



## **Pupil Premium Strategy**

**2018-2019**

### 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 2018-2019

For the financial year April 2018- March 2019, the amount PPG awarded to the school is £212,000.

It is expected to remain a similar figure for the following financial year.

|                                | <b>Rec</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> | <b>Total</b>   |
|--------------------------------|------------|---------------|---------------|---------------|---------------|---------------|---------------|--|
| No of ch in each year group    | 56 (55)    | 72 (69)       | 74 (75)       | 98 (94)       | 85 (80)       | 73 (74)       | 95 (97)       | 553 (548)  |
| No of children eligible for PP |            | 14 (17)       | 31 (26)       | 27 (35)       | 26 (23)       | 25 (22)       | 22 (30)       | 127 pupils<br>(excluding<br>EY)<br>(153)<br><br>26%<br><br>(31%) |

(Data correct at time of publishing)

| <b>1. Current Attainment (2018 results)</b>  |                                   |  |
|--|-----------------------------------|--|
|  | Pupils eligible for PP            | All pupils (school)                    |
| % achieving ARE (Age Related Expectations) at the end of Key Stage 2 in the combined measure of Reading, Writing and Maths | 66.7 <i>63</i>                    | 79.2 <i>65</i>                         |
| Reading: % achieving ARE at the end of KS2   | 81 <i>67</i>                      | 86.8 <i>66</i>                         |
| Writing: % achieving ARE at the end of KS2   | 95(S) <i>87</i> 76 (TA) <i>83</i> | 96.2 (S) <i>88</i> 82.9 (TA) <i>85</i> |
| Maths: % achieving ARE at the end of KS2   | 81 <i>90</i>                      | 94.3 <i>89</i>                         |
| Reading: Progress measure across KS2   | TBC                               | TBC                                    |
| Writing: Progress measure across KS2   | TBC                               | TBC                                    |
| Maths: Progress measure across KS2   | TBC                               | TBC                                    |

| <b>2. Barriers to future attainment (for pupils eligible for PP)</b> |  |                                       |
|--|--|---------------------------------------|
| <b>In-school barriers</b>  |  |                                       |
| A  | 59.7% of PP children do not have English as a first language   | <b><i>This is currently 61.4%</i></b> |
| B  | 27.7% of PP children have SEN  | <b><i>This is currently 30.4%</i></b> |
| <b>External barriers</b>   |  |                                       |
| C  | Certain external influences on children hinder their readiness to learn.   |                                       |
| D  | Attendance rates for PP children range from 93.8% to 100% (average <b>95.0%</b> ). The average attendance figure for All pupils is <b>96.1%</b> . 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<br><br><i>Achieved, on-going</i>   | Progress of pupils in English is greater than ALL  |             |                  |
|                     |   | <b>6+ steps</b>  | <b>All</b>  | <b>PP</b>        |
|                     |   | <b>Reading</b>   | <b>35.9</b> | <b>37.9</b>      |
|                     |   | <b>Writing</b>   | <b>44.6</b> | <b>46.9</b>      |
| B                   | PP children with SEND needs have specially targeted support to close gaps and make rapid gains in their learning<br><br><i>Achieved, on-going</i> | Progress of PP children with SEND meet or exceed expected targets  |             |                  |
|                     |   | <b>6+ steps</b>  | <b>PP</b>   | <b>PP + SEND</b> |
|                     |   | <b>Reading</b>   | <b>37.9</b> | <b>42.2</b>      |
|                     |   | <b>Writing</b>   | <b>46.9</b> | <b>46.7</b>      |
| C                   | Improved English language skills for all PP children, especially those with EAL<br><br><i>Partially achieved - on-going</i>                       | Progress made by EAL PP pupils is in line with EAL ALL pupils.   |             |                  |
|                     |   | <b>6+ steps</b>  | <b>PP</b>   | <b>PP + EAL</b>  |
|                     |   | <b>Reading</b>   | <b>37.9</b> | <b>35.9</b>      |
|                     |   | <b>Writing</b>   | <b>46.9</b> | <b>44.6</b>      |
| D                   | Reduce external barriers to learning through focussed pastoral and parental support<br><br><i>Partially achieved - on-going</i>                   | PP children are in a frame of mind conducive to learning<br><b>Soft data indicates a reduction in late arrivals, an increase in completed homework and an increase in signed journals.</b>     |             |                  |
| E                   | Attendance rates of PP children will increase<br><br><i>Partially achieved - on-going</i>   | Attendance rates of PP children will rise to be in line with other children<br><b>2018-2019 PP 95.0% All 96.1%<br/>PP 95.46%, ALL 96.22% -0.76%<br/>(2016-17 PP 95.67% ALL 96.24% - 0.57%)</b> |             |                  |

| 4. Planned expenditure   |  |   |  |                                       |  |
|--|--|---|--|---------------------------------------|--|
| Academic Year  |  | 2018-2019   |  |                                       |  |
| 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 | 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"><li>• Learning walks</li><li>• Class teacher</li><li>• Year/phase leader monitoring</li><li>• Planning documents</li><li>• SMT/SLT</li></ul>   | SLT<br>Year leaders<br>Class teachers | Interim reviews on termly basis<br><br>Final review in July 2019<br><b><i>Some excellent practice in the school. Long term staff absence has had a knock effect as support has been redeployed as needs dictate.</i></b> |
| 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  | 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"><li>• Guided reading training for all teachers and TAs</li><li>• INSET day time</li><li>• Literacy lead, Phase and year leaders to provide guidance and support for colleagues</li></ul> | English coordinator<br><br>SENDSCO    | Interim reviews on termly basis<br><br>Final review in July 2019   |

|  |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
|--|--|--|---|---|--|---|---------------------------|---------------------------------|-----------------|-------------|-----------------|----------------|-------------|-------------|----------------|-------------|-------------|--|--|--|
|  |  |  |   |   | <table><tr><td><b>6+ steps</b></td><td><b>PP</b></td><td><b>PP + SEND</b></td></tr><tr><td><b>Reading</b></td><td><b>37.9</b></td><td><b>42.2</b></td></tr><tr><td><b>Writing</b></td><td><b>46.9</b></td><td><b>46.7</b></td></tr></table>  | <b>6+ steps</b>                                   | <b>PP</b>                 | <b>PP + SEND</b>                | <b>Reading</b>  | <b>37.9</b> | <b>42.2</b>     | <b>Writing</b> | <b>46.9</b> | <b>46.7</b> |                |             |             |  |  |  |
| <b>6+ steps</b>  | <b>PP</b>  | <b>PP + SEND</b>   |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>Reading</b>   | <b>37.9</b>                                      | <b>42.2</b>  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>Writing</b>   | <b>46.9</b>                                      | <b>46.7</b>  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| 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"><li>• Inset on feedback</li><li>• Regular monitoring of progress rates and quality of teaching by leaders.</li></ul> Including: <ul style="list-style-type: none"><li>○ planned and unplanned observations</li><li>○ Learning walks</li><li>○ Book scrutiny</li><li>○ Progress data</li><li>○ Planning monitoring</li></ul> | Teachers<br>Year & phase leaders<br>Subject co-ordinators<br>SLT/SMT                                | <table><tr><td colspan="3">Interim reviews on half-termly basis<br/>July 2019</td></tr><tr><td><b>6+ steps</b></td><td><b>PP</b></td><td><b>PP + EAL</b></td></tr><tr><td><b>Reading</b></td><td><b>37.9</b></td><td><b>35.9</b></td></tr><tr><td><b>Writing</b></td><td><b>46.9</b></td><td><b>44.6</b></td></tr><tr><td colspan="3"><b>Development of feedback – ongoing</b><br/><b>Data meetings held twice-yearly</b><br/><b>Monitoring of T&amp;L to be reviewed and continue</b></td></tr></table> | Interim reviews on half-termly basis<br>July 2019 |                           |                                 | <b>6+ steps</b> | <b>PP</b>   | <b>PP + EAL</b> | <b>Reading</b> | <b>37.9</b> | <b>35.9</b> | <b>Writing</b> | <b>46.9</b> | <b>44.6</b> | <b>Development of feedback – ongoing</b><br><b>Data meetings held twice-yearly</b><br><b>Monitoring of T&amp;L to be reviewed and continue</b> |  |  |
| Interim reviews on half-termly basis<br>July 2019  |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>6+ steps</b>  | <b>PP</b>  | <b>PP + EAL</b>  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>Reading</b>   | <b>37.9</b>                                      | <b>35.9</b>  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>Writing</b>   | <b>46.9</b>                                      | <b>44.6</b>  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>Development of feedback – ongoing</b><br><b>Data meetings held twice-yearly</b><br><b>Monitoring of T&amp;L to be reviewed and continue</b> |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>Total budget cost</b>   |  |  |   |   | <b>£140,000</b>  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b>ii. Targeted support</b>  |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| 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, research indicates it can have a moderate impact on the progress of EAL pupils (emergent English speakers) | <ul style="list-style-type: none"><li>• Introduction of Read, Write Ink (Sept 2018)</li><li>• Regular monitoring of progress rates and quality of teaching by leaders.</li><li>• Phonics check at end of Y1 &amp; 2 (also given to new English speakers in KS2)</li><li>• Planned parental</li></ul>  | Phonics Leads in EY and KS1<br>Key Stage 1 lead and teachers<br>Year leaders across KS2<br>EAL lead | <table><tr><td>Interim reviews on termly basis</td></tr><tr><td>Final review in July 2019</td></tr><tr><td><b><i>Phonics outcomes:</i></b></td></tr></table>   | Interim reviews on termly basis                   | Final review in July 2019 | <b><i>Phonics outcomes:</i></b> |                 |             |                 |                |             |             |                |             |             |  |  |  |
| Interim reviews on termly basis  |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| Final review in July 2019  |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |
| <b><i>Phonics outcomes:</i></b>  |  |  |   |   |  |   |                           |                                 |                 |             |                 |                |             |             |                |             |             |  |  |  |

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   | regardless of age.   | sessions across all phases  |   |   |
| 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.   | <ul style="list-style-type: none"> <li>Resources shared with 'new' EAL parents</li> <li>Focussed engagement of PP parents between class teachers and target parents</li> </ul>            |   | <p>Interim reviews on termly basis</p> <p>Final review in July 2019</p> <p><b><i>Feedback on parental engagement part of PM cycle – T1a/b</i></b></p> |
| Reduce external barriers to learning through focussed pastoral/parental support | <p>Learning Mentor to support internal pastoral care and coordinate external agencies supporting PP and other pupils.</p> <p>Teaching staff to communicate candidly with parents regarding progress and barriers to learning.</p> | <p>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:</p> <ul style="list-style-type: none"> <li>providing regular feedback on children's progress,</li> <li>offering advice on improving the home learning environment, and</li> <li>running more intensive programmes for children struggling with</li> </ul> | <ul style="list-style-type: none"> <li>Formal and informal communication/progress updates between parents and staff including discussion around the home learning environment.</li> </ul> | <p>Learning Mentors</p> <p>Year Leaders</p> | <p>Interim reviews on termly basis</p> <p>Final review in July 2019</p> <p><b><i>Ongoing</i></b></p>  |

|   |  |   |  |                    |  |
|---|--|---|--|--------------------|--|
|   |  | <p>reading or behaviour</p> <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> |  |                    |  |
| <b>Total budget cost</b>                      |  |   |  |                    | <b>£51,000</b>   |
| <b>iii. Other approaches</b>                  |  |   |  |                    |  |
| 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"> <li>Monitoring of attendance of PP and other children by Learning Mentor and HT</li> <li>Learning mentor support</li> </ul> | Learning Mentor HT | <p>Interim reviews on termly basis</p> <p>Final review in July 2018</p> <p><b>Figures from 2016-2017 ranged from 77% - 100%.</b></p> <p><b>Lowest figure for 2017-2018 is 93.82% with an average of 95.46%</b></p> <p><b>2018-2019 Average</b></p> |

|                          |  |  |  |  |                                       |
|--------------------------|--|--|--|--|---------------------------------------|
|                          |  |  |  |  | <b>attendance for PP is<br/>95.0%</b> |
| <b>Total budget cost</b> |  |  |  |  | <b>£11,400</b>                        |

Progress data PP strategy July 2019

| 5+ steps<br>progress<br>(Y1-6) | All (493) | PP (140)<br>(153) | WUK<br>(130) (36) | EAL (363)<br>(353) | SEND<br>(99) (109) | PP +<br>SEND<br>(36) (45) | PP + EAL<br>(84) (90) | PP + WUK<br>(23) (23) |
|--------------------------------|-----------|-------------------|-------------------|--------------------|--------------------|---------------------------|-----------------------|-----------------------|
| Reading                        | 72.4 67.1 | 75.0 66.7         | 70.8 58.3         | 73.0 68.0          | 68.7 57.8          | 69.4 51.1                 | 69.3 71.1             | 63.6 56.5             |
| Writing                        | 69.2 84.6 | 67.9 83.7         | 63.8 72.2         | 71.1 86.4          | 52.5 72.5          | 50.0 68.9                 | 52.3 88.9             | 54.5 78.3             |