



## Castle View Primary School Pupil Premium Strategy Statement

September 2019 to July 2020

Pupil Premium is additional funding given to schools for each child who is currently entitled to Free School Meals; has been entitled to FSM at any time in the past 6 years; is a service child or is a child who is or has been in care.

The funding is given to schools to raise the attainment of disadvantaged children of all abilities and to close the gaps between them and their peers. This document sets out how Castle View Primary School will spend the Pupil Premium funding this year and evaluates the impact of strategies implemented last year.

### 1. Summary Information

Academic Year	2019/20	Total PP budget (financial year April 2019 to March 2020)	£108,540	Date of most recent PP review	November 2019
Total Number of pupils	159 at Autumn Census 2019	Number of pupils eligible for PP	83 at July 2019 DfE PPG list.	Date for next internal review of this strategy	Autumn 2020

### 2. Current Attainment and Achievement (2019 KS2 SATs)

	Our pupils eligible for PP	Our pupils not eligible for PP	Pupils not eligible for PP (national average) <b>Currently for all</b>
% scoring 100+ in reading, writing and maths combined	46.7	42.9	65
Average scale scores in reading	98.7	96.9	104.4
% scoring 100+ in reading	53.3	50.0	73
Average scale scores in maths	100.3	100.9	105
% scoring 100+ in maths	66.7	57.1	79
% scoring expected+ in writing	46.7	57.1	78
Average progress score in reading	0.5	-6.8	0
Average progress score in writing	0.2	-4.1	0
Average progress score in maths	0.7	-3.5	0

### 3. Barriers to future attainment (as at September 2019, for pupils eligible for PP including high ability pupils,)

#### Internal barriers

- A. Many PP children have gaps in their learning in reading, writing and maths which hinder their progress throughout the curriculum
- B. Many of the children eligible for PP in all year groups have poor communication skills and limited vocabulary which hinders their progress not only in speaking and listening, reading and writing, but across the curriculum
- C. Many of the children have limited behaviour for learning skills which hinders learning across the curriculum
- D. Many of the children eligible for PP have poor independence skills which hinders learning

#### External barriers

- E. Many of the children eligible for PP do not read at home regularly or complete other homework activities which hinders their progress
- F. Many of the children eligible for PP have ACEs (Adverse Childhood Experiences) which hinder their learning

### 4. Outcomes

	Desired Outcomes (at July 2020) and how they will be measured	Success criteria
A.	Reduce gaps in children's learning in reading, writing and maths which hinder progress – this will improve the achievement and attainment of PP funded children	An increased percentage of children eligible for PP across school are making improved progress and attainment in reading, writing and maths. Increased attainment in reading and writing of PP pupils in order to narrow the gap with national (all). Identification and tracking through language assessment and ELGs demonstrate improvement. Internal monitoring demonstrates improved pupil engagement.
B	Improve language skills and vocabulary across school to improve children's learning in all areas	
C.	Improve behaviour for learning skills	
D	Improve independence skills	
E	Encourage children eligible for PP to read at home regularly and complete other homework activities	Children eligible for PP make improved progress in reading, writing and maths due to support and encouragement from their families at home.
F	Support PP children who have experienced ACEs (adverse childhood experiences) to manage their emotions in order to accelerate their learning.	Children eligible for PP demonstrate improved emotional resilience enabling better behaviour for learning.

### 5. Planned expenditure

Academic Year **September 2019 to July 2020**

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
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All PP children to receive good or better teaching across all areas of the curriculum	Work with consultants to support planning and provide training for staff identified areas.	Quality teaching is the basis for all learning and progress. Improvements in subject knowledge and teaching practice will have a positive impact on children's outcomes.	Support allocated based on needs identified through monitoring and school self evaluation	SLT (consultant support as required)	Termly lesson observations, book monitoring, pupil progress meetings
<b>£300x39 Total cost: £11,700</b>					
Embed good behaviour in class and around school	Research & training on a range of behaviour strategies proven to be effective in the classroom Opportunities for teachers to observe good practice in other classes	Good behaviour allows all pupils to concentrate and enjoy their learning. There is evidence of improving behaviour in class and around school noted by staff, HT and through external monitoring. This needs embedding consistently in all year groups.	Training for all staff. Monitoring the implementation of the policy Monitoring and discussion to ensure consistency across the school	SLT	Part of the monitoring and evaluation cycle. Informal walk throughs taking place regularly.
<b>Total cost £0</b>					
Improved confidence and self-esteem lead to better behaviours for learning	Growth Mindset teaching to encourage self-belief, practising classroom routines to reduce wasted time and improving motivation by increasing rewards, being clear about the purpose of a lesson and ensuring children are more engaged in their learning	Monitoring demonstrates disengagement from a small minority of pupils. Although handled well, a coherent strategy for staff together with resources would benefit long term learning.	Teachers will be given a bank of growth mindset activities to 'drip feed' children. Classroom routines will be taught and monitored by colleagues. Pupil discussions.	SENCO	Regular monitoring within the monitoring cycle.
<b>Total cost £0</b>					
Teachers to fully understand the mastery approach so that we have fewer children coming up the school with gaps in their knowledge	AHT (trained teaching for mastery specialist for NCETM) to work with individual teachers supporting them with planning and delivery of quality maths lessons	The mastery approach needs to be further embedded in school.	Regular support and monitoring by Maths SL	AHT	Half termly
<b>Total cost £0</b>					
<b>Total budgeted cost</b>				<b>£11,700</b>	

## ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Children in Reception make good progress and start to close the gap between school and National in speaking and listening	All FS & KS1 training for Talk Boost. Purchase of resources to support the intervention	Children are coming into FS with speaking and listening skills that are well below average and need to catch up as quickly as possible	Talk Boost champion will be identified. Time will be allocated to this person to plan and implement intervention. Children will be identified through pupil progress meetings. Time to Talk intervention for identified pupils.	External trainer SP	Termly with leader and also at individual teachers at pupil progress meetings
<b>Training + resources £900, 8 hrs TA £5,048 Total cost: £5,948</b>					
Improve outcomes for PP children's reading in EYFS	Use the 'Bookworms' strategy – invite parents in once a week read with their children and get a free book	Evidence shows that PP children live in homes with fewer books than non-PP children and know fewer words.	Weekly meetings with parents and promotion of good home-school relationships from the class teacher	EYFS teacher	EYFS tracking reviewed termly Through the monitoring cycle
<b>Teacher + resources £1889 + £500 Total cost £2,389</b>					
Improve outcomes for RWM of Y6 disadvantaged children	Y6 intervention targeting support for identified children.	2019 KS2 SATs data shows a significant gap between school and national and between PP and national other	Regular monitoring through pupil progress meetings. Increased focus on the combined target rather than individual subjects.	DHT HT & SENCO to lead pupil progress meetings	Termly summative assessments and pupil progress meetings.
<b>Total cost £13,576</b>					
Improve outcomes for PP children who have experienced ACEs	Learning mentor support	Children who have experienced trauma will do less well at school	Learning mentors will liaise with teachers and parents to be able to target support	Learning Mentors	Case studies undertaken of identified families. Data tracking and monitoring.
	HLTA Attendance leader and Family Support Worker to encourage good	Children need to attend regularly & on time to make good progress	Attendance lead and FSW will liaise with teachers and parents	HLTA Attendance leader and Family Support Worker	Termly attendance tracking

	attendance and punctuality				
<b>£15,406 + £12,925 + £26,328 Total cost: £54,659</b>					
Improve outcomes for SEN PP children	SENCO and TA3 SEN to support CTs with strategies to enable PP SEN children to make good progress in class	SEN children do less well than non-SEN children at both KS1 & 2	SENCO will monitor classroom practice & will check at pupil passport review meetings	SENCO	Case studies for identified pupils Tracking of SEN K and E.
<b>£6,468 + £14,614 Total cost: £21,082</b>					
Improve outcomes for PP children in Maths Improve outcomes for PP children in English	Maths revision club after school English revision club after school	Some children are not on track to reach the expected standard, but with a little extra help, will be able to achieve it.	Y6 teacher and Maths & Assessment Lead will look at children's assessments and decide on suitable interventions	Y6 teacher and Maths Lead	Termly
<b>UPS/40/5/6x15= £684 + AHT/40/5/6x15= £808 Total cost: £1,492</b>					
<b>Total budgeted cost</b>					<b>£99,146</b>

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
Ensure all PP children can access enrichment	Subsidise PP children where appropriate	Some children may not be able to take part in educational trips otherwise	100% of children access enrichment activities	SBM & class teachers	HT report for governors
<b>Total cost: £2,500</b>					
All PP children are healthy and are able to concentrate on learning	Provision of free fruit for all children and breakfast for those disadvantaged children who need it when they arrive at school	Children need to be well nourished to be able to concentrate on learning	Feedback from class teachers and learning mentors around the uptake of the offer and wellbeing of the children	LM	Informal discussions with class teacher and learning mentors.
<b>Total cost: £2,848</b>					

All children including PP behave well and have a good attitude to learning	Rewards and certificates (or cards through the post) for children who are behaving well to maintain good behaviour at school	Good behaviour and attitudes to work will lead to better outcomes	Whole school training	HT	Termly Part of the monitoring cycle Parental feedback
All children including PP behave well and have a good attitude to learning	Rewards and certificates (or cards through the post) for children who are behaving well to maintain good behaviour at school	Developing awareness of healthy lifestyle choices for identified pupils	Teachers to discuss children's needs with sports coach	Sports coach	Termly Report from sports coach to SLT
				<b>Total budgeted cost</b>	<b>£5,348</b>

## 6. Review of Expenditure

Previous Academic Year

**September 2018 to July 2019**

### i. Quality of Teaching for all - review

Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost
Improve general behaviour in class and around school	New behaviour policy shared with all members of the school community	There is clear evidence of improved behaviour across the school. This has been noted in monitoring evidence provided internally and externally. Fixed term exclusions remain below local and national.	Continue with the approach due to successes seen.	
Improve behaviour for learning	Growth Mindset teaching to encourage self belief, practising classroom routines to reduce wasted time and improving motivation by increasing rewards, being clear about the purpose of a lesson and trying to get children more engaged in their learning	Monitoring shows that pupils in all classes have greater levels of engagement allowing the pace of learning to increase. Pupil attitude has improved in most cases.	Continue with growth mindset strategies.	
Improve outcomes for all children in reading and writing.	DHT (Literacy specialist) to spend 50% of time in Y6 class delivering targeted support for children and/or teaching Y6 class to allow Y6 teacher to deliver targeted support.	Significant improvements seen in writing and maths. Narrowing of the gap seen in these areas. There was a marked increase in the number of pupils at KS2 achieving the expected standard in RWM.	DHT now in class full time to support learning of a wider group of children. Y6 class teacher now leading the interventions.	
Increased teacher subject knowledge	Working with other schools who have strength in particular areas Additional training in the core subjects	The teaching profile of the school has improved over the course of the year. Staff accessing school to school support/ LA consultant support have seen the greatest improvement.	Continue to develop this approach.	
Teachers to understand the effects of deprivation on S&L acquisition and use strategies to combat this	Talkboost training for all teaching staff and having a 'talkboost' champion in school	Not been achieved due to trainer illness. Rescheduled for later in the autumn term		

Teachers to become more skilled and confident in teacher assessment	Courses for teachers in FS, Y2 & Y6, moderation in school for all teachers and use of dated writing and reading grids	Assessments are now secure. These are now more effective in identifying intervention needs.	Continue current assessment procedures.	6 x ½ day courses & supply cover £780
Teachers to fully understand the mastery approach so that we have fewer children coming up the school with gaps in their knowledge	AHT (trained mastery leader for LA) to work with individual teachers supporting them with planning and delivery of quality maths lessons	Improved outcomes at KS1 and KS2 Evidence of improvement of the mastery approach across school (internal and external monitoring).	Continue to embed the mastery approach.	£11,825
				£
			<b>Total</b>	£12,605

## ii. Targeted Support - review

Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost
Improve outcomes for all children in reading, writing and maths, but PP children in Y5&6 in particular.	DHT (Literacy specialist) to spend 50% of time in Y5 & Y6 delivering targeted support for small groups of children.	Improved outcomes in writing: 2018: 40%      2019: 52%  Slight dip in reading results: 2018: 60%      2019: 52%	The interventions were geared towards writing as that was the weakest area last year. Strategy was effective, but expensive.	<b>£31,029</b>
Improve outcomes for PP children who have experienced ACEs	Learning mentor support 50%	1/3 of pupils who had aces and were pupil premium achieved age related expectations in reading, writing and maths.	Pupils with ACEs are now tracked in school. Continue to monitor attendance and punctuality.	£15,005
	HLTA Attendance leader and Family Support Worker to encourage good attendance and punctuality 50%			£13,749
Improve outcomes for SEN PP children	SENCO and TA3 SEN to support CTs with strategies to enable PP SEN children to make good progress in class 50%	KS2: Impact of strategies not seen in current data set after two terms. 2/10 pupils achieved in RWM		£19,540
				£9,783



		In reading, writing and maths, SEN pupils made stronger progress than non SEN pupils.		
Improve outcomes for PP children's reading in EYFS	Use the 'Bookworms' strategy – invite parents in once a week read with their children and get a free book	Did not run in 18-19, but is now running in 19-20	Overload of initiatives Review strategies	-
To improve writing in Y6	Set up a writing project for selected Y6 pupils which involves writing at home with parents in exchange for rewards and a free trip	Did not run in 18-19	Overload of initiatives Review strategies	-
Improve confidence in maths for a group of mainly PP, girls in Y6 who need a boost	Meet with girls at lunchtime and look at some of the concepts they are struggling with in a non-threatening environment	6 x sessions for girls & 6 x sessions for boys who were just below EXS. 3/6 girls achieved EXS (SS of 100+), 2 x girls achieved SS of 99, 1 x girl achieved SS of 98.	Start the club earlier to have more impact. Think about timings for boys as many of them wanted to play football	£453.47 (HT/39/5/6x6)
Improve outcomes for PP children in Maths	Maths revision club after school	Approx. 6 sessions Early indicators suggest that there has been an improvement. Waiting for validated data.		£331.68 (AHT/39/5/6x6)
Improve outcomes for PP children in English	English revision club after school	Early indicators suggest that there has been an improvement. Waiting for validated data.		£280.57 (CT/39/5/6x6)
TOTAL				£90,171.72

### iii. Other Approaches - review

Desired Outcome	Chosen Action / Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost:

Ensure all PP children can go on all trips and outings	Subsidise PP children (or other children of families in financial difficulties)	100% take up		<b>£3,078</b>
PP children behave well and have a good attitude to learning	Rewards and certificates (or cards through the post) for children who are behaving well to maintain good behaviour at school	Early indicators show more engagement in class	Continue with rewards to motivate children	<b>£100</b>
Improve health and lifestyle outcomes for PP children	'Change For Life' club for selected PP children	This had limited impact due to staff absence and pressure on hall time during the day	After school clubs would be a more effective way of delivering this content, prioritising places for PP/disadvantaged children	<b>£6,499</b>
All PP children are healthy and are able to concentrate on learning	Provision of free fruit for all children and breakfast for those disadvantaged children who need it when they arrive at school	All PP children (and those who are needy but don't qualify for PP) were able to get access to healthy food and were better able to concentrate	Although expensive, we will continue this strategy to ensure all children are well nourished at school	<b>£2,848</b>
TOTAL				<b>£12,525</b>

## 7. Additional Detail

For the more detailed data used to inform this report, see our RoSE (Record of Self Evaluation).