

Pupil premium strategy statement: Castletown Primary School

1. Summary information					
School	Castletown Primary School				
Academic Year	2017-18	Total PP budget	£121,400	Date of most recent PP Review	n/a
Total number of pupils R-Y6	378	Number of pupils eligible for PP	89 +3 LAC	Date for next internal review of this strategy	July 2018

2. Current attainment		
All of the below are based on July 2017 assessments	<i>Pupils eligible for PP (CPS)</i>	<i>Pupils not eligible for PP (National all pupils)</i>
% achieving in reading, writing and maths	31%	67%
% making progress in reading	38%	65%
% making progress in writing	44%	82%
% making progress in maths	38%	74%
Average scaled score Reading	98.1 (105 Nat)	102.9 (105 Nat)
Average scaled score Maths	98.5 (105.3 nat)	104.4 (105.3 nat)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Baseline levels for many areas of development are below age related expectations with particular regard to communication, speech and language
C.	Behaviour issues for a small group of Year 3 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Lack of resilience due to poor social and emotional development leading to poor behaviours for learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance is a constant challenge for school. The main reason for unauthorised absence is due to holidays taken in term time.
F.	School context of deprivation

G	Very low aspirations of some parents and the lack of opportunities provided for children to be taken to activities outside of the school day.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve the rate of progress for eligible pupils in Reception classes so that a greater % reach GLD by the end of their Reception year.	Pupils eligible for PP in EYFS make rapid progress from their low starting points in C&L, Speaking & Maths elements of their curriculum.
C.	Behaviour and emotional issues for a small group of Year 4 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Lack of resilience due to poor social and emotional development leading to poor behaviours for learning	Build up resilience of pupils showing emotional distress and provide strategies to enable them to cope with school life and expectations..
E.	Attendance is a constant challenge for school. The main reason for unauthorised absence is due to holidays taken in term time.	Overall attendance for academic year 2016-17 was Improve overall attendance to be at least in line with national expectations and to decrease the % of persistent absentees. Close the gap between pp and non-pp absence rates.

5. Planned Expenditure 2017-18		
Action	Objective	Amount allocated
BREAKFAST CLUB PROVISION	Improve attendance Improve attainment Improve self-esteem Support vulnerable families	£4,820
BEHAVIOUR SUPPORT SERVICE	No fixed term or permanent exclusions Support for vulnerable pupils and their families	£4,200
PLACE2BE Counselling provision 2 days a week provision ; 1 FT school manager and 3 PT trainee counsellors	Support for children showing emotional anxieties Parent counsellor to support parents Increase children's understanding of why they are feeling the way they do Increased resilience and self confidence	£26,266

ATTENDANCE SUPPORT & REWARDS	<p>Improve attendance rates by much tighter monitoring of absence to include same day visits by Attendance 100 where requested.</p> <p>To lower the number of persistent absentees</p> <p>To reward families of children attaining 100% attendance each term</p>	<p>'Attendance 100' - £2,622</p> <p>Rewards / incentives (including trips) - £3,000</p>
ACCELERATED READER	<p>To inspire and motivate children to want to read.</p> <p>To increase attainment in Reading through the competition element of the reading quizzes</p>	£7,000
INTERVENTION SUPPORT IN EYFS	<p>Increase attainment and rates of progress</p> <p>Develop self – esteem and confidence</p>	TA support £14,247
EXTRA STAFF SUPPORT IN Y2 & Y4	<p>Small group interventions by TA to support the emotional needs of a group of pupils</p> <p>Additional teacher to allow smaller group teaching</p>	<p>TA support £15,389</p> <p>Teacher M4 £28,773</p>
EXTRA TEACHING SUPPORT IN Y6	<p>Pupils who did not reach EOY expectations in Y5 make accelerated progress in Y6 to reach expected levels</p>	PT Teacher £15,383
		TOTAL SPEND = £121,700

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular	Staff sent on external 'growth mind-set' course	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. But Progress 8 data shows that PP students did not make expected progress.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£420 per teacher for 15 teachers. Plus staff cover for training days. £10,050
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year 6 literacy results	One to one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1550 per pupil for 13 pupils. £20,150.
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maintain progress for high ability pupils over summer.	Summer school programme for high ability PP pupils.	Medium-low: positive impact for students who attended but many did not. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£1260 per pupil for 21 pupils. £26,460.
6. Additional detail				
<p>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</p>				