



Castleward Spencer Academy Pupil Premium Strategy statement

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 and how we intend to spend the funding during this academic year.

School overview

Detail	Data
School name	Castleward Spencer Academy
Number of pupils in school	13 (6 FS2 and 7 FS1)
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lindsay Trail, Principal
Pupil premium lead	Mary McCombe, Class Teacher
Governor / Trustee lead	Elizabeth Runcorn, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,241.67
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£2,241.67



Part A: Pupil premium strategy plan

Statement of intent

Castleward Spencer Academy is a new school, which opened in September 2021. The school was commissioned by Derby City Council in response to the regeneration project involving the Castleward area of the city. The current IMD score for the locality is 65.20 and is in the 5th quintile, which represents a high level of deprivation and within the bottom 5% nationally.

We are committed to;

- ensuring that all children have a quality education, regardless of background or ability
- equipping children with the knowledge, skills and cultural capital to prepare them for the next stage of their learning journey
- achieving an all-round education, leading to the best possible outcomes for all pupils.

We want all our children to experience what it feels like to have respectful, caring relationships with others. We want them to achieve personal success and always be the best they can possibly be. We want them to question and challenge what they hear and see as they explore the world. We want them to develop a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.

The word **GROW** summaries our values at Castleward Spencer Academy. School life will be driven and shaped through the teaching and modelling of these core values; **G**reat communication, **R**esilient and confident, **O**pportunity to be independent and curious, **W**orking together through kindness to enjoy and achieve.

The key drivers that underpin the curriculum are Reading, Knowledge and Communication. Our curriculum aims to equip pupils with the necessary knowledge, skills and concepts to achieve in the next stage of education and in later life. So that children make optimum progress, we expect well planned and sequenced learning, so that pupils know more and remember more of what they have learned. These key drivers were chosen based on research such as the Matthew Effect. Stanovich describes how early success in acquiring reading skills usually leads to later successes in reading as the learner grows, while failing to learn to read at a young age can lead to lifelong problems when learning new skills.

Our aim is for every child to;

- experience what it feels like to have respectful, caring relationships with others
- achieve personal success and always be the best they can possibly be
- question and challenge what they hear and see as they explore the world
- develop a moral compass that helps them to be brave, independent and kind and gives them the resilience to grow, ask for help and to recognise when others need it too.



Challenges

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

Challenge number	Detail of challenge
1	Pupils have limited Communication and Language skills on entry to the school. Assessments and observations show that the majority of pupils enter the Nursery working within the birth-three years tier of Development Matters and enter Reception at the beginning of the 3-4 years tier.
2	Assessments, observations, and diagnostics show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers, as they are not ready to access Phase 2 Little Wandle when they start in Reception, as they have not had access to Phase 1 before entering the school.

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 oral language skills and vocabulary among disadvantaged pupils through specialised intervention and quality first teaching.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, observations, book scrutiny and ongoing formative assessment.
Improved phonological awareness, which will result in higher attainment among disadvantaged pupils in both reading and writing.	Specialist interventions enable disadvantaged pupils to make accelerated progress from their starting point. Reading is at the heart of the curriculum with a wide range of opportunities to practise and apply what has been taught. All pupils develop a lifelong love of reading. Reading/Writing and Phonics outcomes in 2024/25 show that a higher percentage of disadvantaged pupils are working at Age Related Expectations (ARE).



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£1523**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of LaunchPad for Literacy assessment and diagnostic tool for developing early phonological awareness.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and next steps are accurate.</p> <p>Parental enagement sessions each half term in order to share how phonics is taught in school in order to upskill parents to be able to support their children at home.</p> <p>Teaching and Learning Guides for both staff and parents, so that a consistent approach to teaching phonics is followed across the school.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>2</p>



Staff CPD, so that relevant staff can teach high quality lessons every day using the new scheme.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£719**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=Small	2
Purchase Speech and Language Link an innovative online package used to identify and support children with mild to moderate SLCN.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf	1, 2



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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £2242