



Allocation of Pupil Premium Funding

The Pupil Premium was introduced in April 2011 to narrow the gaps in attainment experienced by students receiving Free School Meals. Castle Wood School receives Pupil Premium Funding based on the number of students who are eligible for Free School Meals and those who are "Looked After" by the Local Authority.

The allocation of funding is based on financial year 2015-16

Pupil premium funding: £78,000

Expenditure to date: £78,000

Improvement area	Allocation	Outcome
See and Learn intervention packs	£3500	<ul style="list-style-type: none">) Develop children's reading skills.) Children access other areas of the curriculum.) Behaviours reduced as work is targeted at their level.) Children's communication skills have improved as their vocabulary has increased.
CPD	£30,500	<ul style="list-style-type: none">) 1st class number training) Reading recovery) Boosting reading at primary) See and learn) Attention awareness autism -) SCERTs) Challenging behaviour Classroom furniture) Learning for children has improved through smaller groups and more focused teaching. Monitored through planning, conversations with staff and data analysis.
CPL	£10,000	<ul style="list-style-type: none">) Continuum of resources eg alphabet strips, to allow progress in learning.) Books and resources to develop literacy skills and to ensure that children are not learning new things when they move into a new classroom.) Improvement in communication as monitored through data analysis and observation of children's learning.) Planning is more creative and scope for children's learning is detailed through learning journals.) Behaviours are reduced.

Contribution towards Speech and Language therapy , OT and Physiotherapy input teacher, whole school development of EYFS provision, targeted support and consultancy.	£10,850	<ul style="list-style-type: none">) Increased level of participation in the curriculum as monitored by planning, learning documents and monitoring of learning.) Challenging behaviours reduced as monitored by planning, learning documents and monitoring of learning.) Staff given time to discuss progress through pupil progress meetings. The impact of these will be far reaching and the positive outcomes for the school community will continue.) Staff given time to prepare and hold structured conversations as part of the assessment process and to inform parents of data and interventions.) Training in EYFS principles and implemented in class and monitored through ECERS.
Specialist input from Drama, Music and Arts Award-	8000	<ul style="list-style-type: none">) Increased participation for pupils with complex needs- enhanced communication opportunities
Learning outside the classroom	7150	<ul style="list-style-type: none">) Every class has the opportunity to participate in educational visits on a weekly basis to make learning realistic, first hand and engaging enabling pupils to make generalisations

Next steps for 2017-2018

-) Continue to embed EYFS principles.
-) Development of learning through play .