

# Pupil premium strategy statement: Castletown Primary School

1. Summary information					
School	Castletown Primary School				
Academic Year	2018-19	Total PP budget	£159,400	Date of most recent PP Review	July 2018
Total number of pupils R-Y6	375	Number of pupils eligible for PP	115 4 post LAC	Date for next internal review of this strategy	July 2019

2. Current attainment		
All of the below are based on July 2018 assessments	Pupils eligible for PP (CPS)	Non PP (National all pupils)
% achieving in reading, writing and maths	38.9%	
% making progress in reading	55.6%	71.9%
% making progress in writing	72.2%	81.3%
% making progress in maths	44.4%	81.3%
Average scaled score Reading		
Average scaled score Maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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 pupils across the school (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Many of our children enter school with low levels of vocabulary and few opportunities to have experienced a wide range of opportunities outside of the local area
<b>External barriers</b> ( <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.	A high proportion of our children live in some of the most deprived areas of our city

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for pupils across the school	All pupils, particularly those eligible for PP, make rapid progress by the end of the year ensuring that their lack of extended vocabulary and language skills does not prevent them fro accessing the curriculum and assessment activities
<b>B.</b>	Narrow the gap between school and national data at KS2, particularly in combined RWM scores for PP pupils and all children.	We continue to see our combined figures rise and ensure that we break the 2 year downward trend we currently have in Reading attainment scores.
<b>C.</b>	Behaviour and emotional issues for a small group of pupils in our school (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
<b>D.</b>	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..
<b>E.</b>	Attendance is a constant challenge for school. The main reason for unauthorised absence is due to holidays taken in term time.	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.

<b>5. Planned Expenditure 2017-18</b>		
<b>Action</b>	<b>Objective</b>	<b>Amount allocated</b>
BREAKFAST CLUB AND OOSC PROVISION	Improve attendance Improve attainment Improve self-esteem Support vulnerable families Ensure children arrive at school on time and are ready to begin the school day.	£5,000
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	To provide a counselling service to support vulnerable children Provide increased opportunities to access all aspects of school by addressing and supporting mental health issues Increase pupil's self-esteem, confidence and self- worth	£29,000

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' - £3,200</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
SUPPORT CHILDREN WITH ASD DIAGNOSIS	<p>To ensure that pupils with ASD diagnosis have one to one support to enable them to achieve to their potential (14 children with diagnosis across the school, non with an EHCP)</p>	TA support £28,990 (x2 members of full time staff)
OUTDOOR AREA IMPROVED TO ENSURE CURRICULUM PROVISION OUTSIDE MIRRORS THE OFFER INSIDE THE CLASSROOM	<p>To close the 28% gender gap in EYFS with children achieving GLD. Allow children (particularly boys) to extend their learning in a more practical way using enhanced provision in the outdoor environment</p>	<p>Resurface EYFS outdoor area</p> <p>Subject sheds bought and fully resourced</p> <p>£11,850</p>
IMPROVE OUTCOMES FOR ELIGIBLE PUPILS AT THE END OF KS2	<p>Appointment of additional teacher in Y6 and a 0.5 teacher to work on interventions across the school to ensure quality first teaching</p>	<p>PT Teacher (U3) - £29,675</p> <p>FT teacher (U3) - £48,345 (both with on costs)</p>
		<p><b>TOTAL SPEND = £170,260</b></p> <p><b>Additional amount to be met from MSB</b></p>

<b>Desired outcome from 2017-18</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Improve oral language skills for pupils eligible for PP in Reception class.	2018 data shows that 82.4% of children achieved the ELG in speaking with 5.9% exceeding compared to 2017 figures where no children were exceeding in this area and only 75% reached the goal.	The curriculum was audited and changed to ensure much more emphasis was placed on speaking and listening. Many more opportunities were given for adults to model good speaking and listening skills through activities (particularly role-play). This approach will continue.
<b>Desired outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Improve the rate of progress for eligible pupils in Reception classes so that a greater % reach GLD by the end of their Reception year.	GLD rose by 9% from 2017 results. Disadvantaged figures still fall below all pupil figures	This area will remain a key focus during 2018-19 academic year.
<b>Desired outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Fewer behaviour incidents recorded for pupils in Y3/4 which are having a detrimental effect on learning of themselves and others.  Build up resilience of pupils showing emotional distress and provide strategies to enable them to cope with school life and expectations.	No fixed term or permanent exclusions. Strategies and people available to support pupils with additional needs and to deal with potential problems in a much more timely manner. Additional staff available in non-structured times to resolve any conflicts and support vulnerable children.	Far fewer 'kick- offs' during play times and lunchtimes because of more targeted support. Funding for additional support will continue into 2018/19 academic year.

<b>Desired outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with this approach)
Improve attainment and progress in all areas in our current Y6 pupils	We continue to see a steady rising trend in KS2 results. Overall increase in attainment of 12% in Reading, 8% in writing, 14% in SPAG, 6% in Maths and 8% in combined R,W& M. Although PP children did better in all areas in 2018 tests, there still remains a significant gap between the attainment of those pupils and all others although their progress is good.	Key part of 2018-19 SIP is to look very carefully at all PP children to ensure that the gap closes between them and all other pupils.