



Projected Spending Action Plan- Castle Hill Pupil Premium Strategy 2018/19



Allocation 2016/17: £81,840 Spending-
Allocation 2017-18: £86,240 Actual spend: 82,336.98
Allocation 2018-19: £97,348

• Number of pupils on roll -280

Gender	Total	Percentage
Male	147	52.12
Female	136	47.88

• 24 SEND - 9.6% a reduction of 1.23% from last year (10.83%)

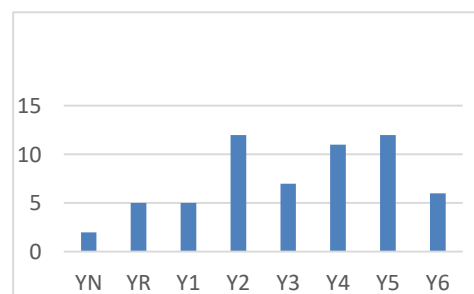
SEN	Total	Percentage
Inc TA	56	20%
SENS	24	8.57
EHC	3	1.07

• Pupil Premium: (22% last year) (FSM: 10.5% 2017) (11.91% - 2016)

	Total	Percentage
Ever6	62	21.9
FSM	31	11

• 36 stage 2+ of Continuum of Need & Vulnerability

Year group profile	PPG	PPG/SEN D
YN	2	0
YR	5	0
Y1	6 (all in 1C)	2
Y2	12 (9 in 2S)(3 in 1/2L)	1
Y3	8 (all in 3F)	1
Y4	11 (8 in 3/4)(3 in 4/5C)	1
Y5	12 (6 in 5/6M)(6 in 4/5C)	2
Y6	6 (2 in 5/6M)(4 in 6GP)	0



Pupil Premium Group Characteristics

Gender	Total	Percentage
Male	27	45
Female	37	55

SEN	Total	Percentage
Yes (11 T Aware)	10	11.66
No	51	70

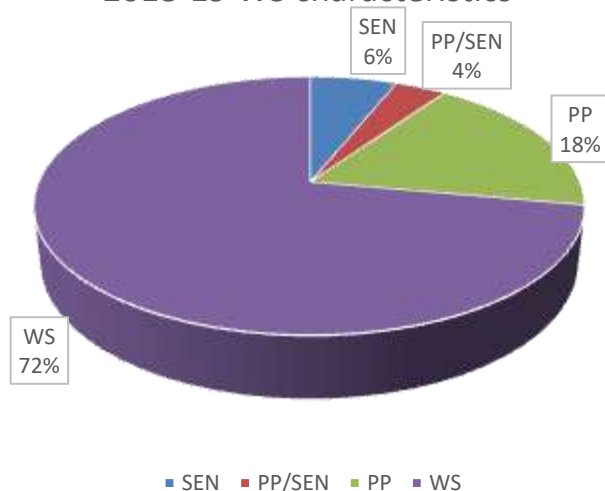
FSM	Total	Percentage
Yes	31	50
No	31	50

Ethnicity	Total	Percentage
White - British	58	93.33
Pakistani	2	3.33
Black - African	1	1.67
Information Not Yet Obtained	1	1.67

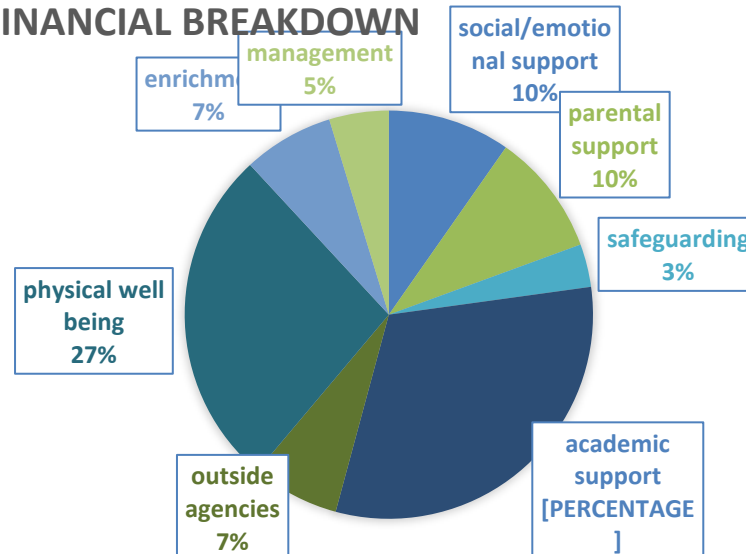
SEN Type	Total	Percentage
SEN support but no specialist assessment of type of need	10	16.67
Moderate Learning Difficulty	3	5
Social, Emotional and Mental Health	2	3.33
Specific Learning Difficulty	1	1.67
Visual Impairment	1	1.67
Physical Disability	1	1.67

SEN Provision	Total	Percentage
SEN Support	8	8.33
Educational Health and Care Plan	2	3.33

2018-19 WS characteristics



FINANCIAL BREAKDOWN



Collaborative learning

Moderate impact for very low cost, based on extensive evidence.



+5

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.



+5

Peer tutoring

Moderate impact for very low cost, based on extensive evidence.



+5

Phonics

Moderate impact for very low cost, based on very extensive evidence.



+4

Reading comprehension strategies

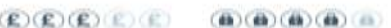
High impact for very low cost, based on extensive evidence.



+6

Social and emotional learning

Moderate impact for moderate cost, based on extensive evidence.



+4

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers over 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It has been recommended by the Department for Education, Ofsted and the headteachers' associations as a valuable resource in prioritising pupil premium spending.

The interventions listed here provide the best value for money as they have the lowest cost/highest impact on progress. These, amongst others, form the backbone of our strategy.

<p>2018-19 Objectives:</p> <p>Achievement of Pupils</p> <ul style="list-style-type: none"> • To close / narrow the gap between FSM/Ever 6 pupils and non FSM/Ever 6 children both in school and with their peers nationally • To continue to provide early targeted intervention for underperforming groups as identified through data analysis and pupil progress meetings • To analyse progress of Focus PP Group termly for the causes of under achievement and through the Appraisal Process • To set appropriate and challenging targets • The Educational Psychologist to enable staff to feel confident in meeting needs and that needs are identified clearly 	<p>Success Criteria:</p> <p>Achievement of Pupils</p> <ul style="list-style-type: none"> • Pupils make at least expected year on year progress and meet / exceed year group expectations in all areas, exceeding floor standards (year 2/6 achieve Expected Standards or above) • Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated • Analysis of this cohort demonstrates a closing / narrowing of the gap with peers in school and nationally • Booster/intervention groups for KS2 are effective • Targeted early intervention (FS/KS1) in reading, writing and maths • TA deployment for pupil support in the Provision Map • Educational Psychology supports the identification of learning needs and strategies for support for staff and parents
<p>Quality of Teaching</p> <ul style="list-style-type: none"> • To provide never less than good / outstanding teaching for those children through Quality First Teaching approach • Provide Teaching Assistants who are highly trained to use Formative Assessment Strategies • Ensure inclusive access to full range of educational experience • Learning Mentor to provide support and intervention for PP and More Able pupils 	<p>Quality of Teaching</p> <ul style="list-style-type: none"> • Teaching to be never less than good - using data / lesson observations (linked to Appraisal process) to evaluate impact • Targeted intervention for underperforming groups to take place, assessment embedded and impacting on quality of teaching and thus progress of children - linked to Appraisal process • Provision map for PP and More Able pupils shows impact

<p>Behaviour and Safety</p> <ul style="list-style-type: none"> • To monitor attendance / punctuality and behaviour of children in receipt of PPG to ensure it is in-line with other children in school • To meet the needs of vulnerable pupils through liaison with agencies and parental support • To use a THRIVE approach to meet the Social, Emotional & Mental Health (SEMH) needs of the pupils • To ensure children are safe in the playground through an effective Inclusion team • To provide Universal Free School Meals which are nutritional, so that pupils in KS1 & Reception class are ready to learn after lunch • Pupils with Speech and Language are able to communicate effectively and their SEMH needs are addressed • To provide counselling and 1:1 Thrive sessions as appropriate through the pastoral care team • To provide Forest school activities 	<p>Behaviour and Safety</p> <ul style="list-style-type: none"> • If attendance / punctuality and behaviour of children are not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor intervention/ parenting support or signpost to other services • Learning mentor and Inclusion Manager identifies pupils and assesses impact of intervention or work with class teachers and TAs to address performance • Inclusion Managers track additional information and distribute resources appropriately, based on outcome. • SEMH needs of pupils are met and gaps are filled using a THRIVE approach, which is measurable • Pupils accessing counselling/forest school/THRIVE provision are monitored and feedback/strategies given • Monitored areas: attendance, vulnerabilities, Speech & Language, SEMH, parental attendance at consultations, involvement in extra-curricular activities
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Ensure high quality early intervention from experienced teaching staff • Analyse progress of children in receipt of Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance • Identify children in receipt of FSM/Ever 6 to all staff, set targets and track their progress • To ensure the provision map is in place and meeting the needs of the pupils • Appointed Learning Mentor to monitor targets assess progress reporting to SLT, HT, Governing Body and Parents • Appointed Inclusion Manger to oversee provision and impact reporting to SLT, HT, Governing Body and Parents • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions 	<p>Leadership and Management</p> <ul style="list-style-type: none"> • Action plan identifies provision and expected impact • Learning Mentor acts as advocate and is able to carefully track progress and impact of intervention strategies with children • Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact • Inclusion Manager to collate information regarding progress and impact across range of interventions and activities offered to this cohort.

Actions: (based on EEF Toolkit evidence to support provision choices)	Staff Responsible	Evidence (supported by EEF impact evaluation)	Resources / costs	Time
<p>Pupil Progress Foundation Stage</p> <ul style="list-style-type: none"> School milk Systematic Phonics Intervention for pupils with Early Reading difficulties Speech & Language Support and target language issues Enquiry Curriculum THRIVE interventions to promote active learning Improving provision and outcomes for PP pupils in FS 	<p>TW&AW HB&NS SL TB</p>	<p>pupil provision map Parental engagement Oral language difficulties identified Developmental needs identified THRIVE provision map & prog Early Years support involvement SALT referrals PP progress monitoring documents <i>EEF - Early years Intervention -moderate impact / very high cost: +5 months progress</i></p>	<p>£702 (FSPP) Staffing costs LM costs Leadership time</p>	<p>Ongoing</p>
<p>KS1</p> <ul style="list-style-type: none"> Targeted provision for pupils transitioned into Y1 High quality systematic WC teaching of phonics Phonics and early reading interventions Y1 Systematic teaching of spelling Identify oral language deficits Catch up phonics in Y2 Target setting for VA and combined score at KS1 KS1 Provide targeted intervention for children underperforming as well as challenging provision SALT intervention, Social use of language programme (SULP) TA support staff THRIVE interventions groupings to promote active learning <ul style="list-style-type: none"> VI resources (see personal provision map) Braille course for SAs in Y2 Additional planning time 	<p>SENCo Class teachers KS leader KS1 TAs</p> <p>Support assistants TVI</p>	<p><i>EEF - Phonics - moderate impact/low cost: +4 months progress</i></p> <p><i>EEF- Reading comprehension strategies - high impact/low cost +6 months progress</i></p> <p><i>EEF oral language interventions: moderate impact/very low cost +5</i></p> <p>Impact of interventions Provision map Improving KS1 writing outcomes Tracking pupils and monitoring Target setting & Action plans Improved combined score RWM Identification of pupils - progress meetings Raised attainment outcomes at KS1 SATs and TA</p>	<p>Staffing costs</p> <p>Training implications for SALT</p> <p>LM and HLTA costs</p> <p>Leadership time</p>	<p>Autumn ongoing</p> <p>Review July</p>

<p>Class TAs in KS1 Provide targeted early intervention for children underperforming in English</p> <ul style="list-style-type: none"> • Better reading X 3ch 1S,1/2S 2L, (20 mins x3 weekly) • 1:1 reading x2 children - daily • Y1 1:1 phonics - afternoons • Y2 Spelling support X 7 children 1:1 phonics X3 classes • HW interventions • THRIVE groupings to promote active learning styles • THRIVE area in KS1 hall promoting THRIVE approach 	<p>SENCO KW CH DC TC 1:1 LC& DK</p>	<p>Performance of PPG children Analyse Data Perspective Lite All pupils pass phonics screen including Y2 pupils THRIVE assessments - developmental profile EEF: mastery learning- moderate impact/low cost +5 EEF: social and emotional learning - moderate impact/moderate cost +4 month progress</p>	<p>Additional staff through SEN Notional Budget LM costs</p>	<p>Termly</p>
<p>KS2 Provide targeted intervention for children underperforming in Maths/English</p> <ul style="list-style-type: none"> • Improving writing for pupils now in Y3 • Y4 monitoring groups: inc PP, summer born and girls • Monitoring progress of PP in Y3 and Y4 in all subject areas • Y5 monitoring groups in PP, SEN and girls • Y6 monitoring groups include PP, Summer born and boys • Reduced support of EP • Y5 additional support x 13 hours • Learning Mentor to provide class support on a rota basis (see provision map) • Class TAs provide interventions and support in class 	<p>KF CA,KE,RH, KAM, SENCO</p>	<p>EEF: feedback - high impact/very low cost. +8 months progress Progress Pupil report Impact of interventions KC - HLTA training In house training schedule for staff EEF: Small group tuition - moderate impact/moderate cost =4 months progress</p>	<p>LM costs SEN Notional budget Leadership time</p>	<p>Summer Term ongoing</p>

<p>Quality of Teaching:</p> <ul style="list-style-type: none"> • Use Formative Assessment strategies - including effective feedback / peer support, including TAs • Teaching to be never less than 'good' across the school. • School focus - Lesson Study Approach to develop effective teaching • Termly moderation activities 	<p>JL, SL PH, EC, HB</p> <p>NS,SS,EF, IC, JM,CG, SP</p>	<p><i>EEF - Feedback - low cost/high impact: +8 months progress</i></p> <p><i>EEF: Mastery Learning - moderate impact/low cost: +5 month progress</i></p> <p>Appraisal documentation Lesson observations Work scrutiny Moderation portfolio</p>	<p>INSET Staff Meetings</p> <p>Staff liaison time</p> <p>Cluster meetings</p>	<p>Termly</p>
<p>LM and class TAs Provide targeted intervention for more able pupils or children underperforming in English / Maths /Science in KS2:</p> <ul style="list-style-type: none"> • One half-term of Maths and English support per class - weekly with PPG groups • Y5 Science TA support UKS2 science lessons - More able • School priority focus (as identified during data analysis) - mastery in maths, writing • Additional Group guided reading / small group / 1:1 school newspaper (Y5) • Learning Mentor continues Mentoring THRIVE sessions across the whole school 	<p>Learning Mentor</p> <p>KS2 staff</p>	<p><i>EEF - Individualised instruction - low cost/low impact: +2 months progress</i></p> <p>Performance of PPG children Analyse Data/Perspective Lite</p> <p><i>EEF - Reading comprehension strategies - moderate cost /low impact: +5 months progress</i></p> <p><i>EEF: Small group tuition - moderate impact/moderate cost =4 months progress</i></p> <p>Guided reading records 1:1 profiles</p> <p><i>EEF: Mastery Learning - moderate impact/low cost: +5 month progress</i></p> <p>School Improvement Plan Subject action plans Pupil profiles / Pupil targets Provision maps/ Impact of interventions</p> <p><i>EEF - peer mentoring moderate impact/low cost: +5 months progress</i></p>	<p>Staffing costs</p> <p>Release time for monitoring subjects</p>	<p>Autumn ongoing</p>

<p>Provide access to full range of educational experiences:</p> <ul style="list-style-type: none"> • Homework/On-line learning at school and home • Provision for enrichment and engagement activities • Lunchtime supervision and after school clubs facility • Enterprise clubs for More Able Pupils 	<p>SENCO TB KE/KF</p>	<p><i>EEF - extending school day - low impact/moderate cost: +2 months progress</i></p> <p>Provision maps More able provision</p> <p><i>EEF - collaborative Learning - moderate impact/low cost - +5 months progress</i></p>	<p>Learning Mentor salary</p> <p>Inclusion staff</p> <p>Pastoral care team</p>	<p>ongoing</p>
<p>Behaviour and Safety:</p> <ul style="list-style-type: none"> • Vulnerable children meetings to identify PP children • Attendance analysed by FSM / PPG /SEND • Supervised children arriving on buses • Monitoring lateness and addressing concerns with parents • Learning mentor playground supervision 	<p>TW TB/CA EWO TB RH SENCO</p>	<p><i>EEF - Behaviour Interventions evidence-moderate impact/moderate cost: +3 months progress</i></p> <p><i>EEF parental engagement- moderate impact/moderate cost +3 months progress</i></p> <p><i>EEF: social and emotional learning - moderate impact/moderate cost +4 month progress</i></p> <p>Individual Support Plans for PP children School council Pupil records Strengths & Difficulties Questionnaire (SDQ) analysis Continuum of Need & Vulnerability (CofN&V) termly updates Playground pals Pupils safe and behaviour good in the playground</p>	<p>Inclusion staff costs</p> <p>Pastoral care staff</p> <p>SEN Notional Budget £908 x 3</p> <p>KE- & VB - SEN Notional Budget</p>	<p>Weekly/daily, half termly as appropriate</p>
<ul style="list-style-type: none"> • Counselling sessions for vulnerable children 4 hours weekly • Screening and SALT sessions X 2 hours weekly 				
<ul style="list-style-type: none"> • Inclusion TA playtime & lunch time supervision and engagement 1 ½ hours daily • Additional lunch support KE,VB (KS2) KW,DC,CH (KS1) • Increasing numbers of pupils needing pastoral support • Increasing numbers of pupils classed as Teacher Aware • THRIVE sessions for class and groups. • 1:1 THRIVE intervention 	<p>CA/KE/TB</p>			
<p>FSM calculation - KS1 x 3 terms</p>	<p>Admin</p>	<p>Children ready to learn</p>	<p>£5460 x 3</p>	<p>Termly</p>
<ul style="list-style-type: none"> • Educational Welfare Officer services • Address attendance - especially summer term unauthorised absences 	<p>TB</p>	<p>All children attending Parents issued with warnings/ fines Lateness reduced.</p>	<p>LM & EWO costs</p>	<p>Termly</p>

<p>Leadership and Management:</p> <ul style="list-style-type: none"> • Renew CPOMS (Child Protection Online Monitoring System) • Provide supervision sessions for all staff to ensure well being • Inclusion monitoring time 1pm/wk @£75 • SENCO release time 1pm/wk @£75 • Pupil support plan review days per term x 2 supply teacher (8 days) 	<p>SLT</p>	<p>CPOMS evaluation and review: Behaviour/vulnerable/SEN/Child protection tracked and monitored Clear actions set out</p> <p>Performance Management Pupil observations and assessments Meeting minutes logged on CPOMS</p>	<p>£805 2 days release senco+ staff autumn +summer term</p> <p>Inclusion Manager release X1 day/wk</p>	<p>Summer ongoing</p>
<p>Additional Resources</p> <ul style="list-style-type: none"> • Educational Psychology Service • - training on metacognition and self-regulation • - early reading interventions • THRIVE online subscription • Family THRIVE training x2 Autumn term • Forging good connections conference - summer term 	<p>J Mitchell SL TB & KA</p>	<p>2 days per term Autumn & Spring EEF meta-cognition-and-self-regulation low cost high reward +7 months progress</p> <p>EEF parental engagement- moderate impact/moderate cost +3 months progress</p>	<p>4 days @ £575 £1000 £537 x2</p>	<p>Spring Summer</p>
<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Detailed financial breakdown is available - reviewed September for provision evaluation and April for Summer term costing updates • Key question always in mind: What has the impact of our actions been on pupil progress? • Progress data analysed termly for impact to determine success of strategies - linked to Appraisal process • Progress data analysed annually to measure overall impact of intervention strategies used • Inclusion Manager to work alongside HT/PP Governor to publish PPG grant strategy on school website • SENCO to produce report to Governors annually, meet with SEN Governor termly • Governors monitor action planning / spending / impact • Regular feedback to staff / governors / parents / children on impact of actions and of audits / reviews / self-assessment on the school website 				