

Pupil premium strategy statement Castle Hills Primary School 2017-2018

1. Summary information					
School	Castle Hills Primary School				
Academic Year	2017/18	Total PP budget	£111,740	Date of most recent PP Review	2017 Oct
Total number of pupils (excluding F1)	234 28 F1s	Number of pupils eligible for PP 36.8% pupils are eligible for PP	76 Ever6 4 service <u>6 post LAC</u> <u>86 pupils</u>	Date for next internal review of this strategy	

2. Current attainment July 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD+ in Foundation Stage	25% (all other chn were SEND)	71%
% passing phonics screening in Yr. 1	100%	81%
% passing phonics screening resits in Yr. 2	100%	63%
% KS1 achieving Expected standard+ reading	63%	76%
% KS1 achieving Expected standard+ writing	50%	68%
% KS1 achieving Expected standard+ maths	69%	75%
% KS1 achieving Expected standard science	69%	83%
% KS1 achieving Expected standard+ reading, writing, maths	50%	64%
% KS2 achieving Expected standard+ reading	75%	72%
% KS2 achieving Expected standard+ writing	75%	76%
% KS2 achieving Expected standard+ maths	100%	75%
% KS2 achieving Expected standard science	100%	82%
% KS2 achieving Expected standard+ GPS	100%	77%
% KS2 achieving Expected standard+ reading, writing, maths	75%	61%

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.	High numbers of SEND Pupil Premium pupils are making less progress than other vulnerable groups	
B.	Behaviour issues for small groups across school in year 1, Year 4 and Year 6 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
C.	Large class sizes	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 88.27% Attendance rates for pupils who are not eligible for PP are 87.05% (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 (reading and homelearning)	
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.	Reduced class sizes in KS2	Pupils eligible for PP make accelerated progress because teachers are more able to personalise learning, deliver interventions and provide quality feedback. 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 89% 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

2017/18

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?
<p>A. Improved outcomes for SEND Pupil Premium pupils</p> <p>C. Improved progress for high attaining pupils who have been in large classes in previous year</p> <p>B. Behaviour issues are addressed</p>	<p>Levelled questioning and all pupils to be blank levelled</p> <p>Embed Singapore approach to teaching maths (split lessons) Further staff training on mastery learning</p> <p>Staff training on quality feedback, peer support and feedback</p> <p>Staff training on metacognition Staff training on collaborative learning</p> <p>Any CPD identified through PM</p> <p>Staff training 04.09.17</p> <p>Smaller classes by mixing year groups</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Embedding communication friendly practices will ensure that both high ability and SEND pupils are appropriately challenged through correct level of questioning. (EEF research oral language interventions +5 months)</p> <p>Split maths lessons has enabled class teachers to be more responsive to emerging pupil's needs and improved AfL. Pupils are moved on at a faster pace because this approach allows lessons to be reshaped. (EFF mastery learning +5 months)</p> <p>EFF research + 8 months</p> <p>EFF research + 8 months</p> <p>EFF research + 5 months</p> <p>Changes to school focus, over view of PP, self -evaluation, Strategies to Close the Gap Guidelines</p> <p>Mixed F2/YR1, 2/3, 4/5 classes, employ two new teachers to keep class numbers below 30</p>	<p>Staff developing questioning technique to be seen in lesson observations. Best practice shared in staff briefings. Monitor pupil response.</p> <p>Drop ins with questioning focus Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Work scrutiny. Lesson observations. Data analysis at 5 assessment points throughout the year.</p> <p>Teacher questionnaires and feedback sessions on mastery teaching and actioned accordingly</p> <p>Intervention mapping and analysis</p> <p>Learning walks Lesson observations Pupil questionnaires Classroom displays Monitoring of behaviour incidents through logs</p> <p>Pupils to make accelerated progress of 14 points over the year.</p>	<p>Pupil Premium Champion</p> <p>SLT</p> <p>HeadTeacher/Deputy</p>	<p>June 2018</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>All of these strategies are underpinned by research undertaken by the NFER which has identified 7 building blocks that are common in school which are more successful in raising disadvantaged pupil's attainment. 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>-nfer research into the effectiveness of clear, strong, responsive leadership in schools raises attainment and aspirations through thinking and investing in staff.</p>			
Total budgeted cost					£ 64550
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?

<p>B. Behaviour issues are addressed</p>	<p>Learning mentor 5 days a week p.m.</p>	<p>Having a part time learning mentor to work with our more vulnerable pupils will support pupils with behaviour, social and emotional issues and remove these barriers to learning. (EFF toolkit +4 months behaviour interventions, social and emotional learning +4 months, meta-cognition and self-regulation +8 months)</p>	<p>Records of behaviour Reduced number of exclusions Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>S.T</p>	<p>Termly at different points throughout the year</p>
<p>A. Improved rates of progress of SEND pupils eligible for PP.</p>	<p>Deputy Inclusion manager out of class full time to deliver interventions and analysis of programmes</p>	<p>Ensure the delivery and monitoring of interventions is fluid and rigor. Increased capacity to deliver interventions across school. Where additional support is identified early intervention can be put into place.</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>C.E, K.B class teachers</p>	
<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 Data analysis of vulnerable groups Casestudies with a focus on SEND PP and higher ability</p> <p>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.</p>	<p>Inclusion Manager/Deputy</p> <p>Pupil Premium Champion</p>	

<p>Improved progress for high attaining pupils</p> <p>B. Behaviour issues reduced across school</p> <p>C. Improved outcomes at the end of each KS</p>	<p>Weekly small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>Maths mastery club/booster</p> <p>Training from external specialists to support teachers and LSAs who have children with challenging behavioural needs TEAM TEACH training</p> <p>Delivery of the Roots of Empathy Programme</p> <p>Identify a targeted behaviour intervention for identified pupils. Use Parent support worker and learning mentor to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p> <p>One to one tuition delivered by qualified teachers using planned programme.</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>Target high ability pupil premium children across school to complete mastery tasks to extend work in class.</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 in removing barriers to learning (+4 months)</p> <p>Roots of Empathy is a classroom program that has proven dramatic effects in reducing levels of aggression among school children.</p> <p>Focus area to be determined by the class teacher based on their observations of the pupil.</p>	<p>Group work record sheets Accelerated progress</p> <p>Vulnerable groups analysis 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>Behaviour incidents and monitored by class teachers and Parent Support worker.</p> <p>Percentage of Disadvantaged Pupils reaching Expected and plus end of KS in line with the national average Non Disadvantaged Pupils.</p>	<p>Class teachers SLT Governors</p> <p>Maths/PP champion</p> <p>Year 2,6 teacher Head/deputy</p>	<p>June 2017</p> <p style="text-align: right;">Total budgeted cost</p> <p>£35181</p>
<p>iii. Other approaches</p>					

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	<p>Full time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Attendance Award Assemblies Whole School Enrichment Subsidised out of school visits Hardship Fund Breakfast/after school clubs</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	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. (EEF parental involvement strategies +3 months)</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. (EFF homework +2 months)</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					£29000

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

Review of expenditure

All SEND pupils were assessed and able to access personalised interventions and quality first teaching from the first term back. Training at the beginning of the year and observations with a focus on questioning has led to a longer term change which will help all pupils and all staff feel confident in using level questioning. We have started to embed communication friendly practices to ensure that both high ability and SEND pupils are appropriately challenged through correct level of questioning in lessons, interventions and small group work. All intervention observations throughout the year demonstrated improved questioning skills from all staff with all observations being graded as at least good. 50% of SEND pupils passed their phonics screening in year 1 and 100% in year 2. 40% of SEND pupils working at EXS+ for Reading, Writing and Maths compared to 14% LA and 20% Nationally for end of KS1. In KS2 40% achieved EXP+ compared to 19% LA and 23% Nationally.

We want to provide extra support to maintain high attainment through small group interventions with highly qualified staff which have been proven to be effective, as discussed in reliable evidence sources such as 'Visible Learning' by John Hattie and the EEF Toolkit. Audits of the interventions carried out and pupil progress has demonstrated that the quality, quantity and type of intervention being used has been successful in closing the gap.

Employing additional members of staff to reduce class sizes has been very successful because teachers have been more able to personalise learning, deliver interventions, improved 1:1 teacher time, work in smaller fluid groups and provide quality feedback.

In Foundation Stage 73% FSM achieved a GLD compared to 58% LA and 57% Nationally. 100% of FSM achieved phonics screening in year 2 due to the additional boosters and daily interventions compared to 56% LA and 54% Nationally. In KS1 67% achieved combined compared to 45% LA and 49% Nationally. In KS2 50% achieved Exp+ compared to 42% LA and 46% Nationally.

The delivery of the Roots of Empathy program has had a very positive effect on behaviour in particular year groups and pockets of children. Pupils fully engaged with the programme and teacher questionnaires, on entry/exit feelings and confidence scales show it has been successful in reducing levels of aggression and improved empathy among those pupils.

Attendance rates for FSM has improved to 89.26% compared to 80.29% Non FSM.