

# Castleside Primary School Pupil Premium Strategy Statement 2019- 2020



## School Overview

Number of pupils in school	103
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£22,320
Publish date	September 2019
Review date	December 2019, April 2020, July 2020
Statement authorised by	Full Governors
Pupil premium lead	Alison Spence
Governor lead	Adam Pearson

## Rationale

At Castleside Primary School, we believe that the experiences provided for our pupils ensure optimum opportunities to meet the needs of all pupils including our most disadvantaged. Varied learning experiences and accurate assessment techniques ensure that needs are addressed and appropriate supportive programmes are targeted effectively.

With bespoke programmes or learning, we aim to accelerate learning and overcome barriers so that those disadvantaged pupils achieve in line with their peers, therefore diminishing the difference between those receiving the PP grant and those not.

## Funding

<b>2019-2020 Funding</b>	<b>Funding per Pupil</b>	<b>Number of Pupils</b>	<b>School Funding</b>	<b>Total Funding</b>
<b>Pupil Premium Reception – Y6</b>	£1,320	16	£21,120	£25,120
<b>*Pupil Premium + Looked after children (LAC)</b>	£1,700	1	£1,700	
<b>Pupil Premium + Post Looked after children (PLAC)</b>	£2,300	1	£2,300	

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £600/ pupil. (The amount of funding that is retained by the LA may change)

## Pupil attainment 2019

<b>Reception class</b> All pupils 19 Dis pupils 1 (5%)	All pupils in school	School Dis pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>GLD</b>	<b>74%</b>	<b>100%</b>	<b>-19%</b>	<b>+25%</b>
<b>Year 1</b> All pupils 17 Dis pupils 1 (6%)	All pupils in school	School dis pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Phonics</b>	<b>76%</b>	<b>0%</b>	<b>-13%</b>	<b>-84%</b>

<b>Key stage 1</b> All pupils 12 Dis pupils 3 (25%)	All pupils in school		School dis pupils		Expected standard		Greater depth standard	
	Expected standard	Greater Depth standard	Expected standard	Greater Depth standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Reading</b>	<b>75%</b>	<b>33%</b>	<b>67%</b>	<b>0%</b>	<b>-16%</b>	<b>-11%</b>	<b>-14%</b>	<b>-28%</b>
<b>Writing</b>	<b>75%</b>	<b>17%</b>	<b>67%</b>	<b>0%</b>	<b>-18%</b>	<b>-6%</b>	<b>-10%</b>	<b>-17%</b>
<b>Maths</b>	<b>75%</b>	<b>25%</b>	<b>100%</b>	<b>0%</b>	<b>-16%</b>	<b>+21%</b>	<b>-12%</b>	<b>-24%</b>

	All pupils in school	School dis pupils	Expected standard	Higher standard
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<b>Key stage 2</b> All pupils 19 Dis pupils 6 (32%)	Expected standard	Higher standard	Expected standard	Higher standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Reading</b>	55%	5%	50%	0%	-16%	-28%	-14%	-31%
<b>Writing</b>	80%	10%	67%	0%	-15%	-16%	-13%	-24%
<b>Maths</b>	65%	15%	67%	0%	-17%	-16%	-16%	-31%
<b>Rd, Wri &amp; Ma combined</b>	50%	0%	50%	0%	-20%	-21%	-8%	-13%

### Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Reading</b>	-1.7	-0.8	0.3	-0.9	-1.1
<b>Writing</b>	-0.3	-2.3	0.3	-0.8	-2.6
<b>Maths</b>	-0.1	0.5	0.3	-1.0	+0.2

### Barriers to future attainment

	Barrier	Desired outcome
<b>Teaching priorities (50%)</b>	<b>A</b> Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2.	To raise attainment in reading. To ensure good progress and exceeding progress is made at the end of KS2.
	<b>B</b> Outcomes in reading for pupils in receipt of PPG at the higher standard are not as strong as other pupils.	To raise attainment at the higher standard in reading across the school.
	<b>C</b> Outcomes in writing for pupils in receipt of PPG at the higher standard are not as strong as other pupils.	To raise attainment at the higher standard in writing across the school.
	<b>D</b> Outcomes in maths for pupils in receipt of PPG at the higher standard are not as strong as other pupils.	To raise attainment at the higher standard in maths across the school.

Targeted academic support (25%)	E	Variability of the effectiveness of intervention activities across the school.	Intervention to be more effective ensuring good pace and challenge. Intervention to be clearly targeted and impact measured.
	F	Parental engagement in school activities	Parents engagement will increase
Wider strategies (25%)	G	Some pupils in receipt of PPG do not have the parental support to read at home.	Pupils will read more frequently at home with support.
	H	Pupils lack resilience.	Pupils will develop strategies to equip them with more independence and resilience.
	I	Attendance of PP pupils is slightly lower than the non PP – some parents don't see the importance of good attendance (95.6% DA 2018-2019 and Non PP was 96.2% for same period)	Attendance brought in line with non PP.

### Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

	Desired outcome	Action	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
	To raise attainment in reading. To ensure good progress and exceeding progress is made at the end of KS2.	Embed Accelerated Reader across the school. To create a positive attitude towards reading so children read for pleasure. To raise the profile of reading across school. To track children to ensure progress is evident. Provide Lexia logins for all appropriate pupils to facilitate the development or basic reading foundations.	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading	Subscriptions £2863	Summer 2019 results state: ARE Reading KS1 All 75% PP 67% KS2 All 75% PP 100%	SHart	<b>Autumn Term</b> In December 2019, KS2 pupil data shows that 67% of disadvantaged pupils (NA 62% 2019) are at age related expectations in reading compared to 92% of non-disadvantaged pupils in school.  Due to the small number of pupils in the cohort, these percentages are not a reliable indicator of progress. Individual progress on Lexia and Accelerated Reader demonstrate clear progress. For example, increase in RA of up to +1.07years in first term  <b>Spring Term</b>

			comprehension and reading achievement.'				<p>Due to the Covid 19 global pandemic, the spring term pupil assessments did not take place and so there is no data to verify the success of this strategy.</p> <p><b>Summer Term</b> Due to the Covid 19 global pandemic, the summer term pupil assessments did not take place and so there is no data to verify the success of this strategy.</p>
	To raise attainment at the higher standard in reading and writing across the school.	Reduce the number of mixed aged classes across the school and reduce pupil numbers in classes. TA move to complete Teacher Training with Y1 class.	EEF research suggests that "Reducing class size appears to result in around three months' additional progress for pupils, on average. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils." "There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional	Staffing £3000	No pupils in receipt of PPG achieved the higher standard in reading, writing or maths.	Alison Spence	<p>Autumn Term tracking data shows that:</p> <ul style="list-style-type: none"> <li>• 20% of disadvantaged pupils are on track to achieve a higher standard in reading (32 % All pupils) (KS2 NA 2019 17%)</li> <li>• 13.1% of disadvantaged pupils are on track to achieve a higher standard in writing. (16.1% All pupils) (KS2 NA 2019 11%)</li> </ul> <p>This data would indicate that the reduced class sizes are beginning to impact on performance in reading. Smaller class size and increased T input during writing sessions, is having a positive impact.</p> <p><b>Spring Term</b> Due to the Covid 19 global pandemic, the spring term pupil assessments did not take place and so there is no data to verify the success of this strategy.</p> <p><b>Summer Term</b> Due to the Covid 19 global pandemic, the summer term pupil assessments did not take place and so there is no</p>

			development for teachers focusing on teaching skills and approaches.”				data to verify the success of this strategy.
E	<p>To ensure quality of teaching in interventions AND Quality First Teaching.</p> <p>Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives</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.</p> <p>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>Challenge was seen by Ofsted not to be enough in classes. There was low level behaviour and some lack of engagement.</p> <p>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>Staffing £20,516</p> <p>Training £385</p>		<p>Alison Spence/Subject Leads</p>	<p>Autumn Precision Teaching records highlight clear progress for individual pupils.</p> <p>For example, Y6 intervention highlighted improvements of between 37% and 64% in targeted assessments.</p> <p>Lesson observations all positive with higher level of challenge and positive pupil voice feedback.</p> <p>Autumn monitoring activities evidenced the use of eg spelling journals, displays, peer support and individual target cards to assist children in adopting a more independent approach to learning. Some classes still require systems to be embedded to reduce reliance on adults.</p> <p>SpringTerm Lego Therapy/ Therapeutic Writing groups in place across school.</p> <p>Summer Term Due to the Covid 19 global pandemic, the summer term pupil assessments did not take place and so there is no data to verify the success of this strategy.</p>

			<p>Ensure all DA make at least expected progress and that some make more than expected.</p> <p>EEF evidence suggests that “On average, Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p>				
F/G	Increase parental engagement with learning	Embed the use of the Class Dojo to improve support and guidance for all parties.	EEF states that “a trial which aimed to prompt greater parental engagement through text message alerts delivered a small	Free		All staff	<p><b>Autumn</b> Not yet fully achieved</p> <p><b>Spring Term</b> All parents linked to Dojo system which is beginning to have a positive impact on parental and pupil engagement.</p>

			positive impact, and at very low cost.”				<p><b>Summer Term</b> The Dojo system for parents was fully utilised during lockdown. Individual portfolios were used to upload online learning and post completed work. Individual messaging was utilised to support and advise and 100% of the school community were connected by the end of the term.</p> <p><b>Engagement</b> with home learning during lockdown :</p> <p>YR 90% Y1 69% Y2 82% Y3 60% Y4 86% Y5 75% Y6 58%</p> <p>Key Worker responsibilities impacted on engagement as children attended school.</p>
H	Increased resilience and confidence regarding challenge.	Introduce methods of teaching that encourage children to challenge themselves	Linked to section E	Staff training £385		All Staff	<p><b>Autumn Term</b> All lesson observations and Pupil Voice feedback evidencing a more resilient and challenging approach adopted.</p> <p><b>Spring Term</b> March 2020 – pupil voice indicated that there was a difference in pupils’ independent strategies across different classes. In some classes, children were confident to use a range of strategies to help overcome any difficulties yet in others there was still some over reliance on adult support. This would indicate that there needs to be a revised focus in some classes.</p>

I	Improved attendance for PPG pupils and support for parents	To reward good attendance. Children understand the value of being at school. Effective monitoring of attendance will ensure a swift response and follow up to absence Increase parental awareness of need for good attendance and the impact on attainment/achievement. Open channels of communication with parents through the school text system, Dojo, Facebook and school website Free breakfast club offered.	EEF states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'	£115	EoY PP Attendance 95.6%	ASpence	<p><b>Autumn Term</b> EoY PP Attendance 95.6% End of Autumn Term PP Attendance 97.6% (Non PP 96.9%) This data indicates that incentive/reward systems and the improving engagement of parents via Class Dojo are impacting positively on attendance rates</p> <p><b>Spring Term</b> Pupil attendance leading up to national lockdown affected overall attendance therefore there is no reliable data to refer to. Attendance at the end of February 2020 PP was 98.1% (93.8% Feb 2019) All 97.2% (95.5% Feb 2019) This data would indicate that systems in place continue to impact positively on attendance.</p>
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<b>Additional detail</b>				
Gaps between DA and non DA by year group at the start of academic year 2019-2020				
<b>Current Gap between DA and Non DA</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Number of children</b>
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

### **Governance – monitoring the effectiveness of the Pupil Premium Strategy**

**Pupil Premium Governor:** Adam Pearson

**Pupil Premium meeting dates**

**Autumn:** October

**Spring:** March 2020

**Summer:** July 2020

**Autumn summary**

- Developed links with local schools to share good practice regarding reading, in and out of school.
- Introduced Reading Ambassadors
- Incentives for reading at home introduced in November and celebrated .....

**Spring summary**

- LA review highlighted reading record books indicated high level of parental engagement and in class support.
- Parents have attended Stay and Play Session to observe the teaching of phonics and highlight the importance of reading at home with your child.
- Parents have attended a 'Reading Supper' with a professional storyteller to raise the awareness of the importance of reading both in school and at home.
- Extreme Reading challenge carried out as a home task. Reading Ambassadors have hosted visits from other schools and have also visited neighbouring schools to share good practice.
- Intervention programmes have run throughout the year with progress tracked using the Precision Teaching method where possible.
- Programmes put in place to build confidence, self-esteem and resilience have developed successfully and progress has been identified and tracked.

**Summer summary**

- Due to Covid 19 global pandemic, there is no data to verify the effectiveness of strategies put in place.
- Parental engagement via the Class Dojo had a significant on engagement with 100% of families connected by the end of term.