

Pupil premium strategy statement Castle Hills Primary School 2016-2017

1. Summary information					
School	Castle Hills Primary School				
Academic Year	2016/17	Total PP budget	£117,607.65	Date of most recent PP Review	n/a
Total number of pupils	250	Number of pupils eligible for PP	83	Date for next internal review of this strategy	Sep 2017

2. Current attainment July 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD+ in Foundation Stage	75%	69%
% passing phonics screening in Yr. 1	60%	81%
% passing phonics screening resits in Yr. 2	33%	67%
% making at least 2 levels of progress in maths	85%	91%
% KS1 achieving Expected standard+ reading	69%	74%
% KS1 achieving Expected standard+ writing	69%	66%
% KS1 achieving Expected standard+ maths	62%	73%
% KS1 achieving Expected standard science	62%	82%
% KS1 achieving Expected standard+ reading, writing, maths	62%	60%
% KS2 achieving Expected standard+ reading	61%	66%
% KS2 achieving Expected standard+ writing	83%	74%
% KS2 achieving Expected standard+ maths	94%	57%
% KS2 achieving Expected standard science	83%	71%
% KS2 achieving Expected standard+ GPS	94%	60%
% KS2 achieving Expected standard+ reading, writing, maths	61%	53%

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	High numbers of SEND pupils in F2, year 2 and 6, who are eligible for PP are making less progress than other high ability pupils across Key Stage. This prevents sustained high achievement at the end of Key Stage.
B.	Behaviour issues for small groups across school in F2, Year 3 and Year 5 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Parental engagement in pupils learning.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress of SEND pupils eligible for PP.	SEND Pupils eligible for PP make rapid progress by the end of the year so the gap is closed for all SEND pupils eligible for PP.
B.	Behavioural issues of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
C.	Higher rates of progress across KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing and KS2 reading. Measured by teacher assessments and successful moderation practices established across the pyramid.
D.	Increased attendance rates for pupils who are eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 92% to 96% in line with LA target.
E.	Parents are better equipped to support pupils at home and are more actively involved in their education.	Pupils are reading at least four times a week and completing homework. Pupil's eligible for PP make rapid progress in reading. Measured by teacher assessments and statutory tests. At the end of KS1 and KS2 PP pupils achieve ARE in line with pupils not eligible for PP (<i>national average</i>) +5%.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A. Improved outcomes for SEND pupils C. Improved progress for high attaining pupils	<p>Elklan training for all staff Levelled questioning</p> <p>Staff training on new handwriting scheme</p> <p>Staff training on guided reading</p> <p>Singapore approach to teaching maths (split lessons)</p> <p>Staff training on maths mastery</p> <p>Training and purchase of Hodder tests</p> <p>Staff training on high quality feedback.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Becoming a communication friendly school will ensure that both high ability and SEND pupils are appropriately challenged through correct level of questioning.</p> <p>- A consistent approach to handwriting from year 1 will enable pupils to meet the standard in writing to achieve greater depth.</p> <p>-Many local schools have seen rapid improvement in maths outcomes through taking the Singapore approach to maths teaching because pupils are moved on at a faster pace.</p> <p>-Using Hodder tests alongside teacher assessment will tighten up accuracy of teacher assessment with new expectations and prepare children for testing styles. DEF evidence that schools that are driven by data and are responsive. "Teachers use data to identify pupil's learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies"</p> <p>-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>Course selected using evidence of effectiveness.</p> <p>Drop ins with questioning focus</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Lessons from training embedded in school feedback policy.</p> <p>Work scrutiny.</p> <p>Lesson observations.</p> <p>Data analysis at 5 assessment points throughout the year.</p> <p>Handwriting monitoring half termly to check for progress</p> <p>Teacher questionnaires and feedback sessions on new approach to maths teaching and actioned accordingly</p>	<p>Headteacher Deputy Head Inclusion manager/deputy L.K K.W B.A N.H</p>	<p>June 2017</p>

B. Behaviour issues are addressed	<p>Development of middle leadership through the middle leadership course</p> <p>Whole school training on a consistent approach to behaviour management</p>	<p>-fer research into the effectiveness of clear, strong, responsive leadership in schools raises attainment and aspirations through thinking and investing in staff.</p> <p>Research undertaken by the NFER has identified 7 building blocks that are common in school which are more successful in raising disadvantaged pupil's attainment.</p>	<p>Learning environment audits Lesson observations Pupil questionnaires Classroom displays Monitoring of behaviour incidents through logs</p>		
C. Improved progress for high attaining pupils	<p>CPD on providing stretch for high attaining pupils.</p> <p>Smaller classes in year 2</p> <p>Inset day staff training on 'growth mind-set' course</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p> <p>Provides opportunity for teachers to deliver precision teaching. EEF toolkit research has shown that deploying staff effectively to devolve responsibility to frontline staff use their best teachers to work with pupils who need the most support and train teaching assistants to support pupil's learning.</p> <p>Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings.</p>	<p>Data analysis of vulnerable groups Casestudies Pupil Premium Support plans Pupils to make accelerated progress of 14 points over the year.</p> <p>Staff developing questioning technique to be seen in lesson observations. Best practice shared in staff briefings. Monitor pupil response.</p>	<p>Pupil Premium Champion</p> <p>SLT</p> <p>HeadTeacher/Deputy</p>	<p>June 2017</p>
Total budgeted cost					£19,431

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 implementation?
A. Improved oral language skills in SEND pupils	121 and small group provision.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017

<p>A. Improved outcomes for SEND pupils</p>	<p>Inclusion Team Deputy Inclusion manager out of class 5 afternoons a week. EALIP TIME to Talk Fine Motor Daily reading Basic number to 10 Basic number to 20 Mathematical Vocabulary and Basic Number Rapid Phonics phase 2 FFT Wave 3 Literacy Toe by Toe Oral to Written Narrative First Class Number PAT phonics Precision Teaching Phonics Star Time</p>	<p>In order to meet the individual learning needs of each pupil staff will identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. School provides individual support for specific learning needs and group support for pupils with similar needs.</p>	<p>Intervention records Provision mapping SEND files and audits regularly Intervention data analysis termly Pupil Premium Support plans and audits Pupil Premium Casestudies</p> <p>Vulnerable groups analysis</p>	<p>Inclusion Manager/Deputy</p> <p>Pupil Premium Champion</p> <p>Class teachers SLT Governors</p>	<p>June 2017</p>
<p>C. Improved progress for high attaining pupils</p>	<p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths champion. Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Head Teacher Deputy/Assistant Head teachers</p>	
<p>B. Behaviour issues reduced in F2 and Year 6</p>	<p>Training from external specialists to support teachers and LSAs who have children with challenging behavioural needs</p> <p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative</p>	<p>We want to provide pupils with skilled teachers and adults who are able to respond to challenging behaviour effectively and work in partnership with parents and other agencies.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Observation by relevant staff of the nurture groups at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours.</p>		

C. Improved Year 6 results	Engagement in the Roots of Empathy Programme One to one tuition delivered by qualified teachers using planned programme.	Roots of Empathy is a classroom program that has proven dramatic effects in reducing levels of aggression among school children. Focus area to be determined by the class teacher based on their observations of the pupil.	Behaviour incidents and monitored by class teachers and Parent Support worker. Percentage of Disadvantaged Pupils reaching Expected and plus end of KS in line with the national average Non Disadvantaged Pupils.	Year 6 teacher Head/deputy	
Total budgeted cost					£91,755
iii. Other approaches					
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?
D. Increased attendance rates	Full time support worker employed to monitor pupils and follow up quickly on absences. First day response provision. Attendance Award Assemblies Whole School Enrichment Subsidised out of school visits Hardship Fund Breakfast/after school clubs	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Inclusion and equal opportunities for all pupils to attend enrichment, school trips and wider opportunities by removing the barrier of cost. Additionally to provide incentives for parents and pupils to improve whole school attendance and reduce persistent absenteeism.	Thorough briefing of support worker about existing absence issues. PP Champion, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Teachers will be given monthly updates on attendance so they can look for patterns and be responsive to absenteeism.	Support Worker Pupil Premium Champion	Jan 2017

E. Parental engagement in pupils learning.	<p>Full Time support worker to work with parents on a one to one basis.</p> <p>Personalised planners for all pupils with detailed support pages for parents on teaching strategies.</p>	<p>To give emotional and practical help and advice to families that are having long or short-term difficulties. To support in helping children to stay with their families if that is what's best for them in the particular situation. To build relationships with families facing difficult circumstances.</p> <p>To improve home school communication, encourage pupil's to be independent and organisational skills preparing pupil's for the next stage in their education.</p>	<p>Parent questionnaires Parent Attendance figures to be monitored Pupil Progress meeting feedback</p> <p>Class teachers to monitor homework completed, amount of reads per week. Surveys and feedback from parents and pupils</p>	Support Worker SLT teachers	Jun 2017
Total budgeted cost					£11,910

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk