



Pupil premium strategy statement: Castle View Primary School

1. Summary information					
School	Castle View Primary School				
Academic Year	2016/17	Total Pupil Premium (PP) budget	£89,980	Date of most recent PP Review	n/a
Total number of pupils	112	Number of pupils eligible for PP	60	Date for next internal review of this strategy	July 2017

2. Current attainment Key Stage 2 2016						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS2	33%	75%	50%	50%	50%	50%
% making at least expected levels of progress in reading, writing and maths at KS2	25%	42%	8%	0%	0%	0%



3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Childrens emotional wellbeing and self-esteem is low. Some are not ready to learn and access the curriculum, the majority have very low aspirations and life experiences.
B.	There is a huge cross over between the disadvantaged children and the SEND children – the number that falls in to both is high across the school.
C.	PP premium children join school with limited communication and language in the Early Years, the vast majority are significantly below age related expectations.
External barriers	
D.	Parental engagement is an issue with some of our pupil premium families with regard to supporting the learning out of school e.g. homework, reading, spellings and dealing with behaviours.
E.	The majority of pupil premium children do not experience life beyond their immediate surroundings and therefore have limited experieces to draw on which impacts on their learning and outcomes.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Children will be socially emotionally ready for learning through the use of nurture, enrichment activities, mental health and well being exercises. All children and those inparticular who are of high ability aspire to do the best they can.</p> <p>Pupils have greater aspirations due to wider experiences and strive to achieve.</p>	<p>Children who are in receipt of PP and have been identified as needing nurture provision achieve the targets set from the boxall profile and are accessing the curriculum and are beginning to meet greater number of end of year expectations.</p> <p>PP children will have stronger sense of self and confidence in taking on new challenges and have a thirst to explore new experiences.</p> <p>Children know what they want to be and how to get there. They have a greater understanding of the wider world and what it can offer. They are committed to achieving and strive to learn.</p>



<p>B.</p>	<p>For SEND PP children – appropriate intervention and provision is in place and the SEND Co monitors the progress of these children in Pupil Progress Meetings (PPM), planning targeted support to address any gaps.</p> <p>HT and Deputy Head to monitor the progress of PPM and set clear targets.</p> <p>Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced. Children are able to use their feedback to support their learning and development. Children can embed good learning behaviours across the curriculum.</p>	<p>All pupil premium children to make at least expected progress and non SEND children to make above expected progress.</p> <p>SEND children in receipt of PP will achieve their inclusion targets.</p>
<p>C.</p>	<p>Early Year’s Foundation Stage (EYFS) PP children’s communication and language is improved so that PP children meet age related expectations, assessment data demonstrates good progress in all areas, in particular Communication and Language.</p> <p>EYFS PP children achieve a ‘good level of development’.</p>	<p>ECaT principles and practices are used by all EYFS staff and mid-days to ensure high quality modelling in order to promote communication and language.</p> <p>Attainment data demonstrates EYFS PP children meet age related expectations in communication and language, especially in the prime areas.</p>
<p>D.</p>	<p>Children are supported in school with homework etc. and intervention time is used to support children.</p> <p>Parents support their children in their learning through homework packs, parental workshops and videos.</p>	<p>The vast majority of parents are actively involved in their child’s learning.</p> <p>For those that it still continues to be an issue – school to provide the support from within.</p>
<p>E.</p>	<p>PP children have greater life experiences and understanding to draw on, demonstrated by improved reading and writing progress.</p>	<p>All pupil premium children use a greater wealth of life experiences and background knowledge to inform their reading, writing and understanding. This is also evident in their mathematical reasoning.</p>
<p>F.</p>	<p>Children are given greater quality feedback and are able to act on it to improve their work.</p>	<p>Teachers and TAs are able to give more timely specific feedback on a more frequent basis.</p> <p>Children act on the feedback given by teacher and collaborative learning partners to impact on their progress.</p>



5. Planned expenditure					
Academic year: 2016/17					
i. High 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 implement action?
<p>A. Children will be socially emotionally ready for learning through the use of nurture, enrichment activities, mental health and well being exercises. Children who are of high ability aspire to do the best they can.</p> <p>Pupils have greater aspirations due to wider experiences and strive to achieve.</p>	<p>Nurture provision and positive play.</p> <p>Yoga, mental health and well being classes.</p> <p>Violin and singing enrichment</p>	<p>EEF toolkit utilizing high quality trained TAs effectively</p> <p>EEF arts participation</p> <p>Professional knowledge</p> <p>Monitoring of Boxall Profiles</p> <p>EEF behaviour interventions</p>	<p>All children – entry Boxall profiles, targets set and monitored termly and exit Boxall profile. Monitor also progress through PPM</p>	<p>HT and SEND Co</p>	<p>Review termly</p>



<p>B. For SEND PP children – appropriate intervention and provision is in place and the SENDCo monitors the progress of these children in PPM.</p> <p>HT and Deputy Head to monitor the progress of PPM and set clear targets.</p> <p>Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced. Children are able to use their feedback to support their learning and development. Children can embed good learning behaviours across the curriculum.</p>	<p>Assessment informs targeted support/intervention.</p> <p>Time with intervention teachers/TAs to work on feedback, marking and dialogue to impact on learning.</p> <p>Support and embed good learning behaviours through modelling, enable children to make links across their learning and close the gaps with their peers</p>	<p>We have invested some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Termly assessment shows improvement in all year groups.</p> <p>Inclusion targets are appropriate to meet the needs of the individual child.</p>	<p>Pupils progress meetings and performance management Led by qualified teacher SENDCo monitors provision and inclusion targets</p>	<p>SENDCo Deputy/HT</p>	<p>Termly Review.</p>
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<p>C. Early Year's Foundation Stage (EYFS) PP children's communication and language is improved so that PP children meet age related expectations, assessment data demonstrates good progress in all areas, in particular Communication and Language.</p> <p>EYFS PP children achieve a 'good level of development'.</p>	<p>ECaT principles and practice applied across the whole school and lunchtime and playtime provision.</p> <p>Parental workshops to support learning at home.</p>	<p>Communication and Language barriers.</p> <p>'Lost Boys' Research 2016</p> <p>Brain development research-sensitive development.</p> <p>Baseline assessments identifies need for early language development.</p> <p>EEF toolkit- communication and language, earlier starting age and parental engagement.</p>	<p>Lesson observations,</p> <p>Learning Walks.</p> <p>Pupil progress meetings.</p> <p>Parental feedback.</p> <p>Homework engagement.</p>	<p>Deputy HT</p> <p>EYFS practitioner</p>	<p>Termly review in line with monitoring and evaluation timetable.</p>
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<p>D. Children are supported in school with homework etc. and intervention time is used to support children.</p> <p>Parents support their children in their learning through homework packs, parental workshops and videos.</p>	<p>Class teachers and pastoral manager to assist with parental/pupil engagement</p> <p>Early parent/teacher interviews</p> <p>Parental workshops</p> <p>Newsletters</p> <p>Provision in school to support</p> <p>Homework packs and guides.</p>	<p>EEF toolkit – parental engagement</p> <p>Professional knowledge</p>	<p>Quality assurance of the workshops and pastoral manager.</p> <p>Increased number of parent questionnaires completed.</p> <p>Increased attendance at parents evening and other special events.</p> <p>Increased amount of homework completed effectively.</p>	<p>Head Deputy HT</p>	<p>Termly review in line with monitoring and evaluation timetable.</p> <p>Homework review – termly.</p>
<p>E. PP children have greater life experiences to draw on, demonstrated by greater understanding in their reading and writing progress.</p>	<p>Reading for Understanding intervention</p> <p>Group Consensus</p> <p>Curriculum provision</p> <p>Experiential curriculum</p> <p>Residential visits</p> <p>Curriculum visits</p>	<p>ECaT</p> <p>Talk for Writing</p> <p>‘Lost Boys’ Save the children research</p> <p>Reading for Understanding audit by LA consultant</p> <p>EEF toolkit – reading strategies demonstrate impact.</p>	<p>Reading and writing progress improved. PPM analysis</p> <p>Pupil interviews</p> <p>Work scrutiny.</p>	<p>Head Deputy HT</p>	<p>Termly in line with the monitoring and evaluation timetable.</p>



F. Children are given greater quality feedback and are able to act on it to improve their work.	Reduce class sizes, so that quality first teaching can impact on greater number of pupils. Teachers and TAs are able to give more timely specific feedback on a more frequent basis.	EEF toolkit – reduction in class sizes.	Lesson observations, work scrutiny, assessment (progress) data.	Head Deputy	Termly in line with the monitoring and evaluation timetable.
Total budgeted cost					

ii. Targeted support					
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 implement action?
<p>Improve attainment across the school</p> <p>Mastery of learning principles and practices applied to improve attainment and progress.</p>	<p>Support staff/Class teacher utilised to support pupil premium pupils and intervention to ensure the gap closes</p> <p>Develop mastery learning through the curriculum and planning.</p>	<p>Pupils make accelerated progress in almost all classes and at least expected progress in all classes. Support staff provided a key role in supporting the class teachers to achieve their aspirational and expected targets.</p> <p>Termly book scrutiny's showed that feedback was being used effectively across the school.</p> <p>Pupil interviews showed that pupil attitudes to learning had improved.</p> <p>EEF toolkit – mastery of learning.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>SLT to observe delivery of intervention programmes to ensure quality and consistency</p>	<p>Assessment lead HT</p>	<p>Sept 16</p>



<p>Children who are disadvantaged are given support to attend school in line with their peers, make necessary progress and have the necessary social and emotional support to learn</p>	<p>Employ school based pastoral manager (2 ½ days a week)</p>	<p>Professional knowledge EEF toolkit – metacognition and well being.</p>	<p>Attendance data. Parents and children have access to the necessary support (or can be signposted to others). Assessment – where children are in relation to end of year expectations. Pupil interview records. Children’s books Boxall profiles</p>	<p>Assessment lead HT SENCo Pastoral Manager</p>	<p>October 16</p>
<p>Reading Intervention used to address reading for understanding gaps.</p>	<p>Train and employ intervention teaching assistant. Train all staff in Reading for understanding materials.</p>	<p>EEf tool kit – reading strategies impact on reading progress and attainment. Analysis of pupils reading strategies.</p>	<p>Time and budget allocated to train staff, to enable them to carry out assessments and deliver the programme.</p>	<p>Literacy Lead</p>	<p>Jan 17</p>
<p>Early years provision extended to address communication and language gaps at the earliest.</p>	<p>Invest in Nursery provision. Train staff in ECaT principles and practice.</p>	<p>EEF toolkit – Early Years intervention and Oral language interventions.</p>	<p>Development of 2 year old provision. Employ experienced practitioner to deliver targeted communication and language provision.</p>	<p>Literacy Lead and Deputy Head.</p>	<p>Dec 16 Jan 17</p>



<p>Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is diminishing.</p> <p>Children are able to achieve end of yr. expectations.</p>	<p>Increase TA hours so that all classes have a teaching assistant all morning to support intervention and plugging the gaps.</p> <p>Ensure all TAs have strong subject knowledge and pedagogy.</p> <p>Teacher intervention groups – in afternoon and after school.</p>	<p>EEF toolkit utilizing high quality trained TAs effectively</p>	<p>Feedback from class teachers, lesson observations and pupil Assessment – where children are in relation to end of year expectations</p>	<p>Deputy Head, HT SENCo</p>	<p>July 17</p>
<p>Pupil premium plus children are supported to ensure that their progress is equal to their peers so that they make predicted progress.</p> <p>Learning is accelerated. Children are able to achieve end of yr. expectations.</p>	<p>Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support</p>	<p>EEF Tool kit – Professional knowledge</p>	<p>Feedback from class teachers, lesson observations and pupil Assessment – where children are in relation to end of year expectations</p> <p>Pupil interview records.</p> <p>Children’s books Boxall profiles</p>	<p>Deputy Head, HT SENCo</p>	<p>July 17</p>
Total budgeted cost					<p>£79,760</p>
<p>Additional Pupil premium spending</p>					
<p>Enrichment activities (violin lesson, band sessions, singing workshop young enterprise, health and wellness etc) £8,000</p>					<p>£10,000</p>
<p>Funding for Year 6 residential</p>	<p>£1000</p>	<p>Subsidised school visits</p>	<p>£1,000</p>		
Total budgeted cost					<p>£89,760</p>



Review of expenditure academic year 2015-2016					
<i>Pupil Premium Income £72,600</i>					
Activity/intervention	Money allocated	Pupil/student groups supported	Impact and desired outcomes	Evidence	Impact
Releasing of Teachers to work alongside lead practitioners, to share good practice and to develop teaching and learning.	£20,000	All pupils, in particular disadvantaged, as barriers to learning have been identified and actions taken as a result of..	Teacher's subject knowledge is strong, they are able to set high expectations and meet the needs of the pupils.	Learning walks, planning, work scrutiny, observations.	Progress through school has improved, in particular for disadvantaged pupils. % of pupils who are emerging in each Year group is diminishing.
Continue with increased hours Increase TA hours so that all classes have a teaching assistant all morning to support intervention and plugging the gaps.	£12,000	Pupils who are not on track to meet end of year expectations and are at risk of not meeting end of KS2 attainment estimates and are vulnerable because of their circumstances (including disadvantaged)	Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced.	Feedback from class teachers, lesson observations and pupil Assessment – where children are in relation to end of year expectations Pupil interview records. 1 st class at number data can be used.	Intervention was done in a very different way this year; it has been reactive from gaps identified in lessons in through with support in class. This has meant misconceptions have been dealt with quickly. See in school progress data.
One to one tuition	£3,104	Pupils who are not on track to meet end of year expectations and are at risk of not meeting end of KS2 FFT attainment estimates and are vulnerable because of their circumstances (including disadvantaged)	Learning is accelerated. Children are able to achieve end of yr. expectations and possibly master them.	Assessment – where children are in relation to end of year expectations. Children's books. Pupil interview records.	Progress in Reading, Writing and Maths is accelerated. School progress data demonstrates significant improvements based on low starting points.
Development of other adults in the classroom – CPD and release time to observe good practice.	£9,230	Vulnerable groups, who are identified by school data.	Other adults are able to support teaching and learning so that the needs of pupils is met effectively.	Observations, learning walks, discussions with pupils, work scrutiny.	Lesson observations demonstrated that other adults are having greater impact on pupil progress and are using deeper subject knowledge to support learning



Positive Play – develop social interaction, listening and attention skills, so that children’ behaviour for learning improves.	£1,234	Disadvantaged pupils, with low self esteem and social skills.	Pupils have greater confidence, resilience and feel happy and safe.	Boxall profile, observations, discussions with pupils, social play observations.	Boxall profiles demonstrate greater social skills and improved listening and attention. Pupils who have attending both nurtuer and positive play have greater self confidence and are applying this in lesson. They are able to self regulate more effectively.
Nurture group	£4,937	Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support	Targets set from Boxall profile are achieved. In the classroom it is much more settled and as a result children are more settled and make progress	Children make progress at predicted or above levels of progress Boxall profile (at start, mid-way and end) Assessment – where children are in relation to end of year expectations Pupil interview records. Children’s books	The number of incidents of unacceptable behaviour have reduced.Children have been more settled in school and able to access the curriculum more effectively.
Funding for Yr. 6 residential Pupil premium children	£1,000	disadvantaged children in year 6 –3 children	Child able to attend the Yr. 6 residential so that no child is excluded due to monetary constraints	Verbal discussion with Year 6 Teachers and pupils and parents..	All pupil premium children who wanted to attend the residential did. They loved it and had a brilliant time.
Funding for disadvantaged children on school trips	£1,000	All DISADVANTAGED pupils across the school – have access to experiential visits to engage and enhance their learning.	Child able to attend the trips throughout the year	No child is denied access to a trip and school provides financial support for all children who need it – whether they are disadvantaged or not	All children who wanted to attendthe trips did so..
Improve lunchtime provision, both food quality and play provision.	£2,500	Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support	Lunch times are much more settled and as a result children are more settled and make progress.	Discussions with pupils, observations, learning walks.	Lunchtimes are a greater social experience There are fewer incidents of poor behaviour at lunchtime.



			The quality of food has improved, children are eating a more balanced main meal and as a result have more energy for learning in the afternoons. Improve engagement levels and pupil interactions. Reduce the number of lunchtime incidents.		Engagement levels in the afternoon have improved. Children feel safe and happy.
Pastoral Support – to work with families who need support with their child, ensuring their child’s pastoral needs are met and that attendance is monitored.	10,595	Pupils who are not on track to meet end of year expectations and are at risk of not meeting end of KS2 FFT attainment estimates and are vulnerable because of their circumstances (including disadvantaged)	Attendance rates for these children will increase. All children are motivated to attend school and look forward to attendance rewards. Children are motivated and supported in their emotional health and wellbeing as well as academically. Parents feel they are able to get the necessary support.	Attendance rates are monitored. (Cross reference to report to Governors)	Attendance has increased over time, although the overall year end figure was below national due to term time holidays being granted by DCC
Enrichment (singing, violin, arts, young enterprise)	£14,00	All pupils, including disadvantaged.	To provide children with a breadth and balance. Encourage creativity, determination, perseverance and a willingness to try new learning and overcome challenges. All skills needed for life long learning.	Lesson observations, learning walks, discussions with pupils, specialist teachers and parents.	Pupils have a greater willingness to ‘have a go’. There is greater confidence in trying new learning and greater perseverance. The majority of pupils previously would not persevere and stopped at the first hurdle.



Resources budget for resources to support learning	£7,000	Pupils who are not at ARE and are at risk of not meeting end of KS2 attainment estimates and are vulnerable because of their circumstances (including disadvantaged)	Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced. Children are able to use their feedback to support their learning and development. Children can embed good learning behaviours across the curriculum. Concrete resources support understanding and reasoning.	Children's books Assessment – where children are in relation to end of year expectations Pupil interview records. Assessment – where children are in relation to end of year expectations Pupil interview records.	A wide variety of resources have been purchased to support learning and progress and attainment data demonstrates that this is effective.
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