

**Pupil Premium Strategy (REVIEWED 7/7/21)**

**2020-2021**

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 2019-2020

For the financial year April 2019- March 2020, the amount PPG awarded to the school was £223,080.

For the financial year April 2020– March 2021, the amount PPG awarded to the school is £227,305

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

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|  | **Rec** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Total** |
| No of ch in each year group | 64 66 | 57 53 | 50 50 | 64 61 | 65 59 | 91 90 | 74 72 | 465 451 |
| No of children eligible for PP | 13 18 | 12 14 | 19 20 | 24 24 | 30 28 | 37 36 | 34 34 | 169 174 |
|  | 20.3%  27.3% | 21.1%  26.4 | 38%  40% | 37.5%  39.3% | 46.2%  47.5% | 40.7%  40.0% | 45.9%  47.2% | 36.3%  38.6% |
| (Data correct at time of publishing) | | | | | | | | |

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| 1. **Current Attainment (2020 results)** | | |
| **No national testing in June 2020 OR June 2021** | 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 | No National testing  In June 2020 due to Covidid-19  June 2021 | |
| Reading: % achieving ARE at the end of KS2 |
| Writing: % achieving ARE at the end of KS2 |
| Maths: % achieving ARE at the end of KS2 |
| Reading: Progress measure across KS2 |
| Writing: Progress measure across KS2 |
| Maths: Progress measure across KS2 |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** | |
| A | 56%of PP children do not have English as a first language 64.9% |
| B | 26% of PP children have SEN 26.6% |
| **External barriers** | |
| C | Certain external influences on children hinder their readiness to learn. |
| D | Attendance rates for PP children average **95.4%** (Autumn 1 2020). The average attendance figure for All pupils is **96.1%** (Autumn 1 2020). This excludes all Covid related absences. 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 reduces the number of hours in class and raises the potential to fall behind. |

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| 1. **Desired Outcomes** | | **Success Criteria** |
| A | Develop pupils’ language capability to support their reading and writing | Progress of pupils in English is greater than ALL |
| 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 ALL 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 |

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| 1. **Planned expenditure** | | | | | | |
| Academic Year | | 2020-2021 | | | | |
| 1. **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) | * Learning walks ✅ * Class teacher ✅ * Year/phase leader monitoring ✅ * Planning documents ✅ * SMT/SLT ✅ | SLT  Year leaders  Class teachers | Interim reviews on termly basis  Final review in  July 2021  Small group support has benefitted children with language acquisition across the school. Language link work (NELIE) and Infant Language link has been carried out successfully by trained staff in EY and Y1.  GET DATA – CL? |
| PP children with SEND needs have specially targeted support to close gaps and make rapid gains in their learning | Small, focussed reading booster 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. | * Reading training for all teachers and TAs - ✅ * INSET day time ✅ * Literacy leads, Phase and year leaders to provide guidance and support for colleagues - ongoing | English coordinators  SENDCO | Interim reviews on termly basis  Final review in  July 2021  See data sheet  TA levels at end of KS2 in Reading higher than in Writing- attainment  Higher average steps progress in R than W |
| 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. | * Inset on feedback - postponed * Regular monitoring of progress rates and quality of teaching by leaders. ✅   Including:   * 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 2021  To be scheduled for inset time 2021-2022 |
| **Total budget cost** | | | | | | **£151,000** |
| 1. **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, research indicates it can have a moderate impact on the progress of EAL pupils (emergent English speakers) regardless of age. | * Introduction of Read, Write Ink (Sept 2018) ✅ * 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 KS2) ✅ * Planned parental sessions across all phases ✅ ‘meet the teacher’; new nursery parents * Resources shared with ‘new’ EAL parents ? * Focussed engagement of PP parents between class teachers and target parents to be carried forward into 2021 - 2022 | Phonics Leads in EY and KS1  Key Stage 1 lead and teachers  Year leaders across KS2  EAL lead | Interim reviews on termly basis  Final review in  July 2021  Ongoing  RWI Phonics continues to be successful. Phonics check: 91% Y1 pass Extension to the programme to include writing aspect of RWI from September 2021 |
| 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 2021  Covid restrictions have placed a number of barriers in the way of achieving this objective. In some cases, parental engagement with staff has increased through the use of Google Classroom and class email addresses. Some Google Meets for parents have been well attended (eg PGL information meeting); others less so. Parent-teacher meetings were well attended, though anecdotal evidence suggests a reduction in dialogue during these sessions. We have been prevented from having parents on site to celebrate learning and assemblies. |
| Reduce external barriers to learning through focussed pastoral/ parental support | Safeguarding and Welfare Officer 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:   * 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   EEF states this has a moderate impact on pupil progress for moderate cost based on moderate evidence.  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 a much faster rate. | * Formal and informal communication/ progress updates between parents and staff including discussion around the home learning environment. ✅ ongoing | Safeguarding and Welfare Officers  Year Leaders | Interim reviews on termly basis  Final review in  July 2021 |
| **Total budget cost** | | | | | | **£60,305** |
| 1. **Other approaches** | | | | | | |
| Attendance rates of PP children will increase | Implementation of new signing in/out system.  Attendance officer (CFM) to monitor attendance of PP and NPP pupils | | The work of the attendance officer is to continue to monitoring attendance and robustly chase absentees.  The work of the Safeguarding and Welfare Officer 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. | * Monitoring of attendance of PP and other children by Safeguarding and Welfare Officer and HT ✅ ongoing * Safeguarding and Welfare Officer support ✅ ongoing | Safeguarding and Welfare Officer  HT | Interim reviews on termly basis  Final review in  July 2021 |
| **Total budget cost** | | | | | | **£16,000** |