



## Pupil Premium Strategy

**2019-2020**

### 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 2018- March 2019, the amount PPG awarded to the school was £212,000.

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

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	61	49	65	68	92	78	73	486
No of children eligible for PP	4	14	21	26	35	26	25	147 (exc Rec)  34%

<b>1. Current Attainment (2019 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	63	65
Reading: % achieving ARE at the end of KS2	67	66
Writing: % achieving ARE at the end of KS2	87 (S) 83 (TA)	88 (S) 85 (TA)
Maths: % achieving ARE at the end of KS2	90	89
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	61.4% of PP children do not have English as a first language
B	30.4% of PP children have SEN
<b>External barriers</b>	
C	Certain external influences on children hinder their readiness to learn.
D	Attendance rates for PP children average <b>97.2%</b> (Autumn 1 2019). The average attendance figure for All pupils is <b>97.3%</b> (Autumn 1 2019). 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.

<b>3. Desired Outcomes</b>		<b>Success Criteria</b>
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

<b>4. Planned expenditure</b>	
Academic Year	2019-2020
<b>i. Quality of teaching for all</b>	

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 Year leaders Class teachers	Interim reviews on termly basis  Final review in July 2020
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.	<ul style="list-style-type: none"> <li>• Reading training for all teachers and TAs</li> <li>• INSET day time</li> <li>• Literacy leads, Phase and year leaders to provide guidance and support for colleagues</li> </ul>	English coordinators  SENDCO	Interim reviews on termly basis  Final review in July 2020
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:	Teachers Year & phase leaders Subject co-ordinators SLT/SMT	Interim reviews on half-termly basis July 2020

			<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>		
<b>Total budget cost</b>					<b>£151,000</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) regardless of age.	<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 sessions across all phases</li> <li>• Resources shared with 'new' EAL parents</li> <li>• Focussed engagement of PP parents between class teachers and target parents</li> </ul>	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 2020
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 2020
Reduce external barriers to learning through	Safeguarding and Welfare Officer to	Parents play a crucial role in supporting their children's learning, and levels of parental	<ul style="list-style-type: none"> <li>• Formal and informal communication/progress updates</li> </ul>	Safeguarding and Welfare Officers	Interim reviews on termly basis

<p>focussed pastoral/parental support</p>	<p>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>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 reading or behaviour</li> </ul> <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</p>	<p>between parents and staff including discussion around the home learning environment.</p>	<p>Year Leaders</p>	<p>Final review in July 2020</p>
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		parents can move children forward at a much faster rate.			
<b>Total budget cost</b>					<b>£56,080</b>
<b>iii. Other approaches</b>					
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.	<ul style="list-style-type: none"> <li>Monitoring of attendance of PP and other children by Safeguarding and Welfare Officer and HT</li> <li>Safeguarding and Welfare Officer support</li> </ul>	Safeguarding and Welfare Officer HT	Interim reviews on termly basis Final review in July 2020
<b>Total budget cost</b>					<b>£16,000</b>