



**Pupil premium strategy statement: Castle View Primary School**

1. Summary information					
<b>School</b>	Castle View Primary School				
<b>Academic Year</b>	2017/18	<b>Total Pupil Premium (PP) budget</b>	£80,520	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	108	<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	July 2018

2. Current attainment Key Stage 2 2017						
	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
<b>% achieving national or above in reading, writing and maths KS2</b>	40%	40%	40%	100 %	100 %	100 %
<b>% making at least expected levels of progress in reading, writing and maths at KS2</b>	40%	40%	30%	100%	100%	0%



<b>4. Current attendance – 2016-2017</b>		
	<i>Pupils eligible for PP</i>	<i>Whole school pupils</i>
<b>Whole school attendance</b>	93.85	94.54%
<b>Persistent absence rate (attendance less than 90%)</b>	22.22	13.93%

<b>5. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Reasoning in Maths- the children find the reasoning and application aspects challenging Target children: Low self-esteem- These children have low self-esteem which impacts upon their attitude and approach to all areas of learning.
<b>B.</b>	Reading- the children are not exposed to a variety of texts at home or at school where deep questioning helps them to unpick and understand key events, ideas and themes in the text. Target children: Lack of high aspirations- These children have a lack of high aspirations which again impact upon their attitude and approach to all areas of learning as well as their outlook on life.
<b>C.</b>	Progress rates for those who entered KS2 as low prior attainers is significantly below average.
<b>D.</b>	Pupils enter Nursery and Reception significantly below age related expectations.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
<b>E.</b>	Persistent absence for the disadvantaged was in the lowest 10% nationally with 16.2% of children absent for 10% or more sessions in 2016. This has reduced, but remains a barrier.



F.	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	
<b>6. Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A. B.	Progress for pupils with similar starting points is strong and the difference between disadvantaged pupils and other pupils, including the most able is becoming closer with national averages across all key stages	<p>The impact of actions taken are measured by all staff and provision altered in light of.</p> <p>The gap between disadvantaged pupils and others is closing over time, for all pupils with similar starting points.</p>
A. B. C.	<p>Develop subject Leader's specialisms and expertise to ensure high quality expectations, pitch and progression throughout the curriculum and that English and Maths is applied consistently in context. Develop mastery and working at greater depth within all subjects (challenge). Ensure subject leads are accountable for the teaching and learning of pupils in each subject area</p>	<p>The curriculum is broad and balanced and opportunities are made to apply key skills in English and Maths across the curriculum. Strong subject leaders ensure there are high expectations and pitch in all lessons and subjects.</p> <p>Pupils outcomes in English and Maths are improving over time and getting closer to national figures for pupils with similar starting points.</p>
D.	Ensure additional funding including early years pupil premium is used to narrow gaps in learning and measure the impact on children's outcomes. – CPD /provision/EYFS unit/Steps to Success (Awards for all). – ensuring disadvantage children are catching up. Accurate assessment of children's' learning and development is used, so that activities and experiences meet their needs.	<p>Accurate assessment ensures teaching and learning is targeted at need and pupils are catching up, to ensure a greater number are school ready and closer to national expectations.</p> <p>Pupils make good progress based on their starting points. GLD is closer to national and is closing over time.</p>
E.	Continue to review attendance and track groups of pupils. Action a fining scale for poor school attendance, similar to holiday fines.	<p>The pastoral manager is to target key children with attendance issues by monitoring their attendance weekly and liaising with parents/carers so that the attendance improves.</p> <p>All pupils and parents value education and no child is disadvantaged by poor attendance (below 95%)</p>



	Reduce persistent absence figure from 12.49% (13 children) to be in line with national average to ensure that no groups of pupils are disadvantaged by low attendance.	Persistent absence figure reduces to below 10%
<b>F.</b>	Governors and SLT to continue to engage all stake holders.  Parents take an active role in their child's education and promote good behaviours within the community.	Website and facebook analysis demonstrates higher rates of access to key learning documents.  Improved attendance at events and visits.  Greater number of pupils complete homework on time and to a good standard.  Incidents of poor behaviour in the community decrease and do not affect behaviour in school.

<b>7. Planned expenditure</b>					
<b>Academic year: 2017/18</b>					
<b>i. High quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implement action?</b>



<p>Develop subject Leader's specialisms and expertise to ensure high quality expectations, pitch and progression throughout the curriculum and that English and Maths is applied consistently in context.</p> <p>Develop mastery and working at greater depth within all subjects (challenge).</p> <p>Ensure subject leads are accountable for the teaching and learning of pupils in each subject area</p> <p>Pupils outcomes in English and Maths are improving over time and getting closer to national figures for pupils with similar starting points</p>	<p>Ensure the curriculum is broad and balanced and opportunities are made to apply key skills in English and Maths across the curriculum. Strong subject leaders ensure there are high expectations and pitch in all lessons and subjects by:</p> <p>Releasing Teachers and TAs to work alongside lead practitioners, to share good practice and to develop teaching and learning. Subject leads to have time to effectively review curriculum, resources and pitch across the whole school. (£30,000)</p> <p>Costs: Development of other adults in the classroom – CPD and release time to observe good practice. (£9,230)</p> <p>Pure year group split – reduce class sizes (£16,000)</p>	<p>High quality planning by a specialist team will ensure continuity of provision for children and a single point of contact for teachers and teaching assistants to come back to.</p> <p>Mastery approach</p> <p>EEF Impact of high quality teaching and learning and CPD.</p>	<p>Half-termly assessments</p> <p>Weekly cover timetable used to deploy staff and enable visits to observe or work with subject leads.</p> <p>Delivery to be monitored through observations and learning walks termly by SLT.</p> <p>Case studies are monitored to ensure interventions are impacting on the quality of learning leading to accelerated progress.</p> <p>Book scrutinies with HT, subject leads and the governors in line with monitoring and evaluation timetable.</p>	<p>HT and Deputy</p>	<p>Half termly based on progress reviews</p> <p>Ongoing reviews to be completed</p> <p>Reports to governors and book scrutinies by governors.</p>
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<p>Ensure additional funding including early years pupil premium is used to narrow gaps in learning and measure the impact on children's outcomes. – CPD /provision/EYFS unit/Steps to Success (Awards for all). – ensuring disadvantage children are catching up.</p> <p>Accurate assessment of children's' learning and development is used, so that activities and experiences meet their needs.</p>	<p>Additional support in EYFS to address gaps for vulnerable pupils.(£8,000)</p> <p>ECaT principles and practice applied across the whole school and lunchtime and playtime provision.</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>Specialist support provided through the Achieving Early programme for vulnerable twos.</p> <p>Lesson observations, Learning Walks.</p> <p>Pupil progress meetings.</p> <p>Parental feedback.</p> <p>Homework engagement.</p> <p>GLD data</p> <p>Progress data</p>	<p>Deputy HT</p> <p>EYFS practitioner</p>	<p>Termly review in line with monitoring and evaluation timetable.</p> <p>Learning Journey review termly.</p> <p>Progress data meeting termly.</p>
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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>Intervention is tightly focused on the needs of the Pupil Premium children.</p> <p>Progress for pupils with similar starting points is strong and the difference between disadvantaged pupils and other pupils, including the most able is becoming closer with national averages across all key stages</p>	<p>Intervention for the Pupil Premium children for Reading, SPAG and Maths will be planned and delivered by specialist teachers/teaching assistants.</p> <p>AG reading for understanding intervention (£1,600)</p>	<p>The intervention being delivered needs to be tailored to address the gaps in key children's learning which have been identified through a range of monitoring activities.</p> <p>The school's own review of effectiveness and advice taken from Sutton Trust have led to this choice of interventions.</p>	<p>Regular monitoring of intervention delivered by specialist teachers. Monitoring findings to be recorded half termly.</p> <p>Half-termly progress review meetings.</p>	<p>English and Maths subject leads.</p> <p>SENCo</p>	<p>Half termly based on progress reviews</p> <p>Ongoing reviews are completed by staff members. These are recorded on Intervention OneNote.</p> <p>Book scrutinies and learning walks with HT and the governors.</p>
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<p>Continue to review attendance and track groups of pupils. Action a fining scale for poor school attendance, similar to holiday fines.</p> <p>Reduce persistent absence figure from 12.49% (13 children) to be in line with national average to ensure that no groups of pupils are disadvantaged by low attendance.</p>	<p>Pastoral Manager to support by working with families who need support with their child, ensuring their child's pastoral needs are met and that attendance is monitored and challenged. (£10,595)</p> <p>Nurture - develop social interaction, team work skills, listening and attention skills, so that children' behaviour for learning improves. (£4,937)</p> <p>Positive Play – develop social interaction, listening and attention skills, so that children' behaviour for learning improves. (£1,234)</p>	<p>Professional knowledge EEF toolkit – metacognition and well being.</p>	<p>Half termly review of 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. Pupil books. Termly review of behaviour records and incidents. Boxall profiles</p>	<p>HT SENCo Pastoral Manager</p>	<p>Half termly attendance review mtgs.</p> <p>Impact of nurture and positive play in classrooms via learning walks.</p>
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<p>Governors and SLT to continue to engage all stake holders.</p> <p>Parents take an active role in their child's education and promote good behaviours within the community.</p>	<p>Review communications with parents, facebook and website analysis.</p> <p>Range of communication to be implemented; 'ask the playground', online five minute surveys, videos and continue to use facebook and the website.</p> <p>Parents are invited for curriculum reviews and stay and play as well as topic celebrations.</p>	<p>EEF – impact of all stakeholders.</p> <p>By developing parents they are able to support their child at home, establish a holistic approach to behaviour and the community.</p>	<p>Through termly ask the playground question box, website updates weekly and at least three facebook posts a week.</p>	<p>HT and Governors</p> <p>Admin team re: updates.</p>	<p>Termly through governor meetings.</p> <p>Website and facebook analysis.</p> <p>Attendance at events.</p>
<b>Total budgeted cost</b>					£ 81,596

<b>Review of expenditure academic year 2016-17</b>					
<i>Pupil Premium Income £ 89,760</i>					
Activity/intervention	Money allocated	Pupil/student groups supported	Impact and desired outcomes	Evidence	Impact
<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>Positive Play – develop social interaction, listening and attention skills, so that children’ behaviour for learning improves.</p>	<p>£1,234</p>	<p>Disadvantaged pupils, with low self esteem and social skills.</p>	<p>Pupils have greater confidence, resilience and feel happy and safe.</p>	<p>Boxall profile, observations, discussions with pupils, social play observations.</p>	<p>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.</p>
<p>Nurture group</p>	<p>£4,937</p>	<p>Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support</p>	<p>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</p>	<p>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</p>	<p>The number of incidents of unacceptable behaviour have reduced.Children have been more settled in school and able to access the curriculum more effectively.</p>
<p>Improve lunchtime provision, both food quality and play provision.</p>	<p>£2,500</p>	<p>Pupils who are vulnerable because of their circumstances (including disadvantaged) and need emotional and social support</p>	<p>Lunch times are much more settled and as a result children are more settled and make progress. 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.</p>	<p>Discussions with pupils, observations, learning walks.</p>	<p>Lunchtimes are a greater social experience There are fewer incidents of poor behaviour at lunchtime. Engagement levels in the afternoon have improved. Children feel safe and happy.</p>



B. For SEND PP children – appropriate intervention and provision is in place and the SENDCo monitors the progress of these children in PPM.

HT and Deputy Head to monitor the progress of PPM and set clear targets.

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>Data and gaps analysis used to identify targeted interventions: Pastoral support, Nurture, Reading for Understanding and Maths intervention.</p> <p>Development of TA subject knowledge to have strong impact on teaching and learning and to adapt learning as it unfolds within the lesson.</p> <p>SENCo release time.</p>	<p>MT, AG TA role</p> <p>TA support in classes</p>	<p>SEND/PP throughout school.</p>	<p>PP and SEND pupils needs are met. A greater number of Lessons are planned at the correct pitch and pupils progress is tracked.</p>	<p>Data analysis, learning walks, work scrutiny and discussions with staff.</p>	<p>SEND pupil premium children are making progress in line with similar pupils.</p> <p>Pupil progress meetings used to adapt provision in light of impact.</p>
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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.  
EYFS PP children achieve a ‘good level of development’.

<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>EYFS pupils. Vulnerable 2s</p>	<p>Communication and language outcomes improve.</p>	<p>Lesson observations, Learning Walks. Pupil progress meetings. Parental feedback.</p>	<p>Communication and language rich curriculum in place.</p> <p>Communication and language, as well as vocabulary development improving so that greater number of pupils are in line with age related expectations. GLD has</p>
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					improved in 2016 to be closer to national expectations.
<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>					
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.  Pupils are able to use resources in lessons to support their thinking.
<p>E. PP children have greater life experiences to on, demonstrated by greater understand in their reading and writing progress.</p>					
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 attend the trips did so. No pupil is disadvantaged by costs.  Pupils life experiences are enhanced..



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.
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
F. Children are given greater quality feedback and are able to act on it to improve their work.					
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. GLD closer to national, year on year increase in phonics outcomes. Subject knowledge of all staff has improved.
Continue with increased hours Increase TA hours so that all classes have a teaching assistant all morning	£12,000	Pupils who are not on track to me end of year expectations and are at risk of not meeting end of KS2 attainment	Learning is accelerated and the GAP between	Feedback from class teachers, lesson observations and pupil	Intervention was done in a very different way this year; it has been reactive from



to support intervention and plugging the gaps.		estimates and are vulnerable because of their circumstances (including disadvantaged)	disadvantaged and non-disadvantaged is reduced.	Assessment – where children are in relation to end of year expectations Pupil interview records. 1 <sup>st</sup> class at number data can be used.	gaps identified in lessons in through with support in class. This has meant misconceptions have been dealt with quickly. See in school progress data.
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