

## Pupil Premium Development Plan April 2020 – March 2021

<b>School Vision</b>
<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 in all areas of the curriculum. Through a process of assessing strengths and needs of individual pupils; of targeting interventions to address specific gaps in learning; of monitoring academic progress; and of identifying and encouraging the subjects in which pupils excel, 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>

<b>Pupil Premium Strategy Group</b>	
<b>Team Member</b>	<b>Role</b>
Rebecca Willmouth	Deputy Headteacher
Trish Lund	SENDCo
Helen Cocker	Pupil Premium Champion, Greenbank Campus
Jane Hartley	Pupil Premium Champion, Rooksdown Campus
Mo Rowe	Governor responsible for Pupil Premium and SEND

<b>Pupil Premium Funding and Current School Profile</b>			
	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.	87 (GB:42, RD:45)	£1,345	£117, 015
Looked After Children (LAC) – children in the care system.	1	£2,345	£2345
Previously Looked After Children – adopted children who have previously been in the care system.	6 (GB:4, RD:2)	£2,345	£14, 070
Ever 6 Service Children – children with parents in the armed forces, or who have been in the last six years.	2 (GB:1, RD:1)	£310	£620
<b>Total number of pupils eligible for Pupil Premium Funding</b>	94 (GB: 46, RD: 48)		£134,050

Date of Statement:	November 2020	Review Date:	April 2021
<p>The above figures refer to the 2020/21 academic year and reflect the pupils currently in the school.  The total figure for the 2020/21 financial year for Pupil Premium is <b>£107,390</b>.</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 in all areas of the curriculum. 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 April 2021.

**Current Attainment**

2020 attainment data is unavailable due to the cancellation of SATs.

**Previous Attainment Key Stage 2 (2019)**

	% 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	59	86		73	24	36		27
Writing	47	75		78	18	22		20
Maths	59	84		79	6	28		27
Combined			51	71			5	11

**Previous Attainment Key Stage 1 (2019)**

	School % disadvantaged pupils meeting ARE (GD)	School % all pupils meeting ARE (GD)	National % disadvantaged pupils meeting ARE	National % all pupils meeting ARE	National % non-disadvantaged pupils meeting ARE
Reading	80 (40)	85 (30)	62 (14)	75 (25)	78 (28)

Writing	80 (40)	82 (22)	55 (7)	70 (15)	73 (17)
Maths	80 (40)	87 (25)	63 (12)	76 (22)	79 (24)
Combined	80 (20)	80 (15)	50	66	69

<b>Barriers to educational achievement for Pupil Premium children and how we hope to address them.</b>	
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"> <li>• Qualified teachers employed to support learning in school.</li> <li>• Money spent on resources and training aimed specifically to assist PP children.</li> <li>• Homework club giving support and resources to PP children.</li> </ul>
B. Issues around emotional literacy influencing behaviour and learning opportunities.	<ul style="list-style-type: none"> <li>• Two members of staff trained in FEIPS to support emotional issues such as friendship problems, separation issues, bereavement etc.</li> <li>• ELSA support ongoing</li> </ul>
C. Reduced income effecting issues such as food and clothing.	<ul style="list-style-type: none"> <li>• Food/clothing paid for where necessary to ensure children are well placed to learn.</li> </ul>
External barriers:	
D. Low attendance and lateness	<ul style="list-style-type: none"> <li>• Employment of home/school liaison link workers to work closely with parents to improve a range of issues and make parents feel welcome and secure in the school environment.</li> <li>• Free breakfast club at GB to encourage punctuality.</li> </ul>
Desired outcomes	Success criteria
A. Children's learning will be supported in school.	<ul style="list-style-type: none"> <li>• Subject attainment to be in line with national.</li> </ul>

B. Children's attitude to learning and learning behaviours within the classroom and at home will improve.	<ul style="list-style-type: none"> <li>Children will be happy and secure in school. Subject attainment to be in line with national.</li> </ul>
C. Children will be fed and appropriately clothed so that they are in a good place to learn.	<ul style="list-style-type: none"> <li>Subject attainment to be in line with national.</li> </ul>
D. Children's attendance and lateness will improve to be in line with school and national expectations.	<ul style="list-style-type: none"> <li>All children will have 96% attendance</li> </ul>

Summary of Pupil Premium Spending 2020/21			
Provision	Cost	Objective	Evaluation and Impact Review date – April 2021
<b>Teaching and Learning</b>			
Employment of 2 Pupil Premium Champions to lead on Pupil Premium within the school and to provide targeted, small group teaching (Helen Cocker, 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.	
Additional teaching provision – JH/HC - small group teaching in English and Maths across all year groups based on current identified	See staffing costs.	To ensure PP children make expected progress in their learning, through quality first teaching and targeted interventions. Teaching	

need.		this academic year will focus on closing any gaps that have arisen due to school closure from Covid 19.	
Employment of 2 PTPs to provide 1:1 in-class support for PP children, small group catch-up teaching for PP children.	See staffing costs.	To ensure PP children make expected progress in their learning through targeted interventions. Small group teaching this academic year will focus on closing any gaps that have arisen due to school closure from Covid 19.	
Regular strategy meetings –  Half termly leadership catch-up meetings between HC/JH/TL/RW. Half termly meetings between HC/JH/MR (PP Governor) – NB. Due to Covid restrictions, governor meetings are currently taking place remotely.	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.	
Half-termly monitoring of provision and identification of next steps on Individual Pupil Profiles – impact on progress of interventions and class-based learning; progress in books; pupil conferencing; data analysis.	See staffing costs.	To ensure appropriate and effective provision for each child through effective assessment and identification of gaps in learning, implementation of targeted interventions and evaluation of impact.	

<p>Regular informal discussions between PP Champions and teachers regarding the progress of PP children.</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><b>Training:</b></p> <p>HIAS training - KS2/whole school training on reading inference (All staff)</p> <p>Teaching phonics through Letters and Sounds (EYFS/KS1/Y3) (2 class teachers)</p> <p>Lexonik Sounds Training (2 PP Champions).</p> <p>HIAS training – Effective Pupil Premium Leadership (2 PP Champions)</p>	<p>£360</p> <p>£140</p> <p>£5050</p> <p>£160</p>	<p>To ensure all staff are confident and have up-to-date knowledge of teaching reading inference.</p> <p>To ensure that new staff have appropriate training and to ensure continuity of phonics teaching into Y3.</p> <p>To improve children’s confidence and ability in reading and spelling as well as using phonological awareness to understand a greater range of vocabulary</p> <p>To ensure that PP Champion new to role has appropriate training and that existing PP Champion maintains up-to-date knowledge.</p>	



Resources: Third Space Learning	£2150	Individual online learning to support Y6 maths and to address gaps in learning – particularly in light of recent school closure.	
Nessy subscription	£375	Interactive phonics resource to be used as an intervention to support reading and spelling.	
RWI books	£95 (part funding, along with funding from English budget)	To be used both in class and as an intervention to support phonics and reading comprehension.	
<b>Emotional, Social and Behavioural Support</b>			
Employment of two ELSA/PTP (one per site) - to provide ELSA support; to provide lunchtime support on the playground and in the Chill Zone (temporarily on hold due to Covid restrictions); to promote wellbeing and readiness to learn through the establishment of a quiet/nurture area; and to undertake a family liaison role.	See staffing costs.	To provide ELSA support to children as needs arise; to work with teachers to identify and implement support strategies.  To provide a quiet/nurture area, giving support to children in a nurturing environment, enabling them to be ready to learn; to support those children unable to access the curriculum.  To establish a behaviour hub to work with children on aspects of their behaviour; to work with	

		<p>teachers to identify and implement support strategies.</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, family relationships, lateness and attendance, concerns associated with Covid etc.</p> <p>To attend meetings with outside agencies to support children and families.</p>	
Employment of Sports/Wellbeing coach	See staffing costs.	To provide emotional/wellbeing support and to build confidence and self-esteem through PE activities; to work with teachers to identify and implement support strategies.	
Play Therapy	£1695	To provide emotional/wellbeing support and to build confidence and self-esteem through play activities.	
Resources for two nurture rooms (one per site).	£320 spent.	To create a safe space providing opportunities for de-escalation strategies, promotion of self-care, resilience and recovery. Also, a	

		space to offer therapeutic activities and FIEPS/ELSA sessions.	
Breakfast club - employment of 3 members of staff; purchase of food and other associated costs.	See staffing costs.  £1000 allocated for food and other associated costs.	To provide the children with a nutritious breakfast and support them with arriving at school on time. It also offers them a chance to socialise with their peers.	
<b>Training:</b> Thrive – whole school emotional/behavioural approach (Training for one member of SLT (SENDCo) and two lead practitioners (ELSA PTPs). Training will be cascaded to all staff.	£2450 (2-year subscription)	To support children with emotional and behavioural needs.	
Yoga training (2 PTPs)	£790	To support children with Autism/ADHD.	
<b>Enrichment</b>			
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.  Actual spend as of Nov 2020 - £1,800.	To ensure that PP children have access to a variety of activities, allowing them to develop their skills and interests.	
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 per child per year. Actual spend as of Nov 2020 - £0 (due to Covid restrictions).	learning outside the classroom. To promote cultural capital and broaden the experiences for PP children.	
--	---	---	--