

Castleside Primary - Pupil Premium Strategy Statement (2019-20)

Number of pupils and pupil premium grant received (PPG)	
Total number of pupils on roll	103
Total number of pupils eligible for PPG	16 children (16%)
Total amount of PPG received	£34,360

Current number of PP children in school per year group (PPG)	
2019-2020	
Reception	1
Y1	1
Y2	1
Y3	4
Y4	1
Y5	5
Y6	3

End of 2018-19 data for this group
<p>End of EYFS (Reception) 1 child This child met the GLD at the end of EY. (Met Exceeding Standard) In 2018 there was 1 DA child 0% met the GLD which was below the national (56%) 1 child has exceeded the standard in the last 3 years but there were only 6 children in total over this period.</p>
<p>Y1 Phonics 1 child There was 1 child who was DA in this year group and they did not pass the screening exercise. In 2018 there were 3 children with a total pass rate of 67%(2/3). In 2017 there were 2 children and 50%passed (1 / 2)</p>
<p>Y2 Phonics 1 child There was 1 child in 2019 who was DA taking the test again and they passed – 100%. In 2018 100% (1/1) reached the standard and in 2017 50% (1/2)</p>
<p>End of KS1 (Y2) 3 children Reading 67% reached required standard (National in 2019 was 62% for DA and 78% for not ever DA) Writing 67% reached required standard (National in 2019 was 55% for DA and 73% for not ever DA) Maths 100% reached required standard (National in 2019 was 63% for DA and 79% for not ever DA) None of the children were GD in any area – National in 2019 for DA was R – 14%. W- 7% and M – 12%</p>
<p>End of KS2 (Y6) 6 children in 2019</p>

Reading

50% reached the required standard (National in 2019 was 62% for DA and 78% for not ever DA)

Writing

67% reached the required standard (National 2019 was 68% for DA and 83% for not ever DA)

GPS

67% reached required standard (National in 2019 was 68% for DA and 83% for not ever DA)

Maths

100% reached required standard (National in 2019 was 68% for DA and 83% for not ever DA)

RWM combined

75% reached the combined standard (National DA in 2019 was 51% with 5% reaching GD in RWM)

In 2018 there were 3 children

RWM combined

67% reached the combined standard (National DA was 57% with 4% reaching GD in RWM)

Reading

100% reached ARE with 33% GD (National was 64% DA and 80% not ever DA) – therefore reading at ARE and GD was above national average for DA

Writing

67% reached ARE with 0% GD (National was 68% DA and 83% not ever DA). GD is below national.

GPS

50100% reached ARE with 33% GD (National was 67% DA and 82% not ever DA). GD is above national average for DA and in line with Non DA.

Maths

100% reached ARE with 0% GD (National was 64% DA and 81% not ever DA). GD is below national.

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 slightly lower than the non DA – some parents don't see the importance of good attendance (95.6% DA 2018-2019 and Non DA was 96.2% for same period)	
B.	Variability of the effectiveness of intervention activities 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.	Intervention to be more effective, 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		2019/20 (£34,360)			
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, mindset, well being 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 2019 KS1 GD 2019 0% in all KS2 GD 2019 0% 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	
Total budgeted cost					£19500
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)	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 Teaching, Attendance support etc. (including frequency and reason intervention in place) DA to be the first children to be considered for any intervention. Target children who could be on for ARE and are not currently Impact of intervention to be measured regularly. Pupil Progress Meetings to be held regularly to discuss progress of DA children.	DA have not been an individual focus and so need to be considered in their own right. All staff a) aware of DA b) consider all possible intervention and ensure appropriate support offered where needed All DA children given necessary challenge and support.	Tracking sheet will be in place and regularly updated. Impact of intervention will be measured to ensure it is being effective and therefore giving best value for money. Pupil Progress Meetings held regularly.	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 Teaching 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					£8500
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 1593 minutes). Target is to reduce the number of minutes	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 2018-2019 was 2.5%	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	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 and Maths progress accelerated	Implemented Accelerated Reader . Children have 1:1 sessions with teacher prior to taking quiz. Mathletics accounts for pupils to allow tasks to be completed at school and at home	Children learning strategies for tackling quiz and therefore increases their engagement with text. Children given exercises to deepen understanding and challenge thinking	Using AR data base. Observing 1:1 sessions. Mathletics data	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					£7090.6

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Gaps between DA and non DA by year group at the start of academic year 2019-2020

Current Gap between DA and Non DA	Reading	Writing	Maths	Number of children
Year 1 (November 2019)	+23.5%	+29.4%	+23.5%	1
Year 2	0%	0%	0%	1
Year 3	-20.8%	-20.8%	+25%	4
Year 4	-67.7%	-58.3%	-58.3%	1
Year 5	0%	0%	-43.8%	6
Year 6	-33.3%	-22.2%	+11%	3

Use of Pupil Premium 2019/20: £34,360 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	£27500	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	£341	Resources purchased to enhance reading experiences
Training	£385	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	£800	Individual and whole class sessions delivered and concerts performed.
Allocation: £34,360	£35,090.6	Total Spend: £35,090.6

