



Pupil Premium Strategy 2018-2019

1. Summary information					
School	Castle Hills Primary School				
Academic Year	2018/19	Total PP budget	£120,000	Date of most recent PP Review	2018 Oct
Total number of pupils (excluding F1)	273 31 F1s	Number of pupils eligible for PP 29.7% pupils are eligible for PP(excluding F1s)	81 Ever6 Less 6 post LAC & Ever6 =75 pupils @ £1320 = £99,000 9 post LAC @ £2,300 = £20,700 1 service@ £300	Date for next internal review of this strategy	2019 Oct

2. Current attainment July 2018									
	Pupils eligible for PP %			Pupils not eligible for PP %			All Pupils %		
	CHP 2018	LA 2018	NAT 2018	CHP 2018	LA 2018	NAT 2018	CHP 2018	LA 2018	NAT 2018
% achieving GLD+ in Foundation Stage	67	59	56	81	73	74	76	70	72
% passing phonics screening in Yr. 1	67	68	71	94	82	85	89	79	83
% passing phonics screening resits in Yr. 2 (resits)	100	56	55	100	66	64	100	63	62
% KS1 achieving Expected standard+ reading	50	61	61	79	76	79	72	72	76
% KS1 achieving Expected standard+ writing	50	55	54	74	74	74	68	69	70
% KS1 achieving Expected standard+ maths	50	63	62	79	79	80	72	75	76



Pupil Premium Strategy 2018-2019

% KS1 achieving Expected standard science	67	67	69	89	83	85	84	79	83
% KS1 achieving Expected standard+ reading, writing, maths	50	49	49	74	69	69	68	64	65
% KS2 achieving Expected standard+ reading	69	59	64	100	76	80	87	70	75
% KS2 achieving Expected standard+ writing	69	67	68	100	82	83	87	77	78
% KS2 achieving Expected standard+ maths	77	62	64	100	79	81	90	72	76
% KS2 achieving Expected standard science	69	70	72	100	85	87	87	79	83
% KS2 achieving Expected standard+ GPS	69	64	67	100	80	82	87	74	78
% KS2 achieving Expected standard+ reading, writing, maths	69	48	51	100	67	70	87	60	64

	Barriers to future attainment (for pupils eligible for PP, including high ability)	Desired outcomes	Success criteria
In-school barriers	A. Low attainment on entry. Pupils have poor oral language skills this slows down reading/writing progress in subsequent years.	To narrow the GAP between other groups, so PP children are working in line with National bench mark and Non PP children in school	Pupils are identified early and access intervention delivered by the best teachers/trained staff Pupils to make accelerated progress in reading , writing and maths in foundation Stage (at least 4 sub-levels per year)
	B.Social and Emotional needs that have an effect on relationships, learning, progress and attainment.	Children are able to regulate their own emotions and access all learning.	Vulnerable learners are identified early and their social and emotional needs are met through evidence based interventions and strategies. Nurturing activities, free breakfast and after school clubs, targeted provision from inclusion champion Fewer behaviour incidents recorded for these pupils on the school system. Strong learning behaviours are observed in lesson observations. Positive feedback from Pupil Voice.



Pupil Premium Strategy 2018-2019

	C. High numbers of SEND Pupil Premium pupils are making less progress than other vulnerable groups	Gap in attainment and progress narrows	SEND Pupil Premium pupils to make expected progress of 12 points Barriers to learning are identified early and strategies are put in to place to successfully reduce them Progress is in line with other groups
	D. Large class sizes (year 6 38 pupils)	Pupil Premium pupils make equal progress if not better to Non pupil premium pupils Pupil Premium pupils attainment at the end KS2 is in line with Non pupil premium pupils	All pupils work access boosters delivered by outstanding teachers and staff Pupil gaps are identified early and appropriate strategies/intervention is put into place More adults in the classroom to lower the ratio and allow for greater teacher input to all pupil groups. High quality feedback has measurable impact on outcomes for PP pupils
External barriers	E. Parental engagement in pupils learning (reading and homelearning)	Improved attendance of parents attending Pupil Progress meetings . Parents are better equipped to support pupils at home and are more actively involved in their education. Increased engagement from parents in planned events e.g. parent assemblies, workshops etc. Families with complex needs engage with school and contribute positively to their child's education. Parent questionnaires	Pupils are reading at least five 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>) Strengthened relationships and engagement of hard reach families. Family learning opportunities to improve outcomes for families.
	F. Attendance rates for pupils eligible for PP is 89.26% Attendance rates for pupils who are not eligible for PP is 80.29% (below LA target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	Rigorous systems for monitoring and evaluating attendance reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 89% to 96% in line with LA target.	All parents are made aware of attendance expectations and school policy. Rewards systems are put into place to encourage 100% attendance Teachers, PSA, admin are responsive to persistent or erratic attendance Pupils understand the importance of attendance on their education Less holidays/unauthorised absences are recorded

3. Planned expenditure

Academic year	2018/19 £120,000
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Pupil Premium Strategy 2018-2019

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?
1. Increase of 5% of non SEND PP children achieving expected standard in C&L by end of foundation	Deputy Inclusion manager out of class to deliver S&L programme to identified pupils Blank level questioning	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)	Monitoring schedule in place for all actions and staff involved. Analysis of baseline data Early identification of pupils with S&L needs Interventions Referrals to S&L	S.C C.E	(See monitoring schedules) Aut 1-on-going
2. To develop the language skills of children through development of curriculum and staff training	Refurbishment of F2, F2/Y1 classes	Early Education Research sites. By extending these experiences and broader horizons opens up for these children and families, which can provide greater opportunities for children to learn, develop and become emerged in learning.	Environment audit Pupil Voice Visit other settings Staff developing questioning technique to be seen in lesson observations. Best practice shared in staff briefings. Monitor pupil response. Classroom displays	All F.S staff All staff	Summer Holidays
3. Improved verbal and written feedback	Staff training on quality feedback, peer support and feedback Staff training on metacognition Staff training on collaborative learning	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 and feedback to given within a lesson. (EEF mastery learning +5 months)	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 3 assessment points throughout the year.	Pupil Premium Champion SLT HeadTeacher/Deputy	
4. Year 6 PP pupil attainment is in line with	Any CPD identified through PM and actioned	Changes to school focus, over view of PP, self -evaluation, Strategies to Close the Gap Guidelines			



Pupil Premium Strategy 2018-2019

<p>Non PP (Large class sizes, year 6 38 pupils)</p> <p>5.PP pupils outcomes to be in-line with other groups in reading</p>	<p>Additional HLTA deployed in year 6</p> <p>Engagement in the improving literacy programme (year 5)</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>	<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 Pupils make accelerated progress of 14 points over the year.</p>	<p>M.N</p>	<p>Autumn 1</p>
Total budgeted cost					£ 60,000
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?



Pupil Premium Strategy 2018-2019

<p>1. 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>2. 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>3. 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></p>			<p>Pupil Premium Casestudies Data analysis of vulnerable groups Casestudies with a focus on SEND PP and higher ability</p>	<p>Pupil Premium Champion</p>	



Pupil Premium Strategy 2018-2019

<p>4.Improved progress for high attaining pupils</p>	<p>Weekly small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons.</p> <p>aths mastery club/booster</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>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>Class teachers SLT Governors</p> <p>Maths/PP champion</p>	<p>June 2017</p>
<p>5. Behaviour issues reduced across school</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>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>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>All teachers Head/deputy /assistant head</p>	<p>Spring 1</p>
<p>6. Improved outcomes at the end of each KS</p>	<p>One to one tuition delivered by qualified teachers using planned programme.</p>	<p>Focus area to be determined by the class teacher based on their observations, assessment data of the pupil and research.</p>			



Pupil Premium Strategy 2018-2019

<p>7. PP pupil's phonics screening results in-line with other groups and National.</p>	<p>Outstanding teachers and HLTAs to deliver fluid grouping after school boosters.</p> <p>Resource audit and actioned Implement new assessment Afterschool boosters Phonics zappers (keyrings) Phonics screening meeting/workshops for parents Personalised homework packs</p>	<p>Preparing For Literacy Guidance Report. (EEF) All actions underpin the 7 recommendations from the guidance report tailored to meet the needs of our pupils.</p>	<p>Action plan and monitoring schedule in place progress against targets will be monitored by subject champion and headteacher half termly.</p>		<p>Autumn 1</p>
Total budgeted cost					<p>£ 40,000</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?
<p>1. Increased attendance rates</p>	<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</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</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>	<p>Support Worker Pupil Premium Champion</p>	<p>April 2018</p>



Pupil Premium Strategy 2018-2019

	Breakfast/after school clubs	attendance and reduce persistent absenteeism.			
2. Improved 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>Delivery of adult/pupil learning programmes PEEPS, shared reading, phonics Parent questionnaires to identify gaps of knowledge, actioned through workshops led by subject leaders</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> <p>Analysis of Parental feedback</p>	Support Worker SLT teachers	Jun 2018
Total budgeted cost					£12,500



Pupil Premium Strategy 2018-2019

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