

Castleside Primary - Pupil Premium Strategy Statement (2018-19)

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	120
Total number of pupils eligible for PPG	20 children (17%)
Total amount of PPG received	£40,580

Current number of PP children in school per year group (PPG)	
2018-2019	
Reception	1
Y1	1
Y2	3
Y3	1
Y4	7
Y5	2
Y6	5

End of 2017-18 data for this group
<p>End of EYFS (Reception) 1 child This child did not meet the GLD at the end of EY. However in 2017 there were 4 DA children and 50% met the GLD which was close to the national (56%) No children have exceeded the standard in the last 3 years but there were only 6 children in total over this period.</p>
<p>Y1 Phonics 4 children There were 4 children who were DA in this year group -50% passed. In 2017 50% (1/2) reached the standard and in 2016 67% (2/3)</p>
<p>Y2 Phonics 1 child There was 1 child in 2018 who was DA taking the test again and he passed – 100%. In 2017 50% (1/2) reached the standard and in 2016 100% (2/2)</p>
<p>End of KS1 (Y2) 4 children Reading 50% reached required standard (National in 2017 was 63% for DA and 79% for not ever DA) Writing 50% reached required standard (National in 2017 was 54% for DA and 72% for not ever DA) Maths 50% reached required standard (National in 2017 was 63% for DA and 78% for not ever DA) None of the children were GD in any area – National in 2017 for DA was R – 14%. W- 8% and M – 11%</p>

End of KS2 (Y6) 3 children in 2018

Reading

100% reached the required standard (National in 2017 was 59% for DA and 77% for not ever DA)

Writing

67% reached the required standard (National 2017 was 66% for DA and 81% for not ever DA)

GPS

100% reached required standard (National in 2017 was 66% for DA and 81% for not ever DA)

Maths

100% reached required standard (National in 2017 was 63% for DA and 80% for not ever DA)

RWM combined

67% reached the combined standard (National DA in 2017 was 47% with 4% reaching GD in RWM)

In 2017 there were 4 children

RWM combined

0% reached the combined standard (National DA was 47% with 4% reaching GD in RWM)

Reading

75% reached ARE with 0% GD (National was 59% DA and 77% not ever DA) – therefore reading was above national average for DA and almost equal to non DA. However those at GD is below national.

Writing

50% reached ARE with 0% GD (National was 66% DA and 81% not ever DA). GD is below national.

GPS

50% reached ARE with 0% GD (National was 66% DA and 81% not ever DA). GD is below.

Maths

25% reached ARE with 0% GD (National was 63% DA and 80% not ever DA). GD is below national.

KS1-KS2 Progress Score Reading for 2018	2.8
KS1-KS2 Progress Score Writing for 2018	-1.3
KS1-KS2 Progress Score Maths for 2018	0.8

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attendance of DA is lower than the non DA – some parents don't see the importance of good attendance (89% DA 2017-2018 and Non DA was 95.5% for same period)	
B.	Inconsistencies in teaching across the school	
C.	Cohort size can distort data	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Support from home. Accessibility to reading materials, help with homework, 1:1 reading support, experiences outside of school.	
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	For % attendance to increase and therefore diminish the gap between DA and non DA	% attendance gap to diminish
B.	Teaching to be more consistent, ensuring good pace and challenge. Intervention be clearly targeted and impact measured.	Progress is accelerated
C.	As the number of DA is so small, children will be tracked on an individual basis to show progress of each individual child.	Progress can be measured for each individual.
D.	Children can easily access reading material at home, read more regularly and have an increase in enrichment experiences. (Reading data through AR and parental comments)	Progress accelerated in reading.

3. Planned expenditure					
Academic year		2018/19 (£40,580)			
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.		B. Inconsistencies in teaching across the school.			
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>Ensure quality of teaching in interventions AND Quality First Teaching.</p>	<p>Level of challenge in classrooms – ensure this is appropriate for all children</p> <p>Learning Behaviours – explore these – ensure all children have a good attitude to learning and are supported from home</p> <p>Non-Negotiables – all teachers aware of the basics that all children (except possibly SEN) need to be applying to their work.</p> <p>Timetable all TAs for their afternoon sessions. Through Pupil Progress Meetings ensure that the right children are targeted. Through monitoring of planning for interventions/baseline+end of intervention – ensure positive impact through appropriate tasks planned.</p>	<p>Challenge was seen by Ofsted not to be enough in classes. There was low level behaviour and some lack of engagement. If children have the appropriate challenge and the right attitude to learning, progress will be accelerated.</p> <p>Staff Training and work with children on resilience, mind set, wellbeing and independence. All this will impact on developing positive learning behaviours.</p> <p>Ensure all DA make at least expected progress and that some make more than expected.</p> <p>See data at end of document.</p>	<p>Work Scrutiny</p> <ul style="list-style-type: none"> – As a whole staff – As subject leaders (fortnightly) <p>DA to be a focus for this both in lesson observations, learning walks and for Work Scrutiny. Feedback to be given after every session.</p> <p>Work Scrutiny – ensure a focus for this.</p> <p>Teachers and SLs have DA as their main focus for this.</p> <p>Through monitoring of interventions and progress of target children.</p> <p>(KK to work with Y45 and Y56 class teachers to ensure Maths target children and intervention tasks are appropriate)</p>	<p>HT</p> <p>SLs</p> <p>Class Teachers</p> <p>TAs</p> <p>All staff</p> <p>LT</p> <p>KK (maths)</p>	<p>End of Autumn Term</p>
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Exceeding DA children (and those not currently but could be a focus) targeted throughout school to sustain this	Staff to look at all DA – consider barriers to learning and how these can be overcome. Target children to be agreed and level of challenge/focus for teaching to be adapted for this focus.	% of DA attaining GD to increase so closer to NA Improve on % from 2018 KS1 GD 2018 0% in all KS2 GD 2018 33% R 0% W and 0% M	Work Scrutiny – As a whole staff – As subject leaders (fortnightly) DA to be a focus for this both in lesson observations, learning walks and for Work Scrutiny.	HT SLs Class teachers	
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Total budgeted cost £20554.44

ii. Targeted support. C. Cohort size can distort data

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?
Gap between DA and non DA diminishes. (See table in additional information)	<p>All DA to be put on a tracking sheet indicating their previous KS result, current attendance, barriers to learning and then a list of all interventions currently in place e.g. Breakfast Club, 1:1 reading sessions, Precision Training, Attendance support etc. (including frequency and reason intervention in place)</p> <p>DA to be the first children to be considered for any intervention. Target children who could be on for ARE and are not currently</p> <p>Impact of intervention to be measured regularly.</p> <p>Pupil Progress Meetings to be held regularly to discuss progress of DA children.</p>	<p>DA have not been an individual focus and so need to be considered in their own right.</p> <p>All staff a) aware of DA b) consider all possible intervention and ensure appropriate support offered where needed</p> <p>All DA children given necessary challenge and support.</p>	<p>Tracking sheet will be in place and regularly updated.</p> <p>Impact of intervention will be measured to ensure it is being effective and therefore giving best value for money.</p> <p>Pupil Progress Meetings held regularly.</p>	AS SH MS KK	Half termly

Accelerate reading progress of DA children	DA children who read infrequently to be targeted for additional 1:1 sessions	DA children don't achieve as well as non DA in reading	Teacher to keep record of how many times they are heard read on intervention sheet	Teachers/TAs	Half Termly
Use Precision Training to ensure basic skills in English and Maths are consolidated	Gap reduced between DA and non DA – current gaps see table in Additional Information	DA have not been an individual focus and so need to be considered in their own right. DA need regular consolidation of basic skills. Research shows Precision Training to be effective with this.	Timetabled intervention.	Teachers/TAs/KK	Half Termly
Total budgeted cost					£17508
iii. Other approaches. A. For % attendance to increase and therefore diminish the gap between DA and non DA					
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?
DA arrive in school on time	DA children who are presenting as a concern with attendance to be invited to attend Breakfast Club at no charge. Last year 11 DA children were regularly late (loss of 3029 minutes). Target is to reduce the number of minutes late/number of children in '18-19	Morning may be difficult for DA families. This incentive may support them.	Keep a record of invites and attendance at this.	AS and AC	End of Spring Term
Attendance of DA tracked to identify any concerns early. Gap 2017-2018 was 6.5% Reduce this gap in 18-19	Attendance of DA reviewed on a half termly basis and action taken with those who are a concern e.g. meeting with parents, letter informing of any action taken.	Improved attendance for DA to reduce the gap between DA and non DA.	Regular review of attendance data.	AS AC	End of first half term in Spring.

Children who are at risk of becoming PA are identified and action is taking to improve this.	Letter to warn. Meeting to discuss and set target for improvement. If no improvement – enforcement team at County Hall to be informed and planning meeting arranged. Staff to attend course to support this.	Families where children are PA need support to improve.	Records kept of any action taken and the impact of these. Clear school procedures in place to tackle PA.	AS AC	End of Spring Term
Children rewarded for good attendance and strive to receive this	Incentives for good attendance e.g. £5 termly vouchers, raffle tickets for 100%	Raise profile of good attendance.	Evidence of this taking place termly in assembly and celebrated with parents	AS	End of Autumn Term
External Barriers. D. Support from home. Accessibility to reading materials, help with homework, 1:1 reading support, experiences outside of school.					
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?
Reading progress accelerated	Implemented Accelerated Reader. Children have 1:1 sessions with teacher prior to taking quiz.	Children learning strategies for tackling quiz and therefore increases their engagement with text.	Using AR data base. Observing 1:1 sessions.	SH	Half termly

Children completing their homework	DA children encouraged to attend and are a focus for support.	Children can access resources they might not always have access to. Some DA children have not been completing their homework.	Weekly club in place.	AS	Half termly
Enrichment activities	Children given access to a broad range of enrichment activities e.g. theatre, community events, residential visits Visits are subsidised for DA.	Ensure children experience a broad range of enrichment activities.	DA always a focus for enrichment and subsidy offered.	AS	
Total budgeted cost					£4122.85

Use of Pupil Premium 2018/19: £40,580 IN TOTAL

The Pupil Premium is used by the school to enable pupils who attract the premium to be in receipt of additional varied support in order to raise the rates of progress.

A review of impact can be found at the start of this document

Item	Cost	Detail
Staffing	£39453	Staffing deployed to enable intervention throughout the school. Cover provided to enable staff training to take place.
Subscriptions	£2863	Electronic systems purchased to support Reading and Literacy
Books	£408	Resources purchased to enhance reading experiences
Training	£338.44	Staff training to support delivery of intervention programmes
Enrichment	£3086.60	Visits and visitors used to enhance the whole curriculum
Attendance Incentives	£115	Vouchers awarded to reward good attendance
Music Provision	£921.25	Individual and whole class sessions delivered and concerts performed.
Allocation: £40580		Total Spend: £47185.29

1. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £20554.44

<p>1) Level of challenge in classrooms – ensure this is appropriate for all children</p> <p>2) Learning Behaviours – explore these – ensure all children have a good attitude to learning and are supported from home</p> <p>3) Non-Negotiables – all teachers aware of the basics that all children (except possibly SEN) need to be applying to their work.</p> <p>4) Timetable all TAs for their afternoon sessions.</p> <p>5) Through Pupil Progress Meetings ensure that the right children are targeted.</p> <p>Through monitoring of planning for interventions/baseline+end of intervention – ensure positive impact through appropriate tasks planned.</p>	<p>Ensure quality of teaching in interventions AND Quality First Teaching.</p>	<p>1) Lessons observations have had a focus of challenge for all children and evidence of this visible through clear differentiation and all abilities being challenged. This can also be seen in children's work.</p> <p>2) Staff have been involved in training with regard to developing resilience as well as through ensuring work challenges all at an appropriate level. The impact of this is that children are more engaged, active, motivated and showing greater resilience.</p> <p>3) There are explicit non-negotiables for English and Maths in all year groups and are on display in all classrooms. Reference is made to these during marking to ensure consolidation of basic skills.</p> <p>4) TAs are timetabled for intervention every afternoon. Some sessions are catch up from the morning's work others are specific intervention. Children are targeted by the teacher based on data and class work. Impact of the interventions is measured in different ways according to the intervention. The DA summary shows individual progress.</p> <p>5) Pupil Progress Meetings are now termly (as opposed to half termly initially). DA children are discussed and where there are concerns these children are targeted for specific intervention. This ensures that DA children are given as much support to diminish the gap. (Evidence on Pupil Progress Meeting files).</p>	<p>1+2) Continue with this focus in monitoring</p> <p>3) To measure the impact of the Non-negotiables staff will reflect on which skills are consolidated and which aren't be reviewing in autumn 1 to discuss across year groups. Planning will be adapted accordingly.</p> <p>4) Timetabling and actual interventions to be reviewed with all staff to ensure the right children are targeted (using the data and through Pupil Progress meetings). Planning of these interventions, and linked resources, to be discussed so that this is appropriate to the need and ensures greatest impact.</p> <p>5) To review baseline/end of intervention assessment to further develop a system that shows impact of each intervention e.g. something for Lego Therapy as well as a Maths intervention.</p>	
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<p>Staff to look at all DA – consider barriers to learning and how these can be overcome. Target children to be agreed and level of challenge/focus for teaching to be adapted for this focus.</p>	<p>Exceeding DA children (and those not currently but could be a focus) targeted throughout school to sustain this</p>	<p>Due to numbers, a file was created showing all DA children, what their starting point was, current attainment, possible barriers to learning and then intervention in place. The impact of this was that information was explicit about DA children and staff were focussed on what support they were receiving. Where barriers were identified appropriate intervention was put in place. Two children who were working at the higher level have continued to. Due to small numbers there's 1 more child who was expected at end of KS1 but has the potential to be pushed to GD over the next 4</p>	<p>To continue to raise staff awareness of those DA children who have the potential to reach the higher standard and focus on this.</p>	
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost £22508</p>

<p>1)All DA to be put on a tracking sheet indicating their previous KS result, current attendance, barriers to learning and then a list of all interventions currently in place e.g. Breakfast Club, 1:1 reading sessions, Precision Training, Attendance support etc. (including frequency and reason intervention in place)</p> <p>2)DA to be the first children to be considered for any intervention. Target children who could be on for ARE and are not currently</p> <p>3)Impact of intervention to be measured regularly.</p> <p>Pupil Progress Meetings to be held regularly to discuss progress of DA children.</p>	<p>Gap between DA and non DA diminishes. (See table in additional information)</p>	<p>1)Tracking sheet in place. All staff have access to this and have contributed to it. This has enabled staff and Leadership Team to identify target children and see what is in place for them.</p> <p>Impact is variable due to small numbers in each cohort. See table below.</p> <p>2)All DA children have been involved in intervention where appropriate and have been a priority.</p> <p>3)Intervention have been monitored by the teachers. Maths, English and SENDCo have been involved in this.</p>	<p>1+2) This approach to be continued. Target Tracker will now be used to manage data analysis.</p> <p>3)Monitoring of interventions and the impact of these to be even more rigorous.</p>	
<p>DA children who read infrequently to be targeted for additional 1:1 sessions</p>	<p>Accelerate reading progress of DA children</p>	<p>DA children have been targeted – they are identified on the intervention timetables and get 1:1 reading support throughout the week. The impact of this can be seen particularly in Y3 and Y6 and with individuals who haven't met ARE but progress has been made.</p>	<p>To be continued.</p>	

Use Precision Training to ensure basic skills in English and Maths are consolidated	Use Precision Training to ensure basic skills in English and Maths are consolidated	Precision Training has been used with the majority of DA children. Impact is evident on their individual records of this intervention.	Non-negotiable discussion with all staff will show how much the basic skills have been consolidated and include a discussion re the impact of Precision Training.	
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £115
DA children who are presenting as a concern with attendance to be invited to attend Breakfast Club at no charge. Last year 11 DA children were regularly late (loss of 3029 minutes). Target is to reduce the number of minutes late/number of children in '18-19	DA arrive in school on time	Targeted children were all invited to attend Breakfast Club free of charge. This offer was accessed intermittently. Profile of importance of attending on time as raised. Impact of work done: 2233 minutes lost in the academic year 2017-2019 1396 minutes lost in the academic year 2018-2019.	Although families were reluctant to use the Breakfast Club, being more pro-active in highlighting the importance of prompt attendance has clearly had an impact and needs to continue. Three children in 2018-2019 contributed significantly to the minutes lost and all three have now left school.	
Attendance of DA reviewed on a half termly basis and action taken with those who are a concern e.g. meeting with parents, letter informing of any action taken.	Attendance of DA tracked to identify any concerns early. Gap 2017-2018 was 6.5% Reduce this gap in 18-19	Attendance of DA has been reviewed on a monthly basis and appropriate action taken. This has resulted in the attendance gap between DA and Non DA being reduced in 2018-2019 to 2.4% a difference of 4.1% from the previous year.	Continue to follow the procedures with regard to attendance.	

Letter to warn. Meeting to discuss and set target for improvement. If no improvement – enforcement team at County Hall to be informed and planning meeting arranged. Staff to attend course to support this.	Children who are at risk of becoming PA are identified and action is taking to improve this.	Those children classed as persistently absent:- 2018-2019 - 0.9% of DA were classed as PA 2017-2018 – 5.7% of DA were classed as PA Again – a significant improvement – work done shows clear impact.	Continue to follow the procedures with regard to attendance.	
Incentives for good attendance e.g. £5 termly vouchers, raffle tickets for 100%	Children rewarded for good attendance and strive to receive this	Children have responded well to incentives. Attendance of DA in 2017-2018 was 89% Attendance of DA in 2018-2019 was 94.1%	Continue to follow the procedures with regard to attendance.	

External Barriers. D. Support from home. Accessibility to reading materials, help with homework, 1:1 reading support, experiences outside of school.

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Implemented Accelerated Reader . Children have 1:1 sessions with teacher prior to taking quiz.	Reading progress accelerated	School day has changed (15 minutes off lunchtime). The 15 minutes gained has been used as a reading time and additional adults have been recruited to hear children during this period.		£4007.85

<p>DA children encouraged to attend and are a focus for support.</p>	<p>Children completing their homework</p>	<p>Free homework club has been implemented and 8 DA children attend this.</p>	<p>To continue to promote this with DA children and their parents to ensure children attend and get support with their homework.</p> <p>Mathletics is being introduced this term and children will be encouraged to access this at home. Impact to be monitored once it is up and running</p>	
<p>Children given access to a broad range of enrichment activities e.g. theatre, community events, residential visits Visits are subsidised for DA.</p>	<p>Enrichment activities</p>	<p>Subsidy helps ensure that the DA children can access these activities as well as the school visits.</p>		