



Pupil Premium Strategy

2017-2018

What is the pupil premium?

The pupil premium is additional funding that has been provided by the government to support the most economically disadvantaged children who have been registered to receive free school meals in the last 6 years, children who have been adopted from care or who have left care, and ever 6 service children.

Pupil Premium Allocation for 2017-2018

For the academic year 2017-2018, we have been allocated £153,675 of funding to support our pupil premium children up to March 2017. Following the January census, we will then be allocated more funding to support our pupil premium children for the rest of the academic year (expected figure is £48,325). This takes the total figure to £202,000.00 The website will be updated once we have this allocation.

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
No of ch in each year group	69	75	97	89	72	96	75	560
% of children eligible for PP		24	24	22	18	29	25	142 (excluding EY)

(Data correct at time of publishing)

1. Current Attainment (2017 results)		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving ARE (Age Related Expectations) at the end of Key Stage 2 in the combined measure of Reading, Writing and Maths	71	tbc
Reading: % achieving ARE at the end of KS2	63	tbc
Writing: % achieving ARE at the end of KS2	81	tbc
Maths: % achieving ARE at the end of KS2	75	tbc
Reading: Progress measure across KS2	+0.6	tbc
Writing: Progress measure across KS2	+0.82	tbc
Maths: Progress measure across KS2	+1.31	tbc

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	69.6% of PP children do not have English as a first language
B	28.8% of PP children have SEND
External barriers	
C	Certain external influences on children hinder their readiness to learn.
D	Attendance rates for PP children range from 77% to 100% (average 95.5%). While ill health accounts for a proportion of this absence, other factors, including CP issues, low parental engagement, transport/ distance problems also contribute to this figure. This reduced the number of hours in class and raises the potential to fall behind.

3. Desired Outcomes		Success Criteria
A	Develop pupils' language capability to support their reading and writing	Progress of pupils in English is greater than non PP
B	PP children with SEND needs have specially targeted support to close gaps and make rapid gains in their learning	Progress of PP children with SEND meet or exceed expected targets
C	Improved English language skills for all PP children, especially those with EAL	Progress made by EAL PP pupils is in line with EAL NPP pupils.
D	Reduce external barriers to learning through focussed pastoral and parental support	PP children are in a frame of mind conducive to learning
E	Attendance rates of PP children will increase	Attendance rates of PP children will rise to be in line with other children

4. Planned expenditure					
Academic Year		2017-2018			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop pupils' language capability to support their reading and writing	Use of TA to provide language support during whole class teaching during core and literacy based lessons Deployment of extra teacher (PN) in Reception for an additional day	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. EEF indicates this is a high impact approach (+6 months) for very low cost based on extensive evidence (EY Toolkit)	<ul style="list-style-type: none"> • Learning walks • Class teacher • Year/phase leader monitoring • Planning documents • SMT/SLT 	SLT Class teachers	Interim reviews on termly basis Final review in July 2018

PP children with SEND needs have specially targeted support to close gaps and make rapid gains in their learning	Small, focussed guided reading groups, with a trained adult Updated guided reading resources to ensure age appropriateness	Reading levels at the end of KS2 are lower than writing/maths. EEF identifies oral language intervention as having moderate impact (+5 months) for a low cost.	<ul style="list-style-type: none"> • Guided reading training for all teachers and TAs • INSET day time • Literacy lead, Phase and year leaders to provide guidance and support for colleagues 	English coordinator	Interim reviews on termly basis Final review in July 2018
Improved English language skills for all PP children, especially those with EAL	Effective feedback (oral and written)	Research (EEF) suggests when feedback is specific, accurate and clear; when it encourages and supports further effort; when it provides specific guidance on how to improve, it shows very high effects (+8 months) on learning.	<ul style="list-style-type: none"> • Inset of feedback • Regular monitoring of progress rates and quality of teaching by leaders. Including: <ul style="list-style-type: none"> ○ planned and unplanned observations ○ Learning walks ○ Book scrutiny ○ Progress data ○ Planning monitoring 	Teachers Year & phase leaders Subject co-ordinators SLT/SMT	Interim reviews on half-termly basis July 2018
Total budget cost					£140,000
ii. Targeted support					
Improved English language skills for all PP children, especially those with EAL	Focussed approach to teaching phonics beyond KS1	Word recognition is one of two main strands in developing fluent readers. Supporting pupils to develop fluent reading capabilities has a moderate impact on pupil progress. While the impact of phonics teaching is limited for older children,	<ul style="list-style-type: none"> • Regular monitoring of progress rates and quality of teaching by leaders. • Phonics check at end of Y1 & 2 (also given to new English speakers in 	Key Stage 1 lead and teachers Year leaders across KS2	Interim reviews on termly basis Final review in July 2018

		research indicates it can have a moderate impact on the progress of EAL pupils (emergent English speakers) regardless of age.	KS2) <ul style="list-style-type: none"> Planned parental sessions across all phases Resources shared with 'new' EAL parents 		
Reduce external barriers to learning through focussed pastoral/parental support		Parents are children's first educators and engagement with them is a big part in successful intervention programme. Sensitive and empathetic working with parents can move children forward at a much faster rate.			Interim reviews on termly basis Final review in July 2018
Reduce external barriers to learning through focussed pastoral/parental support	Learning Mentor to support internal pastoral care and coordinate external agencies supporting PP and other pupils. Teaching staff to communicate candidly with parents regarding progress and barriers to learning.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways, for example, by: <ul style="list-style-type: none"> providing regular feedback on children's progress, offering advice on improving the home learning environment, and running more intensive programmes for children struggling with reading or behaviour 	<ul style="list-style-type: none"> Formal and informal communication/progress updates between parents and staff including discussion around the home learning environment. 	Learning Mentor Leaders	Interim reviews on termly basis Final review in July 2018

		<p>EEF states this has a moderate impact on pupil progress for moderate cost based on moderate evidence.</p> <p>Provision of nurture and social groups to support positive relationships with peers and adults.</p> <p>Support of children through traumatic times or through change/transition by sensitive and empathetic working with parents can move children forward at a much faster rate.</p>			
Total budget cost					£51,000
iii. Other approaches					
Attendance rates of PP children will increase	<p>Implementation of new signing in/out system.</p> <p>Attendance officer (CFM) to monitor attendance of PP and NPP pupils</p>	<p>The work of the attendance officer is to continue to monitoring attendance and robustly chase absentees.</p> <p>The work of the learning mentor is personalised to support individual children and small group's needs. Behavioural input has a moderate impact on progress and attendance and is highly valued at Castlefield.</p>	<ul style="list-style-type: none"> Monitoring of attendance of PP and other children by Learning Mentor and HT Learning mentor support 	Learning Mentor HT	<p>Interim reviews on termly basis</p> <p>Final review in July 2018</p>
Total budget cost					£11,400



Pupil Premium Strategy

2016-2017

What is the pupil premium?

The pupil premium is additional funding that has been provided by the government to support the most economically disadvantaged children who have been registered to receive free school meals in the last 6 years, children who have been in care for at least 6 months and those whose parents are in the armed forces.

Pupil Premium Allocation for 2016-2017

For the academic year 2016-2017, we have been allocated £191,700 of funding to support our pupil premium children up to March 2017. Following the January census, we will then be allocated more funding to support our pupil premium children for the rest of the academic year. The website will be updated once we have this allocation.

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
No of ch in each year group	75	97	92	75	97	75	50	560
% of children eligible for PP	27%	25%	24%	21%	32%	27%	30%	26%

(Data correct at time of publishing)

5. Current Attainment		
	Pupils eligible for PP 2015-2016	Pupils eligible for PP 2016-2017
% achieving ARE (Age Related Expectations) at the end of Key Stage 2 in the combined measure of Reading, Writing and Maths	58	71
Reading: % achieving ARE at the end of KS2	63	86
Writing: % achieving ARE at the end of KS2	68	86
Maths: % achieving ARE at the end of KS2	89	71
Reading: Progress measure across KS2	-1.9	+0.6
Writing: Progress measure across KS2	+0.07	+0.8
Maths: Progress measure across KS2	+2.7	+1.3

6. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	61% of PP children do not have English as a first language
B	33% of PP children have SEND
External barriers	
C	Certain external influences on children hinder their readiness to learn.
D	Attendance rates for PP children range from 77% to 100% (average 93.55%). This reduced the number of hours in class and raises the potential to fall behind.

7. Desired Outcomes		Success Criteria	Review
A	Improved English language skills for all PP children, especially those with EAL	Progress & attainment of pupils in English is greater than non PP	<p>KS2</p> <p>Reading: PP ch progress was lower than NPP, however still remains above national. Attainment of PP ch is inline with ALL.</p> <p>Writing: PP ch progress was lower than NPP, however still remains above national. Attainment of PP ch is above ALL.</p> <p>KS1</p> <p>Reading: PP ch attainment is equal to ALL</p> <p>Writing: PP ch attainment is marginally above ALL</p> <p>Outcome PARTIALLY MET</p>
B	PP children with SEND needs have specially targeted support to close gaps and make rapid gains in their learning	Progress of PP children with SEND meet or exceed expected targets	<p>Interventions in place to support SEN pupils, are regularly reviewed and adjusted. Good progress in relation to targets and prior attainment. All pupils met their expected targets.</p> <p>Outcome MET</p>
C	Reduce external barriers to learning through focussed pastoral support	PP children are in a frame of mind conducive to learning	<p>Learning walks, observations and Governor visits validate that all children are engaged and focussed in their learning.</p> <p>Children are provided a 'safe' environment to share worries and discuss concerns.</p> <p>Effective safeguarding practices are in place to escalate external barriers to an appropriate level of support</p> <p>Outcome MET</p>
D	Attendance rates of PP children will increase	Attendance rates of PP children will rise to be in line with other children	<p>2015-2016 PP attendance = 93.55%</p> <p>2016-2017 PP attendance = 95.43%</p> <p>2016-2017 NPP attendance = 96.19%</p> <p>Gap has reduced significantly, but is still not in line with NPP. Further work to be done in this area.</p> <p>Outcome PARTIALLY MET</p>

8. Planned expenditure

Academic Year		2016-2017			
iv. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved English language skills for all PP children, especially those with EAL	Use of TA to provide language support during whole class teaching during core and literacy based lessons	EEF identifies oral language intervention as having moderate impact (+5 months) for a low cost. Focus will be placed on the learning of key vocabulary, its use in context and understanding. Work with STS supports this.	<ul style="list-style-type: none"> • Learning walks • Class teacher • Year/phase leader monitoring • Planning documents • SMT/SLT 	SLT Class teachers	Interim reviews on termly basis Final review in July 2017
PP children with SEND needs have specially targeted support to close gaps and make rapid gains in their learning	Small, focussed guided reading groups, with a trained adult Updated guided reading resources to ensure age appropriateness	Reading levels at the end of KS2 are lower than writing/maths. EEF identifies oral language intervention as having moderate impact (+5 months) for a low cost.	<ul style="list-style-type: none"> • Guided reading training for all teachers and TAs • INSET day time • Literacy lead, Phase and year leaders to provide guidance and support for colleagues 	English coordinator	Interim reviews on termly basis Final review in July 2017
Improved English language skills for all PP children, especially those with EAL	Small class and set teaching	At Castlefield School, a large amount of money is invested in high quality teaching in smaller ability groups. For those children in lower ability sets the same curriculum is delivered, but at a rate and way that better suits the needs of the learners (supported by EEF evidence).	<ul style="list-style-type: none"> • Regular monitoring of progress rates and quality of teaching by leaders. Including: <ul style="list-style-type: none"> ○ planned and unplanned observations ○ Learning walks 	Teachers Year & phase leaders Subject co-ordinators SLT/SMT	July 2017

		<p>There is also a greater level of adult support (usually 1:6), enabling more rapid progress to be possible as the support is focussed on the needs of the child.</p> <p>Although evidence of setting and is limited and there is an inconsistent evidence that suggests small class sizes has an impact; we monitor the rates of progress thoroughly to ensure that teaching and learning can be of a consistently good quality.</p>	<ul style="list-style-type: none"> ○ Book scrutiny ○ Progress data ○ Planning monitoring 		
Total budget cost					£135,000
v. Targeted support					
Improved English language skills for all PP children, especially those with EAL	KS1 Phonics/Reading project, engaging and supporting parents in how to be more effective in home learning support	This programme across KS1 allows PP children to make more progress in their phonics/spelling. These oral language interventions and phonic interventions have a moderate impact on learning (for a low cost) – EEF	<ul style="list-style-type: none"> ● Regular monitoring of progress rates and quality of teaching by leaders. ● Phonics check at end of Y1 & 2 ● Planned parental sessions 	Key Stage 1 lead and teachers	Interim reviews on termly basis
Reduce external barriers to learning through focussed pastoral support		Parents are children’s first educators and engagement with them is a big part in successful intervention programme. Sensitive and empathetic working with parents can move children forward at t much faster rate.			Interim reviews on termly basis
					Final review in July 2017
					Final review in July 2017

Reduce external barriers to learning through focussed pastoral support	Learning Mentor to support internal pastoral care and coordinate external agencies supporting PP and other pupils.	Provision of nurture and social groups to support positive relationships with peers and adults. Support of children through traumatic times or through change/transition by sensitive and empathetic working with parents can move children forward at t much faster rate.	<ul style="list-style-type: none"> Monitoring of groups 	Learning Mentor	Interim reviews on termly basis Final review in July 2017
Total budget cost					£46,000
vi. Other approaches					
Attendance rates of PP children will increase	Implementation of new signing in/out system. Learning mentor tracking and support.	The work of the learning mentor is personalised to support individual children and small group's needs. Behavioural input has a moderate impact on progress and attendance and is highly valued at Castlefield.	<ul style="list-style-type: none"> Monitoring of attendance of PP and other children by Learning Mentor and HT Learning mentor support 	Learning Mentor HT	December 2016 Final review in July 2017
Total budget cost					£10,700