

Pupil Premium Development Plan April 2018 – March 2019

School Vision
<p>The targeted and strategic use of Pupil Premium funding supports the team at Castle Hill Primary School in promoting the school's vision of 'Aiming for Excellence'. It is our vision that all pupils, regardless of any barriers they may face, are given the opportunities to achieve their full potential. Through a process of assessing the individual needs of pupils, targeting interventions to address specific gaps in learning and monitoring of academic progress, we aim to ensure that all pupils maximise their potential to achieve excellence. The strong Castle Hill team, comprising teaching staff, support staff, governors, parents and members of the wider community, is committed to preparing all pupils for the future, developing in them a love for learning and the skills required to be successful learners. At Castle Hill Primary School, we aim to provide our pupils with a structured, disciplined, aspirational and happy working environment, where all pupils are supported and encouraged on their journey towards excellence.</p>

Pupil Premium Strategy Group	
Team Member	Role
Rebecca Willmouth	Deputy Headteacher
Trish Lund	SENDCo
Sonia Hayward	Pupil Premium Champion, Greenbank Campus
Jane Hartley	Pupil Premium Champion, Rooksdown Campus
Mo Rowe	Governor responsible for Pupil Premium and SEND

Pupil Premium Funding and Current School Profile			
	Number of Pupils	Funding Per Pupil	Total Funding
Ever 6 Free School Meal Children – children currently eligible for free school meals, or having been in the last six years.	57	£1,320	£75,240
Looked After Children (LAC) – children in the care system.	1	£1,900	£1,900
Previously Looked After Children – adopted children who have previously been in the care system.	5	£2,300	£11,500
Ever 6 Service Children – children with parents in the armed forces, or who have been in the last six years.	4	£300	£1,200
Total number of pupils eligible for Pupil Premium Funding	67		£89,840

Date of Statement:	December 2018	Review Date:	April 2019
<p>The above figures refer to the 2018/19 academic year and reflect the pupils currently in the school. The total figure for the 2018/19 financial year for Pupil Premium is £84 320.</p>			

Strategy for Pupil Premium Spending

Key Objectives and Principles

The key objective of our Pupil Premium strategy is to ensure the academic attainment and achievement of pupils from disadvantaged backgrounds. Through a range of provision, the strategy aims to accelerate the progress made by our disadvantaged pupils in order to narrow the attainment gap between them and their non-disadvantaged peers (comparative within school and nationally). Fundamental to our Pupil Premium strategy are the following aspects:

- Responsive leadership – leadership which is focussed and driven and which responds to the differing and ever-changing
- Demands of individual pupils and cohorts, in order to implement targeted provision that reflects current need.
- Quality first teaching – excellent teaching which assesses attainment and responds to specific gaps in learning in order to ensure accelerated progress.
- Personalised plans – targeted and time-limited interventions to address specific gaps in learning, reviewed regularly and evaluated for impact.
- Analytical and data driven – effective provision which is evidence based and which triangulates and responds to progress measures from data, books and lessons.
- Behaviour and attendance – robust tracking which identifies potential barriers to learning as a result of behaviour or attendance issues and which allows for individual and family support to be put in place.
- Staff development – informed staff who are kept up to date with the latest research regarding disadvantaged pupils and with current teaching strategies.

A further objective of our Pupil Premium strategy is to ensure the emotional wellbeing of our disadvantaged pupils. Through the identification of specific emotional needs and through targeted support, we work with our pupils to reach a place where they are happy and able to learn. Our Pupil Premium strategy also recognises the importance of raising the social capital of disadvantaged pupils relative to their peers through a variety of enrichment activities.

Our current Pupil Premium strategy is scheduled for review in September 2019.

Current Attainment Key Stage 2 (2018)								
	% School disadvantaged pupils meeting ARE	% School all pupils meeting ARE	National average % disadvantaged pupils meeting ARE	National average % all pupils meeting ARE (Benchmark)	% School disadvantaged pupils exceeding ARE	% School all pupils exceeding ARE	National average % disadvantaged pupils exceeding ARE	National average % all pupils exceeding ARE (Benchmark)
Reading	77	82		75	15	20		33
Writing	69	80		78	8	22		24
Maths	85	86		76	8	31		28
Combined	69	73	70	70	0	16	12	12

Current Attainment Key Stage 1 (2018)				
	School % disadvantaged pupils meeting ARE	National % disadvantaged pupils meeting ARE	National % all pupils meeting ARE	National % non-disadvantaged pupils meeting ARE
Reading	67	63	75	79
Writing	67	55	70	74
Maths	67	63	76	80
Combined	67	50	65	70

NB. Small cohort of 3 pupils, making comparative data less relevant.

Previous Attainment Key Stage 2 (2016-17)

	School % disadvantaged pupils meeting ARE	National % disadvantaged pupils meeting ARE	National % all pupils meeting ARE	National % non-disadvantaged pupils meeting ARE	School % disadvantaged pupils exceeding ARE	National % disadvantaged pupils exceeding ARE
Reading	50	60	72	77	17	14
Writing	48	66	76	81	17	10
Maths	42	63	75	80	0	13
Combined	33	48	61	67	0	4

Barriers to educational achievement for Pupil Premium children and how we hope to address them.	
Barriers	Addressing the barriers
In school barriers:	
A. Challenging home learning environments including limited access to resources, limited support for learning.	<ul style="list-style-type: none"> • Qualified teachers employed to support learning in school. • Money spent on resources and training aimed specifically to assist those children. • Homework club giving support and resources to PP children.
B. Issues around emotional literacy influencing behaviour and learning opportunities.	<ul style="list-style-type: none"> • Two members of staff being trained in FEIPS to support emotional issues such as friendship problems, separation issues, bereavement etc. • ELSA support ongoing
C. Reduced income effecting issues such as food and clothing.	<ul style="list-style-type: none"> • Food/clothing paid for where necessary to ensure children are well placed to learn.
External barriers:	
D. Low attendance and lateness	<ul style="list-style-type: none"> • Employment of home/school liaison link worker in Oct 2016 to work closely with parents to improve a range of issues and make parents feel welcome and secure in the school environment.
Desired outcomes	Success criteria
A. Children's learning will be supported in school.	<ul style="list-style-type: none"> • Subject attainment to be in line with national.
B. Children's attitude to learning and learning behaviours within the classroom and at home will improve.	<ul style="list-style-type: none"> • Children will be happy and secure in school. Subject attainment to be in line with national.
C. Children will be fed and appropriately clothed so that they are in a good place to learn.	<ul style="list-style-type: none"> • Subject attainment to be in line with national.
D. Children's attendance and lateness will improve to be in line with school and national expectations.	<ul style="list-style-type: none"> • All children will have 96% attendance

Summary of Pupil Premium Spending 2018/19			
Provision	Cost	Objective	Evaluation and Impact Review date – December 2018
Teaching and Learning			
Employment of 2 Pupil Premium Champions to lead on Pupil Premium within the school and to provide targeted, small group teaching (Sonia Hayward, Greenbank; Jane Hartley, Rooksdown).	See staffing costs.	Overall objective: To ensure PP children make expected progress in their learning, through strategic leadership, quality first teaching and targeted interventions. Specific objectives: See detail below.	The profile of PP has been raised within the school. Teachers are more aware of their PP children and of expectations regarding progress over current year and key stage. Individual Pupil Profiles have been introduced to identify and address specific areas of need. IPPs are monitored half-termly which ensures appropriate provision is in place and progress is being made. PP budget is constantly reviewed by PP Champions and Finance Team which ensures effective use of PP funding.
Employment of an additional teacher to provide targeted, small group teaching (Mandy Barker, Rooksdown).	See staffing costs.	To ensure PP children make expected progress in their learning, through quality first teaching and targeted interventions.	Currently on maternity leave.
Additional teaching provision - Summer Term: SH Y6 English and maths groups	See staffing costs.	To ensure PP children make expected progress in their learning, through quality first teaching and	Children receive small group teaching, which has allowed for specific gaps in learning to be

<p>SH Y5 reading, writing and speech support JH Y2 English and maths groups JH Y2 closing the gap groups JH Y1 writing group JH YR release time for teachers to support PP children MB Y1 writing group MB YR reading and writing groups.</p> <p>Autumn Term: SH – small group teaching in Y3, 4 and 5. JH – in class support for PP children, across KS1. JH – targeted small group work, focusing on reading, spelling and sentence writing.</p>		targeted interventions.	addressed. The targeting of these gaps has resulted in good progress being made against objectives. (See Milestone data and end of key stage data for more detailed analysis of progress).
KS2 Homework club run by SH.	See staffing costs.	To support PP children in the completion of homework tasks.	The regular attenders to the club complete all homework tasks each week. This has allowed for consolidation of learning and pre-learning of concepts.
Third Space Learning – interactive maths resource for Y5 and Y6.	£199 per child.	To give targeted 1:1 tutorials in maths, specific to need.	Gaps in learning have been addressed and children feel more confident with a range of concepts. Maths SATs scores for PP children improved from 42% (2017) to 85% (2018), which is above the national

			average.
Nessy – interactive phonics resource.	£125 (contribution of a third to total cost of £375).	To support PP children with dyslexia.	Children following the Nessy programme have consolidated their phonics knowledge. (See Nessy assessments for more detailed analysis of progress).
Talking Tins for YR, Y1 and Y2.	£359.40 (sets of 16 per year group).	To support PP children with their writing, allowing them to listen to their sentences before writing them down.	For children who struggle to hold ideas in their heads, whilst simultaneously writing them down, talking tins have enabled them to write coherent sentences.
Regular strategy meetings – Half termly leadership catch-up meetings between SH/JH/TL/RW. Half termly meetings between SH/JH/MR (PP Governor).	See staffing costs.	To ensure a strong leadership team, which is focussed and driven; which is responsive to changing situations, to individuals, cohorts, progress data, evaluations and monitoring. To ensure effective liaison between the two school sites.	Regular meetings have enabled there to be a coherent approach, which has strengthened the PP strategy. Meeting regularly with the SENDCo has provided the opportunity to work closely with the SEND team, which has allowed for more focused support for those children who are both PP and SEND. Discussions around data, evaluation and monitoring have enabled a triangulated approach to monitoring progress.
Half-termly monitoring of provision and identification of next steps, specifically learning within the	See staffing costs.	To ensure appropriate and effective provision for each child through effective assessment and	Half-termly monitoring of IPPs has enabled PP Champions to evaluate provision and to support staff in

<p>classroom, progress in books, pupil conferencing, data analysis, impact of interventions.</p>		<p>identification of gaps in learning, implementation of targeted interventions and evaluation of impact.</p>	<p>identifying targets and next steps.</p> <p>Working alongside teachers within the classroom has enabled PP Champions to monitor teaching, resources and progress within lessons.</p> <p>Analysis of data provides PP Champions with information about progress and attainment of individuals. From this, individuals are prioritised for support or extension.</p>
<p>Pupil progress meetings with teachers after each data milestone.</p>	<p>See staffing costs.</p>	<p>To ensure the progress of individual children through identifying gaps in learning, planning future provision and identifying useful strategies and resources.</p>	<p>Discussions with teachers focus attention on the progress of PP children and allow for individuals to be prioritised and for appropriate provision to be put in place.</p>
<p>Emotional, Social and Behavioural Support</p>			
<p>Employment of a Family Support Link Worker to work with families and build positive relationships (Martha Horimoto, Greenbank and Rooksdown).</p>	<p>See staffing costs.</p>	<p>To build relationships with parents and to encourage them to feel welcome and included in school.</p> <p>To assist with such things as behavioural support, bereavement, family relationships, parents evening attendance etc.</p>	<p>Families have been supported in a variety of ways, depending on need. This support has directly benefitted the children, enabling them to be better able to access learning in school.</p> <p>Many parents feel more supported and feel more able to come into</p>

		<p>To liaise with parents on attendance and lateness issues.</p> <p>To attend meetings with outside agencies to support children and families.</p> <p>To track the progress of children and to support staff with strategies for appropriate provision.</p>	<p>school and communicate with school staff.</p> <p>Staff are kept informed of matters affecting particular children, so that appropriate provision can be made to support those children in class.</p>
FIEPs – training of one member of staff.	£500.	To provide a safe space for children to express emotions and worries in a confidential environment.	Children who have attended the sessions have benefitted from the opportunity to express their worries. Pre and post evaluations show that children feel more positive at the end of the programme.
Enrichment			
Clubs/activities funded for PP children. Parents encouraged through regular letters, newsletter reminders and telephone calls to sign their children up to clubs.	£200 funding per child per year for clubs and school trips. Potential total spend - £12,400.	To ensure that PP children have access to a variety of activities, allowing them to develop their skills and interests.	Those children who attend after school clubs have benefitted from opportunities that they might not necessarily have had. These opportunities have increased confidence, social skills, co-ordination and enjoyment.
School trips funded for PP children.	Varying costs according to the costs of specific trips – within the £200	To ensure that PP children have access to a broad curriculum and	Funding of school trips has allowed PP children to widen their

	funding per child per year.	learning outside the classroom. To promote cultural capital and broaden the experiences for PP children.	experiences and opportunities. This is particularly true of the Y6 residential trip, where PP children have taken part in team-building and confidence building activities.
Library visit for PP children - autumn term.	Approximately £50.	To encourage PP children to use the library, and to develop an interest in books and a love for reading.	Following the library trip where children were issued with a library card, some children reported making return visits to the library and have spoken enthusiastically about books and reading.
Maths and writing workshops for higher attaining PP children – Y5 and Y6, summer term.	£100 per workshop.	To promote engagement and enthusiasm for learning among higher attaining PP children.	Following the workshops, children reported their enjoyment at the activities. They described the skills they had learned and how these could be applied in class.