

**Premium Strategy Statement 2021-2022 V 1.0**

1. Summary information					
School	Redcastle Family School				
Financial Year	2021-2022	Total PP budget	£94,699 Catch Up Funding 2021 £6830 2022 £5018	Date of most recent PP Review (informal)	Autumn 2021
Total number of pupils	240	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Spring 2022

2. Current attainment and progress			
<b>EYFS 2020-21 Cohort Information:</b>	<b>Overall</b>	<b><i>Pupils eligible for PP (Nat)</i></b>	<b><i>Pupils not eligible for PP (Nat)</i></b>
% of pupils achieving a good level of development (GLD)	35%	55%	22%
% of pupils achieving at least the expected standard in Reading	63%	29%	74%
% of pupils achieving at least the expected standard in Writing	63%	0%	83%
% of pupils achieving at least the expected standard in Numbers	77%	29%	91%
<b>Year 1 Phonics 2020-21 Cohort Information:</b>	<b>Overall</b>	<b><i>Pupils eligible for PP</i></b>	<b><i>Pupils not eligible for PP</i></b>
% of pupils achieving the expected standard in Year 1 Phonics	73% (Predicted retakes 80%)	82%	68% (predicted retakes 79%)
<b>KS1 2020-21 Cohort Information:</b>	<b>Overall</b>	<b><i>Pupils eligible for PP (Nat)</i></b>	<b><i>Pupils not eligible for PP (Nat)</i></b>
% of pupils achieving at least expected standard in reading	30%	38%	31%
% of pupils achieving at least expected standard in writing	44%	18%	63%
% of pupils achieving at least expected standard in maths	22%	9%	31%



KS2 2020-21 (2021 Mock SAT Assessment Completed Spring 2021 ) Cohort Information:	Overall	Pupils eligible for PP (2021-2021 )	Pupils not eligible for PP (2010-2021)
% of pupils achieving at least expected standard in reading	80%	60%	93%
% of pupils achieving at least expected standard in writing	76%	60%	87%
% of pupils achieving at least expected standard in maths	76%	50%	93%
% of pupils achieving expected standard or above in R/W/M	72%	40%	93%
Average scaled score in reading	104.4	100.2	105.7
Average scaled score in writing (TA)	101.8	98.4	104
Average scaled score in maths	103.5	99.5	105.2

**3. Barriers to future attainment (ie those characteristics which pupils eligible for PP are more likely to display)**

**4.**

I = In-school barriers (issues to be addressed in school) E = External barriers (issues to be addressed with partners outside school)

A.	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years. (E/I)
B.	Reduced reading comprehension due to limited receptive vocabulary and diminished inference and deduction and lower rates of home reading (E)
C.	Lack of writing skills and grammatical knowledge due to limited language modelling and acquisition (E/I)
D.	Reduced social and emotional development of PP pupils impacts on their readiness and willingness to learn (E)
E.	Reduced reasoning skills due to delayed language acquisition, resulting in lower attainment in maths compared to 'Other' children nationally (E/I)
F.	Lower levels of confidence, self-esteem and resilience, especially in formal learning environments (E/I)
G.	Limited life experiences and access to learning resources out of school (E)
H.	Relative lack of aspiration in pupils, families and staff (E/I)
I.	Attendance (E)



#### 4. Individual barriers to future attainment

I = In-school barriers (issues to be addressed in school) E = External barriers (issues to be addressed with partners outside school)

<b>K.</b>	Reduced parental engagement and enrichment/ aspirational opportunities and experiences. €	
<b>L.</b>	Level of challenge/ expectation for more able learners for Writing & Maths. (I)	
<b>M.</b>	Increased deficit in learning due to situational circumstances during COVID-19. School closures. (I&E)	
<b>N.</b>	Further decrease in life experiences due to to situational circumstances during COVID-19. School closures. (I&E)	
5. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	Improved language acquisition during early years, measured using the EYFS framework	79% of PP learners make GLD.  85% PP children reach Green level on WELLCOMM assessments.
<b>B.</b>	Increase the % of PP pupils in the middle and high prior attainment bands (from EYFS and KS1 starting points) achieving the expected (and higher) reading standard, to at least in-line with National 'Other' data.  Reduce the gap between PP and NPP who achieve national standard for phonics.	Year 6 Overall Attainment: 94% EXS + GDS: 8/29 28% Year 5 Overall Attainment: 79% EXS + GDS: 12/28 43% Year 4 Overall Attainment: 78% EXS + GDS: 3/27 11% Year 3 Overall Attainment: 83% EXS + GDS: 2/27 7% Year 2 Overall Attainment: 70% EXS + GDS: 6/30 20% Year 1 Overall Attainment: 79% EXS + GDS: 7/29 24%  All children in line with national 84% Yr 1 Phonics or at year 2 retakes.
<b>C.</b>	Increased proportions of PP pupils attaining ARE in moderated writing assessments in all year groups.	PP achieve 70% + EXS for writing at end of Ks1  PP Achieve 85% EXS + in all KS2 Year Groups
<b>D.</b>	Improved positive learning behaviours e.g. confidence in talking about learning, participation in lessons, readiness to learn are evidenced increasingly during formal monitoring and conversations with pupils (some video recorded).	PP pupils will have reduced the gap comparably between PP and non PP. THRIVE All PP pupils are reaching age appropriate levels in EYFS (Thinking 18 months to 3 years) KS1 (Power & Identity 3-7 Years) and KS2 (Skills & Structure 7 – 11 Years).



E.	Greater capability in reasoning in Maths resulting in an increase in PP children achieving expected standards in maths at all Key Stages, but especially KS2, when completing e.g. NFER and termly progress tests.	Year 6 Overall Attainment: 90% EXS + GDS: 9/29 31% Year 5 Overall Attainment: 89% EXS + GDS: 12/28 43% Year 4 Overall Attainment: 89% EXS + GDS: 3/27 11% Year 3 Overall Attainment: 86% EXS + GDS: 7/29 24% Year 2 Overall Attainment: 83% EXS + GDS: 10/29 34% Year 1 Overall Attainment: 77% EXS + GDS: 70/30 23%
F.	Pupil feedback forms from targeted pupils show improved outcomes for PP children in comparison to NPP peers.	See review of catch up action plans each year group.
G.	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events / on school visits.	Increased attendance of Parent events from 2021 year to 2022 year. (Summer Term only)
H.	Parent questionnaires show increased aspiration through specific questions over a given period e.g. “What would you like your child to do when they leave school?” a) Begin paid work b) Go to college c) Complete an apprenticeship d) Go to university e) Start a business f) Other .....	Parental questionnaire analysis will show a significant amount of aspirations
I.	Increased attendance to ensure maximum impact of learning and improved outcomes in comparison to NPP peers.	PP pupils in line or above national % for attendance figures of NPP peers.
J.	Improved mental well being and resilience identified through soft targets and THRIVE data compared to NPP peers/.	THRIVE: All PP pupils are reaching age appropriate levels in EYFS (Thinking 18 months to 3 years) KS1 (Power & Identity 3-7 Years) and KS2 (Skills & Structure 7 – 11 Years).
K.	Increased aspirational opportunities and additional parental engagement to ensure social and emotional Levels similar to NPP peers.	Data for parental engagement year on year increases (Curriculum & Enrichment)
L.	Level of progress for Writing and Maths of more able learners in line with NPP peers nationally.	100 % of GDS PP children reach GDS standards in writing and maths.
M.	Evidence highlights rapid progress from baselines after subsequent school closures ( COVID 19 (Spring & Summer 2020 & Spring 2021)	All PP have achieved equivalent rates of improvement academically as NPP from baseline assessments.
N.	Enrichment activities have doubled from previous years to address lack of opportunity during national lockdowns. Limited life experiences are significant issue under current economic climate.	100% participation in enrichment activities.



## Pupil Premium Strategy Version V1.0

### Academic Year 2021-22

This document outlines the predicted spending of the Pupil Premium Grant (PPG) for the current academic year. The items/projects have the potential to change over the year depending on termly reviews. Thus leading to the spending forecasted on this document to change. Rectifications will be made on the end of year evaluation document.

**Total Estimated Pupil Premium Grant = £94,699 Catch Up Funding 2021 £6830 2022 £5018**

Year Group/Key Stage	Item / Project	Estimated Cost	Intended Outcome	Actual Outcome
Whole School	<p><b>Pastoral Manager -</b> Pupil/Parent Mentoring, Pastoral Care, Absence ELSA- Mental Health Intervention &amp; Punctuality, Child Protection <b>D,F,H,I</b></p> <p><b>Thrive Management Time SLT</b> Associate Assistant Head release time to manage and report on Thrive <b>D,F,H,J</b></p>	<p>40% of £28,601 £11,440</p>	<p>To ensure that pupils develop good learning attitudes and take responsibility for their own behaviour as well as supporting families with home-life difficulties to ensure that pupils can come to school emotionally ready to begin the day’s learning.</p> <p>To work with the assessment coordinator to identify where PP children are not making as much progress as their peers.</p> <ul style="list-style-type: none"> <li>- Improve attendance to 96%</li> <li>- Behaviour incidents to reduce by 50% half termly per pupil</li> </ul> <p>To enable children to accelerate the development of emotional intelligence and improve behaviour in school and at home. Measurable by reduced consequences and time-outs for targeted pupils.</p> <ul style="list-style-type: none"> <li>- 100% of pupils to show improvements on Thrive exit assessments</li> <li>50% reduction on behavioural incidents per half term</li> </ul>	



<p><b>Intervention Teacher (66%)</b> Specialist Intervention Teacher to support achievement against all groups of learners to ensure ARE or GDS o <b>A,B,C,D,E,M,N</b> utcomes.</p>	<p>66% of SL £21,395</p>	<p>Three stages to role of Intervention teacher: 1. Recovery: reduce the gap between PP and NPP for core curriculum attainment. 2. Apply action research to identify interventions that are tailored to create rapid progress for PP and all school pupils. 3. CPD integrate the use of these interventions into daily class teaching.</p>	
<p><b>Intervention Teaching Assistant KS2</b>  Additional personnel to facilitate actions identified within catch up learning action plan for each class. 100% <b>A,B,C,D,E,M,N</b></p>	<p>100 % of RC £17,996  40% of PP 60% Catch Up Funding</p>	<p>Complete identified actions as part of intervention action plans devised through AHT and Intervention lead assessment of progress.  This role supports current teaching support staff to address additional actions raised as a result of the disruption to learning from the pandemic. ( 1year contract)</p>	
<p><b>Curriculum Enhancement</b> (visitors, workshops, arts week, % of sports week, quiz club, collapsed curriculum days, library books, subsidies to visits and additional experiences) <b>B,C,D,E,F,H,</b></p>	<p>£8000</p>	<p>To provide extra-curricular opportunities that raise engagement in school participation and a thirst for learning.</p> <ul style="list-style-type: none"> <li>- 100% participation from pupils</li> <li>- 100% of pupils surveyed to show positive engagement</li> <li>- 100% of activities achieve intended outcome (see curriculum enrichment log)</li> </ul>	<p>Please See Curriculum enrichment log</p>
<p><b>OUP Online Reading Subscription</b> Online reading books with linked learning resources which can be used in school and at home as homework <b>A,B,C,D,E,M,N</b></p>	<p>£596.15  £238.40 (40%)</p>	<p>To provide new, up-to-date reading/phonics resources from FS2 to KS2. Children can access these online at school and home -provides pupils with wide range of online reading material</p> <ul style="list-style-type: none"> <li>- 100% of pupils surveyed to show positive engagement and learning outcomes</li> </ul>	
<p><b>Breakfast Club + After School Club Subsidy (50%)</b> Subsidy provided to reduce costs for pupil attendance <b>A,B,C,D,E,F,G</b></p>	<p>TBC Summer 2022 (Postponed due to COVID 19)</p>	<p>To promote attendance and provide children with breakfast to prepare them for learning.</p> <ul style="list-style-type: none"> <li>- Aim for 96% attendance</li> <li>- Target those within Red/ amber categories PP.</li> </ul>	



	<p><b>Arts/Drama Participation Clubs</b> Fully subsidised after school clubs held throughout the year accessible to all children <b>A,B,C,D,E,F,G,N</b></p>	<p>TBC Summer 2022 (Postponed due to COVID 19)</p>	<p>To provide extra-curricular opportunities that raise engagement in school participation within the arts and sport and Drama.</p>	
	<p><b>SEND &amp; Safeguarding Lead (10%)</b> SEND intervention and implementation. FSP coordinator and family support advisor <b>E,F,G,H</b></p>	<p>£8069.30</p>	<p>To work with outside agencies to identify where SEND and vulnerable PP children are not making as much progress as their peers. Successful coordination of FSP's to ensure smooth liaison with families</p>	
	<p><b>Specialist Music Provision 40%</b> Subsidised half termly teaching and after school clubs held throughout the year accessible to all children. Additional singing club after school <b>E,F,G,H</b></p>	<p>40% of £3600 £1440</p>	<p>High quality music education provided by Norfolk Music Hub Established Music Curriculum that is line with school foundation curriculum policy. Entry into regional Choir competition</p>	
	<p><b>Cookery Lessons:</b> All children participate in regular (Fortnightly) cookery lessons linked to the wider world events or curriculum themes. <b>E,F,G,H</b></p>	<p>40% of £4761: £1904</p>	<p>To provide learning experiences which reinforce:</p> <ul style="list-style-type: none"> <li>- Cultural knowledge and wider world events.</li> <li>- Enhance the provision of curriculum teaching-Promote educate of food sources and healthy eating.</li> <li>- Provide activities to develop confidence and exposure to additional interests.</li> <li>- Improve opportunities for communication and speech and language development.</li> </ul>	
<p>Foundation Stage</p>	<p><b>Additional Play resources to enhance outdoor provision.</b> Resources for new outdoor area to aid enrichment of ELG to achieve GLD. <b>E,F,G,H</b></p>	<p>40% of £2000: £800</p>	<p>Enhance the provision of curriculum teaching. Provide additional stimulus that may be unavailable outside setting. Provide role play and risk taking in an appropriate manner.</p>	

	<b>Castle Family School</b> <b>Additional TA intervention EYFS (33%)</b> Enhanced provision of TA support to provide 1 <sup>st</sup> wave intervention daily through Afl <b>A,B,C,D</b>	40% of £31,683: £12,673.20	All PP Pupils reach GLD in all areas of learning (excluding SEN)	
KS1	<b>Phonics Resources for KS1 (33%)</b> Targeted resources to support development of phonics across Key stage 1. <b>A,B,C,D</b>	Books. Costings 40% of £3675 £1,212.75	To provide improved reading fluency -developing reading confidence through staff having specialist training to deliver quality phonic sessions <ul style="list-style-type: none"> <li>- 100%of PP reach Phonics standard Y1 (Excluding SEN)</li> <li>- 100% of PP taking retakes in Y2 Reach standard.</li> </ul>	
	<b>Additional TA intervention KS1 &amp; EYFS (33%)</b> Enhanced provision of TA support to provide 1 <sup>st</sup> wave intervention daily through Afl <b>A,B,C,D</b>	33% of £36,800: £12,144	100% of PP pupils reach ARE in all core subjects (Excluding SEN)	
<b>KS2 High Attaining Maths &amp; Writing Club (Assistant Head)</b> Afternoon groups targeting Maths	<b>After-school SATs club + SATs (33 %) Breakfast Club</b> Resource for club held twice a week in the Spring term for a total of 2 ½ hours weekly after school Breakfast club time total of 2 ½ hours on SATs week <b>A,B,C,D,E,F,G</b>	40% of £300: £120	To raise attainment in Maths and English, for PP children in order to achieve at least 65 - 85% ARE To close the gap and accelerate progress in Reading, Writing and Maths by making at least 2 points progress over one half term (Scholar Pack)	



A,B,C,D,E

**Castle Family School**

**3<sup>rd</sup> Space Maths Intervention (40%)**

Targeted online maths intervention

B,E, F

40% £410: £164

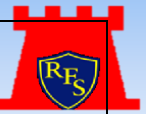
To raise attainment in maths for children who require tuition on specific areas of maths determined by their class teacher/pre-assessment.

Selected children should:

- Show improvement in specific targeted areas through in school assessment system (NFER)
- Targeted Year 6 pupils should achieve 100 in standardised SATs score

To target a focus group higher attaining children in order to challenge pupils and ensure they make above average attainment.

**“To give every child the skills and self-belief to succeed.”**



**1 x Pupil Premium HLTA KS2 (50%)**

HLTA with specialist training on best practice for working with Pupil Premium children

A,B,C,D,E

40%: £7264

To provide specific and targeted interventions for Pupil Premium children across KS2 (particularly Y6) to close the gap.

To accelerate progress of Pupil Premium children so they make more than expected progress in Reading, Writing and Maths

- To accelerate progress to greater than 1 half term for each pupil.
- To close to gap towards 65 - 85% attainment.

See above results.

**Total Predicted Expenditure**

TBC £104,860

**Pupil Premium Forecast**

PP = Pupil Premium

(%) = Proportion of Pupil Premium money being spent relative to total cost of item

ARE = Age Related Expectation