

## Pupil Premium Development Plan April 2020 – March 2021

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.	<b>72 (GB:40, RD:32)</b>	<b>£1,345</b>	<b>£96, 840</b>
Looked After Children (LAC) – children in the care system.	<b>0</b>	<b>£2,345</b>	<b>£0</b>
Previously Looked After Children – adopted children who have previously been in the care system.	<b>6 (GB:4, RD:2)</b>	<b>£2,345</b>	<b>£14, 070</b>
Ever 6 Service Children – children with parents in the armed forces, or who have been in the last six years.	<b>5 (GB:2, RD:0)</b>	<b>£310</b>	<b>£620</b>
<b>Total number of pupils eligible for Pupil Premium Funding</b>	<b>83 (GB: 46, RD: 34)</b>		<b>£111, 530</b>

Date of Statement:	April 2020	Review Date:	October 2020
<p>The above figures refer to the 2019/20 academic year and reflect the pupils currently in the school.</p> <p>The total figure for the 2020/21 financial year for Pupil Premium is <b>£106,355</b></p>			

Strategy for Pupil Premium Spending
Key Objectives and Principles
<p>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:</p> <ul style="list-style-type: none"> <li>• Responsive leadership – leadership which is focussed and driven and which responds to the differing and ever-changing</li> <li>• Demands of individual pupils and cohorts, in order to implement targeted provision that reflects current need.</li> <li>• Quality first teaching – excellent teaching which assesses attainment and responds to specific gaps in learning in order to ensure accelerated progress.</li> <li>• Personalised plans – targeted and time-limited interventions to address specific gaps in learning, reviewed regularly and evaluated for impact.</li> <li>• Analytical and data driven – effective provision which is evidence based and which triangulates and responds to progress measures from data, books and lessons.</li> <li>• 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.</li> <li>• Staff development – informed staff who are kept up to date with the latest research regarding disadvantaged pupils and with current teaching strategies.</li> </ul> <p>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.</p> <p>Our current Pupil Premium strategy is scheduled for review in October 2020.</p>

**2020 data not available due to Covid 19**

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

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"> <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 being 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>
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Summary of Pupil Premium Spending 2020/21			
Provision	Cost	Objective	Evaluation and Impact Review date – October 2020
<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 (Sonia Hayward, Greenbank; Jane Hartley, Rooksdown).	See staffing costs.	<p>Overall objective: To ensure PP children make expected progress in their learning, through strategic leadership, quality first teaching and targeted interventions.</p> <p>Specific objectives: See detail below.</p>	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 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.
Additional teaching provision - Summer Term: SH Y6 English groups SH Y3 reading, writing and maths	See staffing costs.	To ensure PP children make expected progress in their learning, through quality first teaching and targeted interventions.	

<p>JH Y1-3 English groups JH Y2 in class support JH YR release time for teachers to support PP children.</p> <p>During COVID 19 lockdown, SH/JH working with class teachers to monitor the engagement of PP children and liaise with parents as necessary.</p>			
KS2 Homework club run by SH.	See staffing costs.	To support PP children in the completion of homework tasks.	
<p>Regular strategy meetings –</p> <p>Half termly leadership catch-up meetings between SH/JH/TL/RW. Half termly meetings between SH/JH/MR (PP Governor).</p> <p>During COVID 19 lockdown, liaison is by email.</p>	See staffing costs.	<p>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.</p> <p>To ensure effective liaison between the two school sites.</p>	
Half-termly monitoring of provision and identification of next steps on Individual Pupil Profiles – impact on progress of interventions and class	See staffing costs.	To ensure appropriate and effective provision for each child through effective assessment and identification of gaps in learning, implementation of targeted	

based learning; progress in books; pupil conferencing; data analysis.		interventions and evaluation of impact.	
Pupil progress meetings with teachers after each data milestone.	See staffing costs.	To ensure the progress of individual children through identifying gaps in learning, planning future provision and identifying useful strategies and resources.	
<p>Training: KS2/whole school training on reading inference from Emma Tarrant.</p> <p>EYFS/KS1/Y3 training on Letters and Sounds</p>	<p>£360</p> <p>£70 per person (x 2 attendees) = £140</p>	<p>To ensure all staff are confident with using the inference materials we have in school. These can be used as an intervention but also the framework and vocabulary as a whole class aid to reading comprehension.</p> <p>To ensure that new staff have appropriate training and that Y3 can teach in the same way as KS1 for the first term.</p>	
Resources: 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.	



Emotional, Social and Behavioural Support			
Employment of two ELSA/PTP (one per site) to provide ELSA support; 1:1 support for core skills in maths and English; lunchtime support on the playground and in the Chill Zone; to establish a nurture group; set up a behaviour hub; and undertake a family liaison role.	See staffing costs.	<p>To provide ELSA support to children as needs arise; to work with teachers to identify and implement support strategies.</p> <p>To establish a nurture group to provide support for children in small groups in a nurturing environment and to support those children unable to access the curriculum.</p> <p>To establish a behaviour hub to work with children on aspects of their behaviour; to work with 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 etc.</p> <p>To attend meetings with outside agencies to support children and families.</p>	

Resources for two sensory rooms (one per site).	£1000 per site agreed by governors (Approx £2000 in all).	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.	
Bereavement training  (postponed until Summer/Autumn 2020)	£60 x 2 members of staff.	To support children who may have suffered a bereavement in their family or extended friendship group, especially in light of the COVID 19 pandemic.	
<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. Planned spend - £5,000 Actual spend as of April 2020 (no spend at July 2020 because of Covid 19)	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 funding per child per year. Planned spend - £5,000 Actual spend as of April 2020 (no	To ensure that PP children have access to a broad curriculum and learning outside the classroom. To promote cultural capital and	

	spend at July 2020 because of Covid 19)	broaden the experiences for PP children.	
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.	
Maths and writing workshops for higher attaining PP children.  (Focus for autumn term)	£100 per workshop.	To promote engagement and enthusiasm for learning among higher attaining PP children.	