



CASTLETOWN PRIMARY SCHOOL



Pupil Premium

The Pupil Premium (PP) is funding provided to schools in addition to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated to children from service families and an allocation for each child who has been 'Looked After' (in care) for 6 months or more. The Pupil Premium funding is additional money given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. It is up to individual schools to allocate the funding to best meet the needs of individual children.

Impact of Pupil Premium 2016-17 (Allocation £117,088)

Expenditure	Cost
1. To provide additional support in Year 6 to support disadvantaged children, to make at least expected progress and reach ARE.	£21,876
<p><i>Impact of Action 1 (above)</i> In all 3 subjects, Reading, writing and maths, attainment was raised for all pupils and disadvantaged pupils at both expected levels and those achieving greater depth. Within school the gap between the achievement of disadvantaged and non-disadvantaged narrowed in all subjects compared to 2016 results however there is still too wide a gap between our disadvantaged pupils and all pupils nationally. This is particularly significant in maths and this area will be carefully monitored to ascertain whether it is a subject or cohort issue.</p>	
2. To support under-performing disadvantaged children in EYFS with specific learning difficulties or developmental delay with their basic skills in small group work with an experienced EYFS teacher.	£25,165
<p><i>Impact of Action 2 (above)</i> Within this cohort, 78% of pupils came from the 20% most deprived areas. There were many emotional and behavioural issues which impacted greatly on academic progress. The additional appointment of a member of staff impacted significantly on the involvement of parents through workshops to understand how they could support their children with learning. Home /schools packs were put together to encourage greater links and to enable parents to be more pro-active. Through the additional funding we put into EYFS, 50% of disadvantaged pupils achieved GLD compared to 54% nationally. The gap between these 2 groups significantly narrowed compared to the same comparisons within 2016. This cohort will be carefully monitored as they progress through the school to ensure that attainment and progress is maintained.</p>	
3. Develop Place2Be services within school, supporting our most emotionally vulnerable children and their parents.	2day Place2Be provision including Place2Be manager, 4 child counsellors and parent counsellor: £28,266 Replacement of stationery, resources and setting up Place2Be room: £2,500
<p><i>Impact of Action 3 (above)</i> Place 2 Be counsellors continue to work with some of our more anxious and 'needy' children. Over the 2016-17 academic year, 12 children received long term counselling and over 50 children self-referred to Place 2talk. The 12 children receiving counselling all made at least expected progress across the year with 3 of them making accelerated progress. 8 out of 12 of them achieved ARE which had not been achieved the previous year.</p>	

4. To reduce Y3 class sizes to enable greater individualised support and differentiation for English and Maths to ensure that at least 85% of pupils achieve Year 3 ARE in July 2017.	£24,065
<p>Impact of Action 4 (above) An experienced additional teacher worked part time in Y3 to support children in both Maths and English who had not reached ARE at the end of KS1 or who had not made at least expected progress from EYFS. By the end of Y3 all targeted pupils had made at least expected progress and 33% had made accelerated progress. 68% of these children reached ARE in Reading and 52% in writing.</p>	
5. To subsidise educational enrichment experiences – visits outside of school/visitors into school/after school clubs.	Budget of £10,000
<p>Impact of Action 5 (above) All year groups began each new topic with either an external visit to a linked place of interest or were visited by someone who gave a context to the learning about to take place. Funding enabled all pupils to experience a range of both local and residential experience.</p>	
6. 'Attendance 100' company to work alongside school staff to manage punctuality and attendance.	£2,750
<p>Impact of Action 6 (above) Attendance 100 continue to support school in the monitoring of attendance. The main issue we continue to have as a school is the % of absence due to holidays taken in term time. Despite numerous efforts taken by governors we are unable to prevent parents from doing this. SLT, governors and our attendance officer are inviting all parents of children whose attendance falls below 90% at the end of every term to analyse the reasons given for all absences and to set targets for improvement.</p>	
7. U3 teacher to be given a TLR2a and 0.1 release time with a responsibility for closely monitoring the impact of interventions being implemented to support disadvantaged pupils.	£2,587 (2a) Plus 0.1 release
<p>Impact of Action 7 (above) Monitoring of intervention (both targeted children and strategies used) happens every half term. Discussions take place to ensure that the correct pupils are being supported and that once they have 'closed the gap' support is then given to other pupils. Governors focus on attainment and progress of disadvantaged children at termly pupil progress meetings and report back to full governors.</p>	
8. All staff to be trained to support us to become an Attachment Aware school/Emotionally Resilient school. 1 x full day training 2 x twilight sessions	£4,329
<p>Impact of Action 8 (above) Training completed in October 2016. All staff aware of how to support our most vulnerable children and all staff share in the same ethos. Ofsted (Oct 2016) recognised the outstanding work undertaken by the school to support the personal development and welfare of all children.</p>	