



Caythorpe Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 academic year) funding to help improve the attainment of our disadvantaged pupils. At Caythorpe primary School, will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6.

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. [using pupil premium](#)

School overview

Detail	Data
Caythorpe Primary School	
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2
Date this statement was published	30.09.21
Date on which it will be reviewed	23.03.22
Statement authorised by	
Pupil premium lead	Helen Hunt
Governor / Trustee lead	Amy Fulcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,450
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2180 (COVID carry forward from 2020-21)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37, 530

Part A: Pupil premium strategy plan - Statement of intent

Our objectives for disadvantaged pupils at Caythorpe:

To improve the quality of teaching across the school.

To close the attainment gap between non-pupil premium and pupil premium pupils in reading

To target pupil premium pupils with phonics interventions to ensure they make expected or better progress from their starting points in the phonics screening tests.

Pupils eligible for pupil premium grant have the same opportunities as non-pupil premium pupils regarding access to visits, residentials, additional responsibilities (sports ambassadors, eco-club, monitors for computing/assembly and school council), learning and attending sporting activities etc.

Pupil premium pupils have access to pastoral provision at a range of levels and a range of support strategies in place to support emotional, mental and physical well-being so they feel safe and happy and enabled to reach their full potential.

How our current pupil premium strategy plan works towards achieving those objectives

Our current pupil premium strategy will use the tiered approach as set out in The Education Endowment Fund (EEF) "The Guide to Pupil Premium"

Tier 1 – Teaching

Tier 2 – Targeted academic support

Tier 3 – Wider Strategies

At Caythorpe Primary we are aware many of these strategies will overlap and the balance between the tiers will vary within the year and from year to year. We have used the tiered approach to support balancing the spending of the pupil premium funding.

The key principles of Caythorpe Primary School's strategy plan

High expectations - Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

Facilitating Quality First Class – As stated the best lever to improve outcomes for disadvantaged pupils is good teaching. There is strong evidence that "what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Staff will be deployed effectively with continuing professional development as a priority, including teachers and support staff, early careers teachers and for recruitment and retention. This also included the quality of the Caythorpe curriculum – to personalise the National Curriculum to meet the needs of all pupils and further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children

Early Intervention - A robust tracking of attainment will identify barriers to learning for vulnerable and/or disadvantaged children and ensure we are meeting the individual learning needs of pupils, including those who are higher attainers. Pupil progress meetings will identify pupils who are not making expected progress so targeted support can be provided. The impact of these interventions is analysed for impact.

Inclusion – We will ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum. Ensuring pupils receive social and emotional support for mental well-being. We will ensure robust monitoring and addressing of low attendance.

All staff at Caythorpe Primary School acknowledges that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally we are looking at the long-term picture to ensure that achievement gaps do not widen before the end of a key stage. Although we have a strong desire for all children to reach age related expectations, on occasion and for some children, this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

Challenges

Challenge number	Detail of challenge
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1	Limited access to quality first teaching and learning in lockdown.
2	Reading – Pupils attaining Age Related Expectations in YR and Y1 were significantly low at 52% and 45% respectively. Year 1 pupil premium – 75% are working below age related expectations.
3	Pupils in reception not on track to attain at national expectation in Year 1 phonics screening. In 2021 - 58.3% achieved the pass mark, 23.7% below Pre-Covid National expectation
4	Low attendance in 25% of our disadvantaged pupils
5	Extra-Curricular engagement low due to lockdown measures and COVID restrictions enforced.
6	Mental Health and Well-Being suffered due to lockdown measures and COVID restrictions enforced.

Intended outcomes

Intended outcome	Success criteria
<i>To improve the quality of teaching across the school.</i>	75% of teaching observed will be good or better. Staff have had access to high quality Professional Development. This will be seen through performance management outcomes.
<i>To close the attainment gap between non-pupil premium and pupil premium pupils in reading.</i>	Achieve national average progress scores in Reading End of KS1 – 70 % at Age Related Expectation (75% National) End of KS2 – 80 % at Age Related Expectation (73% National)
<i>To close the attainment gap between non-pupil premium and pupil premium pupils in phonics.</i>	Improve scores in Year 1 phonics screening. Pupil premium children will make expected or better progress from their starting.
Attendance – all pupils come to school.	Improve attendance of disadvantaged pupils to LA average (89.1% in Primaries for the day 20th Jan)
<i>Pupils eligible for pupil premium grant have the same access to extra-Curricular engagement experiences and opportunities as non-pupil premium pupils.</i>	All pupil premium pupils will have represented the school in at least one sporting event as part of CGS Outreach. All pupil premium pupils will have taken part in educational visits, visitors or residentials as planned as part of the enrichment of the curriculum. % of pupils representing the school in a sporting activity will be greater than 2020-21 – 74% % of pupils deemed inactive 2020-21 will decrease 17%
<i>Improved well-being and access to well-being support.</i>	Children are able to talk about mental health and wellbeing. ELSA trained Teaching Assistant to support children's emotional needs in school. Emotional Support Plans show improvements in well-being and confidence through pupil voice.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2021-22** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3580

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching and Learning To ensure high quality teaching and learning in the classroom. To ensure staff have access to high quality CPD. (Staff meetings/INSET Days)	EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	1
Reading (Accelerated Reader) Embed use of Accelerated Reader across all year groups to increase reading for pleasure. Teaching reading comprehension through modelling and supported practice.	EEF: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	2
Reading Buy books and training for whole class sessions to ensure all children have access to high quality texts and teaching.		
Phonics Understanding and Teaching Phonics Training Buy books to compliment the phonics scheme	Research shows that to get every child reading and spelling we need to teach phonics with a systematic and explicit approach. Little Wandle Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE.	3

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading TA Training/ National Tutoring program	EEF: Extensive evidence from 8 meta-analyses has consistently demonstrated the impact of teaching metacognitive strategies for reading comprehension (much of research pupils 7-11)	2
Phonics TA support in delivery of phonics	Trained TAs in the SSP Little Wandle Phonics revised to allow smaller working groups and accurate assessments of pupils at data points	3
Phonics <i>One-to-one phonics sessions</i>	Little Wandle Phonics revised strategy has built in "Keep up" sessions for pupils falling behind. Little Wandle Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE.	3
Well-Being Improve children mental health and so they are ready to learn. Ensure children have access to high quality	EEF (Social and Emotional Learning): On average, Social and Emotional Learning (SLE) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact of four months'	6

Emotional Literacy Support (ELSA) Having an ELSA trained member of staff to support pupil's Social emotional mental health.	additional progress on attainment. Improvements appear to more likely when SLE approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, then implementation of the programme and the degree to which teachers are committed to the approach appears important.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance Training	CPD to have a better understanding of Lincolnshire attendance and absence procedures and strategies to improve engagement and attendance.	4
Attendance <i>Breakfast Club</i>	Offer breakfast club for pupils to ensure they arrive on time, have breakfast and are ready for learning.	4
Attendance Ensure Inclusion Lead has time to support families with attendance and acute need Improving attendance and readiness to learn for the most disadvantaged pupils	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 	4
Extra-Curricular <i>Taking part in educational visits, residential.</i> <i>CGS Outreach opportunities for all pupils within the year.</i>	Attending educational trips, visits and having visitors in the school make learning more memorable and increase participation and engagement in lessons, learning and school life.	5
Well-Being National Educational Leaders in Mental Health	CPD for members of the SLT to enable them to lead	6
Well-Being <i>Introduce and embed employment of Active Ambassadors.</i> Active interventions for pupils identified.	Targeting disadvantaged to be more active more of the time during breaktimes. PHE state - being active increases your chances of staying independent in later life. The benefits don't stop there. Being active is also good for children's educational attainment, it can boost workplace productivity and reduce sickness absence and it can even reduce crime and anti-social behaviour	6

Total budgeted cost: £ 13,280

Review of outcomes 2020-21

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Academic - Assessments were based on Renaissance Star assessments and teacher assessment.

Aim	Outcome
Academic Applying a wide range of teaching and learning behaviours to support progress	Hard to measure progress with COVID lockdown and turbulence in staffing/leadership. No formal testing has taken place in 2020/21. Carried out internal assessments to measure progress. Only 52% attained ARE in YR and 45% in Y1. Average ARE across the school in reading was 66%. Will carry out benchmark in September 2022 to measure progress over next academic year.
Academic Continue to lessen the difference of attainment and progress between Pupil Premium Pupils and non-Pupil Premium Pupils	All curriculum plans have now been put in place to support the delivery of a high-quality curriculum. First quality teaching remains a priority in the 2021/22 plan to ensure curriculum planning is successful and embedded across the school
Well being Develop use of TAs as emotional support for pupils (including those with persistent absence) – purchase reading books for PSHE Develop use of “wonderland” space to support pupils with emotional needs.	Due to room being needed to address needs of a specific child – and “bubbles” we were unable to create an intervention room.
Enrichment and Engagement CGS Outreach targeted intervention for extra-curricular clubs Fund educational experiences including trips and visitors to the school	Pupil premium ensured 100% of pupils in Year 5/6 attended the PGL trip in July 2021. 100% Year 4 PP pupils were able to participate in Viking workshop in September 2020. However, visits and visitors across the school were dramatically reduced due to lockdown measures meaning all children’s opportunities to real-life memorable learning opportunities were significantly affected. Pupils in Reception, Year 1 and Year 2 did not go on an external visit in Academic year 2020-21

Well Being

82% of KS2 PP entitled pupils represented the school in at least one sporting event which was a reduction of 18%. Only 52% attended more than one event. Due to COVID, there were no after school clubs in 2020-21. 100% of pupil premium pupils who were identified in the fitness profiling as needing improvements in flexibility made

improvements of at least 2cm. In ball bounce and catch children 100% saw improvements of at least 3 catches within the time limit. 75% by 5. Of the 6 KS2 pupil premium pupils identified as inactive in 2019-20, 100% attended a sporting event or targeted lunchtime club in 2020-21.

TAs support pupil's emotional well-being as needed. More robust evaluation of impact required. i.e.

Questionnaires, monitoring/recording of interventions/CPOMs

During lockdown 100% of PP pupils were contacted at least weekly to ensure the family's well-being.

100% PP parents attended parents' evening via phone call due to COVID restrictions to discuss their child's progress and attainment.

Enrichment and Engagement

Laptop/iPad devices sourced to 4 PP pupils who did not have access to a device to ensure pupils can access remote learning online during Lockdown Jan-March 2021. Raised engagement from 74% to 85% whole school engagement in remote learning.

Pupils attended breakfast club to support family in ensuring they arrived at school on time and had a substantial breakfast to prepare them for learning. This also boosted their confidence and social interaction with other children.

Externally provided programmes

Programme	Provider
A complete suite of interactive language (French) lessons and resources – this can also be used for remote learning	Language Angels
Complete sports package, including Active Schools coordinator to deliver curriculum PE, sports interventions and clubs. Additionally, access to a range of sporting opportunities and events, for a range of abilities and ages. Provides pathways for children to attend external sporting clubs.	Carres Outreach Services (CGS)
Complete PSHE progressive scheme of work with resources. Assemblies included with whole school themes. Strong emphasis on emotional literacy and well-being.	Jigsaw – PSHE A mindful approach
Accelerated reader – engaging quizzes to develop reading skills and improve engagement in reading	Renaissance
A carefully sequenced programme of daily times tables practice. To improve recall of times table facts.	Times Table Rock Stars

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Lincolnshire music services music lessons for those who opted into the service
What was the impact of that spending on service pupil premium eligible pupils?	Developing skills playing guitar and piano, learning to read music and gaining confidence playing a musical instrument

Further information (optional)

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