



Pupil premium strategy statement: Castlecroft Primary School

1. Summary information

School	Castlecroft Primary school				
Academic Year	2016/17	Total PP budget	£53,020	Date of most recent PP Review	Oct 25 th 2016
Total number of pupils	222	Number of pupils eligible for PP	40.2	Date for next internal review of this strategy	April 6 th 2017

2. Attainment and Progress

Pupil Premium Progress for the end of Key Stage 2: School (National)

	Reading		Writing		Maths	
	Expected	Better than Expected	Expected	Better than Expected	Expected	Better than Expected
2013/14	100% (91%)	25% (35%)	75% (94%)	25% (33%)	100% (93%)	25% (35%)
2014/15	88% (91%)	38% (33%)	100% (94%)	25% (36%)	100% (90%)	13% (37%)
2015/16 Progress Score	+2.25 (0 = National)		+2.70 (0=National)		+2.21 (0=National)	

Pupil Premium Attainment for the end of Key Stage 2: School (National) at the Expected Standard

	Combined (Reading, Writing & Maths)	Reading	Writing	Maths
2013/14 L4+	100% (79%)	100% (89%)	100% (85%)	100% (86%)
2014/15 L4+	86% (80%)	86% (89%)	86% (87%)	86% (87%)
2015/16	Unvalidated 33% (53%)	Unvalidated 42% (66%)	Unvalidated 67% (74%)	Unvalidated 58% (70%)

Pupil Premium Attainment for the end of Key Stage 1: School (National) at the Expected Standard

	Reading	Writing	Maths
2015/16	Unvalidated 50% (74%)	Unvalidated 25% (65%)	Unvalidated 38% (73%)

Pupil Premium Attainment in Phonics: School (National) at the Expected Standard

	% at expected Standard in Yr1	% at expected standard in Yr2
2015/16	100% (81%)	88% (91%)

Pupil Premium Attainment for the end Foundation Stage: School (National) at the Expected Standard

	GLD	Reading	Writing	Numbers
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2014/15	100% (66%)	100%(76%)	100% (71%)	100% (77%)
2015/16	100%	100%	100%	100%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Language skills on entry to school are often lower for pupils eligible for PP than for other pupils. |
| B. | Pupil Premium children particularly those who are Ever Looked After Children often have emotional and behavioural needs that block learning |
| C. | Many pupils eligible for pupil premium also have other factors such as SEN to consider when planning successful interventions |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| A | Children eligible for Pupil Premium funding do not always arrive in school with the same rich life experiences as other pupils and so need access to a broad rich curriculum |
| B | Attendance of Pupil Premium children is above the national average for similar pupils but below that of other pupils both nationally and in school. |

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain recent Improvements in speaking, reading and writing skills for PP pupils in foundation stage	Pupils eligible for PP in Foundation Stage make good progress from their low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of KS1
B.	Higher rates of progress for Pupil Premium children than other children so that the gap is narrowed across school. Higher rates of attainment in KS1 for pupil premium children	Pupils eligible for PP make more progress than 'other' pupils particularly by the end of Key Stage 1 in maths, reading and writing, as measured by the National end of key stage test and teacher assessments.
C.	Continue to expose children receiving Pupil Premium funding to a rich curriculum to enable all aspects of their development to be fulfilled.	Children have access to a variety of enrichment opportunities which promotes all areas of learning. Pupils are enthusiastic about school.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to a similar level as other pupils in school and below the national average. Overall PP attendance improves to 96% and is in line with 'other' pupils.
E.	To provide a tailored curriculum for Pupil Premium children with additional needs (emotional needs and/or educational needs).	There are improvements in identified pupil's behaviour and wellbeing. Learning behaviours are good and children are making progress.

5. Planned expenditure					
Academic year	2016/17				
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 implemented well?	Staff lead	When will you review implementation?
A. Improved progress for children in Mathematics	Externally led review of teaching and learning in Mathematics	We are keen to reference our attainment and progress in mathematics against those of the high performing schools locally. Three head teachers from Good and Outstanding schools locally and a local authority School Improvement Advisor will work with SLT to evaluate the quality of teaching, learning, marking and feedback in this area to develop a clear Plan of action to impact on progress.	Detailed pre-planning with the lead headteacher has ensured the review has a tight focus and areas for improvement can be drawn together. The Maths leader will then oversee implementation of actions	Head/ Deputy And Maths Lead	Dec 2016
	Continue to embed Numicon as a system for teaching maths across the school	Numicon was introduced last year with an investment in high quality CPD. This has already begun to improve children's confidence with Number and calculation particularly in KS1. A completely new staff team in KS1 and Reception need further training and support to develop practice further.	Staff discussion and initial Staff training has been completed. The Lead teacher and SLT will monitor maths delivery through lesson obs, book scrutiny and planning reviews and further training provided	Maths lead	June 2017
B. Improved progress for children in reading	Whole school Reading for pleasure drive - Moving into a second year of development. Develop increased quality opportunities to hear children read both individually and in groups and provide feedback	Developing a love of reading remains a high priority in raising standards in reading and good systems were developed last year that saw a rise in number of children visiting the school library and taking opportunities to read for pleasure. We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest that providing high quality feedback is a low cost high impact strategy.	Librarian and English lead to maintain current reward system and other inspiring opportunities and develop them further. English lead to provide staff training to all TA's and Parent Volunteers to develop their ability to question pupils on their reading and to provide feedback. Increased focus and change to TA timetable to allow for increased opportunities to hear children read individually and in groups. Deputy Head to monitor class reading records weekly.	English lead	Jan 2017
C. Pupil Premium Review	Pupil Premium Review sourced with accredited Reviewer to be completed	Full audit of processes and procedures to evaluate the impact of current practise and identify how Castlecroft can further improve	Reviewer chosen based on recommendation through WCC and colleague headteachers. Staff Meeting time set aside to develop the	Head/ Deputies	April 2017

	during Spring term.	the value made from pupil premium funding.	ensuing Pupil Premium action plan as a key driver for our School Improvement Plan (SIP)		
HD time in library, reading prizes. Numicon training, Pupil Premium review Total budgeted cost					£8000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. In Yr2 Increased proportion of Pupil Premium Children at ARE and progress is increased for all PP children in Maths.	Use an experienced teacher to deliver targeted support work in Year 2 . Experienced Teacher leads smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during internal reviews of teaching and learning.	SLT to identify good experienced teacher. KS1 Leader to identify children within year 2 to work within the focus group. Regular meetings held between the Class teacher and additional teacher to ensure continuity and allow the class teacher to monitor progress and adjust groupings Maths leader to monitor progress of pupils and to monitor practice.	KS1 Leader and Maths leader	Termly
B. Maintain the improvements in the proportion of PP children achieving the expected standard in Phonics	Develop the role of Leading RWI practitioner to provide additional focused support for early teaching of reading and phonics using a little and often method of intervention.	Following last year's appointment of RWI Leading Practitioner, huge progress seen in all children who were stalling with their ability to decode phonetically. This role needs to continue and develop further to supporting Teachers and TA's to develop their practice in the teaching of phonics. Research including, EEF Toolkit, identifies that high quality focused 1:1 teaching has a very good impact on achievement.	RWI manager to oversee the work of the Leading practitioner by identifying pupils to support and monitoring their progress; timetabling the Leading Practitioner to support other teachers and TA's; and providing regular CPD	RWI manager	Half Termly
C. PP Children identified with SEND to make good progress from their starting points	Develop the role SEND TA to provide additional focused support for identified pupils	To support the work of the inclusion manager A SEND TA has been identified to provide specific intervention to identified pupils. This builds on the RWI leading practitioner model that has had a significant impact in school.	Inclusion manager to oversee the work of the SEND TA by identifying pupils to support and monitoring their progress; timetabling the SEND TA to work alongside external support and implement recommendations consistently; and providing regular CPD	Year group leaders, Head and Deputies	Half Termly

D PP children with behavioural and emotional needs continue to make progress in line with other pupils	Continue with the PSHE interventions for identified pupils weekly during lesson 3. Continue with the early identification and counselling work provided by Base 25	PSHE interventions have had a positive impact with fewer incidents of negative behaviour. Pupils feelings are positive about school. Children working with counsellor have seen improvements in learning behaviours including increased self control, self confidence and enthusiasm	Inclusion manager to identify children for support both in PSHE intervention and Counselling sessions and to monitor progress of pupils.	Inclusion manager	Half termly
E PP children make good progress across school in Reading writing and Maths	Continue with the intervention system developed last year with teachers identifying pupils, planning intervention and assessing for impact Intervention delivered by good experienced teachers and Teaching assistants.	Research including, EEF Toolkit, identifies that teacher directed intervention has a significant impact on pupil attainment. Intervention in year 6 was successful and developing this further will help to support the increased progress of PP children	HT to oversee the identification planning and delivery of Intervention and to review the impact at the end of the cycle	HT	Half termly
D. Improved language development of pupils in Reception and beyond	Targeted speech and language support by a contracted speech and language therapist to develop oral language and listening skills. To continue to focus on PP children's progress and continue to put in place little and often interventions	The EEF Toolkit suggests that oral language interventions have a moderate impact but it is our view that without the bedrock of linguistic skills, that some of our children do not start school with, that their formative years in education would be further disadvantaged.	Children identified by Foundation staff or Inclusion Manager and monitored through regular observation in areas of provision and by half termly on-going assessment by key workers. Work of Speech and Language Therapist is replicated by Key worker	Head, Deputy Class Teachers	Half Termly

Costs for LD maths and 3rd lesson, LF HLTA, Katie P, Intervention and Booster costs, S and L costs, Counselling costs- Total budgeted cost	£31,000
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Ensure targeted children have a good start to their learning day at school	Provide breakfast club and fund attendance for disadvantaged or vulnerable pupils	This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a	Provision is overseen by the Out of Hours manager.	HT	Half termly

		good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn			
B Raise the attendance of PP children and reduce the proportion of PP children who are persistently absent	Purchase service level agreement for support of Educational Welfare Officer to support vulnerable families In getting their children to school on time every day.	Arriving promptly for school every day has a direct relationship with academic progress.	HT and EWO to meet regularly to review the schools attendance and to identify vulnerable families early and support them in improving their child's attendance	HT	Every 3 weeks
G. Increased involvement in sports and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available	Though the impact of sports participation is thought to be low by EEF we feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at Castlecroft to access their learning in a calm and intelligent manner. We are sure that the role of sport in developing these core academic skills is significant and therefore we are keen to give as much opportunity to our children as possible.	Though the result of competitive team sports will hopefully be successful, the key judgement will be in terms of how the children approach their work in a calm and resilient manner.	PE Lead and HT	July 17
H. Children eligible for PP Funding have equal access to a broad and rich curriculum	The school to continue to use Pupil Premium Funding to support children's access to a broad and rich curriculum	It is a core aim of the school that children at Castlecroft experience success and identify their own particular gifts and talents as a way of raising self esteem, increasing enjoyment and ultimately producing well rounded individuals who leave us want to learn more. Positive self image leads to increased resilience, improved learning behaviours and increased motivation	SLT and subject leaders will plan a broad and exciting curriculum supplemented by further enrichment opportunities for the children to access. All staff will oversee full inclusion in all aspects of the curriculum.	HT	Ongoing with review at end of Year
EWO costs, JM after school Hrs costs(4hrs), Costs for supporting inclusion Total budgeted cost					£14,000

Use of the Pupil Premium Income in 2015/16

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1320 per pupil. It is allocated to schools, based on the number of children who come from low-income families - this is defined as any child who is known to have been eligible for free school meals at any point in the last six years. This is one of the current government's key education policies. It is based on findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower educational attainment than those who have never been eligible.

It also includes children who have been looked after continuously for more than six months; and children where a parent serves in the armed forces.

Levels of deprivation at Castlecroft Primary School are slightly below the national average and the proportion of PP pupils is slightly below (CPS 20%, national 25%). However, a significant proportion of other children in school live in families who are just above the threshold and as a result still require support even though the school does not receive additional funding for these.

The government compares our results against the national average for non-pupil premium children, rather than against similar children. The results are mixed and indicate at the statistical level, that the results for Disadvantaged pupils at Castlecroft are improving, but still need to improve across ages and subjects, to close the gap on the national average for non-disadvantaged pupils.

Schools have to decide how to use the money, in order to improve educational attainment of children from less privileged backgrounds. The pupil premium income makes a big difference to Castlecroft and it has the potential for a great impact on the attainment, and future life chances of pupils. This works especially where parents support their child through high attendance, good punctuality, encouraging a positive attitude and supporting homework.

Castlecroft's aim is that ALL pupils achieve their full potential and that the school compares well with other schools across the country.

How the money was spent

Castlecroft receives a substantial amount of Pupil Premium Funding which in 2015/16 was £56,690. This is a significant contribution to the school's overall budget.

The Senior Management Team and Governors have to identify how we can use this money to raise the standards of disadvantaged pupils. In order to meet the needs of these and other vulnerable pupils, the SMT has spent some of the additional funds in the following ways in the 2014/15 academic year:

Teachers

1. Additional Teacher in Year 2 for 7 hrs per week to support the teaching and learning in maths, reading and GPS

October 2016

2. Experienced teacher delivered maths and writing intervention to Yr 5 and 6 children
3. Deputy delivered after school intervention in reading and maths.
4. Head teacher delivered early morning intervention to Yr 6 pupils
5. 1:1 teaching was given after school for targeted children

Support Staff

6. Appointment of RWI Leading practitioner to support the RWI manager has had a huge impact by delivering interventions little and often for target pupils. Assessment is carried out regularly and precision teaching delivered regularly. This work needs to continue with further development of the Lead Practitioners role to offer support and CPD to other staff.
7. Developing the role of a SEND Teaching Assistant to support the work of the Inclusion Manager has had a significant impact for identified children with SEND. This role needs to be developed further next year through training opportunities and providing increased flexibility in her timetable to work with selected children
8. A new system of Intervention introduced where teachers are responsible for the identification of pupils and the focus of intervention but the Class TA is responsible for its delivery. The teacher maintains the overview through regular discussion with the TA and monitors impact through assessment activities, discussion with the pupil and observation of pupil within the lesson. This needs to continue next year.
9. Speech Therapy provision commissioned to support individuals across school. SEN TA worked alongside the speech therapist so that the support could be repeated regularly throughout the week. This had a significant impact for those children targeted and needs to continue this year.
10. High quality Teaching Assistants provide after school intervention to children in Yr 3, 4, 5, 6. This continues to have a positive impact on the progress of pupils and their confidence in tackling the curriculum
11. The school has purchased the services of an Education Welfare Officer to support the Headteacher in challenging and supporting families whose children have poor attendance. This has already had a positive impact on attendance and needs to continue next year.
12. The school commissions the services of a counsellor to work with pupils who are experiencing emotional or behavioural difficulties. This has had a significant positive impact for some of our most vulnerable children and needs to continue

Additional Provision

13. Breakfast Club for the most vulnerable.
14. Subsidised educational visits and residential visits.
15. Provision of after-school clubs for sport and art and in school musical opportunities

The Impact

Foundation Stage:

- An increased focus on the progress of Pupil Premium children on entry to reception has led to improvements in attainment in the last 2 years and the small number of children eligible for pupil Premium funding have all achieved a good level of development

Year 1 Phonics.

October 2016

- The impact of our efforts to improve core literacy skills can be seen in the results in the Year 1 phonics test. The appointment of a RWI leading practitioner has allowed for an effective model of little and often precision teaching to be developed. In 2016, 100% of our 'Disadvantaged' children achieved the expected standard at the end of Yr1 and at the end of Yr2 all but one of our pupil premium children achieved the expected standard (87%). The one child who did not reach the standard had been receiving Speech and Language support to overcome her speech difficulties. This had a huge impact with her score improving from 6 to 29 (the expected standard threshold was 32).

Key Stage 1 results:

- Overall results for all pupils at KS1 were slightly below the national average last year. 50% of Disadvantaged children achieved the expected standard in reading, 25% achieved the expected standard in writing and 38% in Maths. This group included 3 Ever Looked After Children of which 2 are on the SEN register (one statemented for their learning) and one child required significant emotional support. If we look at just children eligible for FSM the results are more positive 60% in Reading, 40% in writing and 60% in maths. Changes made last year are beginning to have an impact and teacher assessments of current disadvantaged pupils across KS1 are positive.

Key Stage 2 results

- **In 2016 Attainment of disadvantaged pupils was in line with other pupils in school for writing and GPS but below that of other pupils in school for Reading and Maths. However the progress of disadvantaged children across KS2 was ahead of all other pupils nationally from the same starting point in each of Reading Writing and Maths. Progress was also above that of other pupils in school and so the attainment gap was narrowed across KS2.**
- 33% of pupils achieved the expected standard in Reading, Writing and Maths combined that compares to a national average for all pupils of 53%
- 42% of these children reached age expected standards in Reading
- 67% of these children reached age expected standards in Writing
- 67% of these children reached the expected standard in Grammar punctuation and Spelling
- 58% of these children reached the expected standards in Maths