in reading & maths for disadvantaged pupils with SEND, through targeted interventions | Oral language skills, retention & memory, wider reading opportunities. Moderate impact for moderate cost based on moderate evidence (EEF). | 1 & 4 |
| Speech & Language support | Poor oral language & literacy skills. Very high impact for moderate cost (EEF) | 1 & 4 |
| One-to-one or small group tutoring | Bespoke targeted adult support through intervention (such as precision teaching) to ensure PP children make at least good progress. Poor oral language skills, retention & memory, reduced wider reading opportunities. High impact for moderate cost based on extensive EEF evidence. | 1, 3 & 4 |

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

Budgeted cost: £36,035

| Activity | Supporting evidence | Challenges |
|--|--|-------------|
| Recently updated Personal Development schedule of events, enrichment activities, author visits, subsidised trips, targeted after-school clubs, bikeability, etc. | Improving attendance and readiness to learn for the most disadvantaged pupils, low aspiration & opportunity for social mobility. | 1, 2, 3 & 4 |
| Safe & ready to learn (SWO role & Attendance Champions) | Improving attendance and readiness to learn for the most disadvantaged pupils | 2, 3 & 5 |

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 2022-23 academic year.

| Aim | Outcome |
|--|---|
| Increased attainment in reading through rigorous, high-quality teaching of phonics & reading | Improvement in phonics & reading teaching. RWI training is a key investment, as are bespoke pathways for each teacher & TA. Phonics sessions in regular and standardised groups alongside tutoring is crucial. Reading teaching is embedded & consistent. |
| Increased attainment in all subjects through strategies for improving memory & retention | Better retention throughout school and improved results at KS2. Pupil interviews in monitoring showed that pupils are able to recall & explain their learning of our ambitious curriculum, even when reaching further back in their memory for learning covered in previous terms. |
| Improve attendance | During the academic year 2022/23, LEAD Teaching Hub gave positive feedback about our approaches to tackling PA & low attendance. Continue with current strategies & also implement new measures (more focus in class & whole-school assemblies, parent workshops etc). |
| Improve confidence, resilience & engagement through ELSA work | ELSA continues to be pivotal as well as a clear pathway of support for children's mental health. PSP work & BOSS intervention as needed has been very successful. SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (BASS meetings). Parental engagement & relationships are very strong. |
| Increase rate of progress for disadvantaged pupils with SEND, through targeted interventions | Interventions have had a positive impact. Pupils have had the opportunity to access learning so that gaps have closed. |
| Speech & Language support | The level of need of SALT provision is an indicator as to the necessity of this spend. Highly successful interventions took place but were put on hold due to unforeseen staff absence. This will continue next year. |
| One-to-one or small group tutoring | Catch-up Tutor has been effective. Teachers report that pace of progress has been quicker for those accessing tutor support. |
| Enrichment, improved confidence & raised aspiration | They provide key life experiences for our most disadvantaged pupils and supported the new school curriculum. |

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|-------------------------------------|---|
| Children feel safe & ready to learn | SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (BASS meetings). Parental engagement is improving & relationships are strong. |
|-------------------------------------|---|