



Pupil premium strategy statement: Castlecroft Primary School

1. Summary information

School	Castlecroft Primary school				
Academic Year	2017/18	Total PP budget	£46,090	Date of most recent PP Review	Oct 2017
Total number of pupils	222	Number of pupils eligible for PP	34.9	Date for next internal review of this strategy	April 6 th 2018

2. Attainment and Progress

Pupil Premium Progress for the end of Key Stage 2: School (National Non Pupil Premium)						
	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 Prog Sc	+2.25 (0 = National)		+2.70 (0=National)		+2.21 (0=National)	
2016/17 Prog Sc	-1.75 (0 = National)		-0.91 (0 = National)		- 0.30 (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 EXS	33% (53%)	42% (66%)	67% (74%)	58% (70%)
2016/17 EXS	50% (61%)	67% (71%)	67% (76%)	67% (75%)

Pupil Premium Attainment for the end of Key Stage 1: School (National) at the Expected Standard				
	Combined(Read, Writing Maths)	Reading	Writing	Maths
2015/16 8Ch	38% (62%)	50% (74%)	25% (65%)	38% (73%)
2016/17 4Ch	25%	75%	25%	25%

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%)
2016/17	100% (2 Children)	100% (4 Children)

Pupil Premium Attainment for the end Foundation Stage: School (National) at the Expected Standard				
	GLD	Reading	Writing	Numbers
2014/15 2Ch	100% (66%)	100% (76%)	100% (71%)	100% (77%)
2015/16 2Ch	100%	100%	100%	100%
2016/17 3Ch	33%	67%	33%	33%

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)*

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)*

D	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
E	Attendance and punctuality of Pupil Premium children is often below that of other pupils in school and other pupils nationally.
F	Children eligible for Pupil Premium have higher mobility than other pupils and progress for this group is not as good as our core pupil premium children.

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. C.	To provide a tailored curriculum for Pupil Premium children with additional needs (emotional needs and/or educational needs). 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	There are improvements in identified pupil's behaviour and wellbeing. Learning behaviours are good and children are making progress. 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.
D.	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.

E.	Attendance rates for pupils eligible for PP are in line with other pupils in school and with all pupils nationally	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.
F.	New children receive a successful induction that allows the them to quickly settle into school, identifies starting points and quickly moves them on. This group of children are monitored closely.	Children feel happy in school. Assessments are made within the first few weeks of arrival. At least expected progress is made for this group of pupils

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?	
Improved attainment and progress for children in Writing	Externally led review of teaching and learning in Writing	We are keen to reference our attainment and progress in Writing 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 strengthen our School Improvement Plan to impact on progress.	Detailed pre-planning with the lead headteacher has ensured the review has a clear focus and areas for improvement can be drawn together. The English leader will then oversee implementation of school improvement targets	Head/ Deputy And English Lead	Dec 2017	
Improved progress for children in reading Overcoming barrier A	Continue whole school Reading for pleasure drive - Moving into a third 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 have been developed over the last two years that have seen 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 continue 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. Change to TA timetable to allow for increased opportunities to hear children read individually and in groups. High quality training on teaching reading provided to staff offering advice on asking questions to deepen understanding. Deputy Head to monitor class reading records.	English lead	Ongoing	
Pupil Premium review	Pupil Premium review completed with Local Authority Inspector	Full review of processes and procedures to evaluate the impact of current practise and identify how Castlecroft can further improve the impact made from pupil premium funding.	Reviewer chosen based on recommendation from colleague headteachers. Staff Meeting time set aside to develop the ensuing Pupil Premium action plan as a key driver for our School Improvement Plan (SIP)	Head/ Deputy	12 th Oct 2017	
HD time in library, Reading prizes, Reading 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?
<p>Maintain the improvements in the proportion of PP children achieving the expected standard in Phonics</p> <p>Overcoming Barrier A</p>	<p>Continue to 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.</p>	<p>Following the appointment of RWI Leading Practitioner huge progress has been 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.</p>	<p>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</p>	<p>RWI manager</p>	<p>Half Termly</p>
<p>PP children with behavioural and emotional needs continue to make progress in line with other pupils</p> <p>Overcoming Barrier B</p>	<p>Begin the PSHE interventions for identified pupils weekly during lesson 3 in Spring and Summer Terms</p> <p>Continue with the early identification and counselling work provided by Base 25</p>	<p>PSHE interventions have had a positive impact with fewer incidents of negative behaviour. Pupils feelings are positive about school.</p> <p>Children working with counsellor have seen improvements in learning behaviours including increased self control, self confidence and enthusiasm</p>	<p>Inclusion manager to identify children for support both in PSHE intervention and Counselling sessions and to monitor progress of pupils.</p>	<p>Inclusion manager</p>	<p>Half termly</p>
<p>PP Children identified with SEND to make good progress from their starting points</p> <p>Overcoming Barrier C</p>	<p>Continue to develop the role SEND TA to provide additional focused support for identified pupils</p>	<p>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.</p>	<p>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</p>	<p>Year group leaders, Head and Deputies</p>	<p>Half Termly</p>
<p>PP children make good progress across school in Reading writing and Maths</p> <p>Overcoming Barrier C</p>	<p>Continue with the intervention system developed 2 years ago with teachers identifying pupils, planning intervention and assessing for impact. Purchase TOBANS numicon maths intervention.</p> <p>Changes made to TA timetable to allow them to deliver little and often Intervention programmes eg Precision teaching</p>	<p>Research including, EEF Toolkit, identifies that teacher directed intervention has a significant impact on pupil attainment.</p> <p>Intervention in year 6 was successful and developing this further will help to support the increased progress of PP children</p>	<p>HT to oversee the identification planning and delivery of Intervention and to review the impact at the end of the cycle</p> <p>Deputy to provide training on use of TOBANS intervention for maths</p> <p>Inclusion manager to oversee precision teaching intervention</p>	<p>HT</p>	<p>Half termly</p>

Improved language development of PP pupils in Reception and beyond Overcoming Barrier A and C	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
Improve induction of Pupils who arrive mid year or mid key stage and monitor their progress closely to ensure that they make equally as good progress as our core children. Overcoming Barrier F	Thorough induction allows children to quickly settle into school, feel confident and make friends. Accurate initial Assessment of pupil identifies a starting point for gauging progress. Teachers aware that these children form a vulnerable group and monitor their progress carefully.	Analysis of data carried out as part of Pupil Premium review identifies that non core Pupil Premium children achieve less well than our core Pupil Premium children	HT to monitor the progress of these pupils and discuss with class teacher as part of termly Data meetings. Monitoring systems to check on progress of this group	HT and DHT	Half termly
Costs for Laura F HLTA, Katie P, Intervention and Booster costs, Speech and Lang costs, Counselling costs- Total budgeted cost					£31,000
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?
Ensure targeted children have a good start to their learning day at school Overcoming Barrier E	Provide support for disadvantaged or vulnerable pupils to attend breakfast club	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 good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	Provision is overseen by the Out of Hours manager.	HT	Half termly
Raise the attendance of PP children and reduce the proportion of PP children who are persistently absent Overcoming Barrier E	Purchase service level agreement for support of Attendance 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 Attendance Officer 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

<p>Increased involvement in sports and targeted motor skill development</p> <p>Overcoming Barrier D</p>	<p>Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available</p>	<p>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.</p>	<p>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.</p>	<p>PE Lead and HT</p>	<p>July 17</p>
<p>Children eligible for PP Funding have equal access to a broad and rich curriculum</p> <p>Overcoming Barrier D</p>	<p>The school to continue to use Pupil Premium Funding to support children's access to a broad and rich curriculum</p>	<p>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</p>	<p>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.</p>	<p>HT</p>	<p>Ongoing with review at end of Year</p>
<p>Out of Hours contributions, School visit contributions, Musical opportunities contributions, EWO costs, JM after school Hrs costs, Costs for supporting inclusion</p>					<p>Total budgeted cost</p> <p>£14,000</p>

Use of the Pupil Premium Income in 2016/17

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 in line with the national average but the proportion of PP pupils is slightly below (CPS 15%, national 24%). 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 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 2016/17 was £53,020. This is a significant contribution to the school's overall budget.

The Senior Management Team and Governors have to identify how we 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 2016/17 academic year:

Teachers

- Additional teacher in Year 2 for 7 hours a week to support the teaching and learning in Maths, Reading and Grammar, Punctuation and Spelling
- Deputy delivered before and after school intervention in reading and maths.
- Head teacher delivered early morning intervention to Yr 6 pupils
- 1:1 teaching was given after school for targeted children
- The school uses Peripatetic music school teachers- Contributions for music lessons are made for PP children
- The school employs a teacher to coordinate various sporting opportunities and clubs portion of the Out of Hours sports clubs

Support Staff

- RWI Leading practitioner supports the RWI manager and this change 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.
- 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. Recently this has been effected by the member of staff having to support a child with significant additional needs on a 1 to 1 basis. This role needs to be developed further this academic year through training opportunities and providing increased flexibility in her timetable to work with selected children
- A system of Intervention, 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.
- 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.
- High quality Teaching Assistants provide before, during and 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
- 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.
- 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

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

The Impact

End of Key Stage 2

Progress

Progress across KS2 over the three years prior to 2017 were positive with disadvantaged children making good progress. In 2016 Disadvantaged children's progress was above that of other pupils in school and a positive progress measure indicated that they made more progress than other children from the same starting point nationally.

In 2017 Disadvantaged children's progress across KS2 was below that of other pupils within school and a negative score indicates that their progress was less than other pupils nationally from the same starting point.

- This outcome does not reflect the strengthening of practice in school. The school has continued to make improvements to the way it identifies children whose progress is stalling and intervenes through ABC method of marking and through more precise planning and delivery of intervention groups.
- This group of children is small at 6 pupils. Of these 4 children joined school during KS2.
- The 2 core children made good progress Reading +2.0 writing +1.3 and maths +3.0.
- The results were skewed by one child who joined school during year 3. She arrived as a middle achieving child but was quickly identified as needing additional support on arrival to school and received immediate phonics support as well as support in maths. In Autumn 2014 She was assessed as entering the Year 2 expected standard in R, W, and M (2 years behind). Despite the intervention and support, progress scores were significantly low. Removal of this one child significantly improves the progress scores to R -0.40 W +0.39 and M +1.09

Attainment

Attainment of Pupil premium children rose in 2017 to 50% at the expected standard in R,W, M combined and is in line with the national average for all pupils (ie less than 1 pupil away. When looking at disadvantaged attainment for individual subjects at the expected standard the picture is the same (inline with the national average for all pupils). At the higher standard only 1 disadvantaged pupil met the threshold in maths and GPS.

Analysis shows that the disadvantaged group was made up of 3 middle achieving children and 3 low achieving children. Developing more disadvantaged children to achieve the higher levels is a focus of school improvement

End of Key Stage 1

2017 saw the proportion of children at the expected standard in RWM combined fall however the **disadvantaged** group is only small (4 children).

The group consists of two children who have attended Castlecroft since nursery (Core children) with 2 children who have joined school during Year 2 academic year. The school had one high attaining disadvantaged child leave during the academic year. Of the 2 core children 1 of those moved onto the the FSM register during Year 1

- Only 1 child achieved the expected standard in RWM although this matched their starting point where only one child achieved a *GLD* at the end of Reception.
- 3 disadvantaged children achieved the expected standard in reading with 1 child achieving greater depth. This represented an acceleration of progress for 3 children but a slowing of progress for one child when matched to their starting points. For the child who made slow progress - she was new to school and had previously been on the *CP* register. All disadvantaged children achieved the expected standard in phonics.
- Only 1 disadvantaged child achieved the expected standard at maths she also achieved greater depth standard - this demonstrated accelerated progress from *EYFS* outcomes. This was one of our core children, the other core child achieved the expected standard in the test but was finally teacher assessed as not yet being at the expected standard. Progress in maths for the other children was expected when taking into consideration their starting point from the end of *EYFS*
- Despite only one disadvantaged child making the expected standard in writing some good progress has been seen during the year once the new arrivals had settled in. Again progress was expected when considering their starting point at the end of *EYFS*
- No disadvantaged children have achieved greater depth in writing for the second year in a row.

Phonics Check

The impact of our efforts to improve core literacy skills and early reading acquisition can be seen in the Year 1 phonics check. For the last two years all disadvantaged children have achieved the expected standard. In 2017 all disadvantaged children in Year 2 also achieved the expected standard.

End of EYFS

For the previous two years all disadvantaged pupils achieved a *Good Level of Development*. This year has seen a fall in attainment but the additional needs of this small group must be taken into consideration. Disadvantaged group is made up of 2 *LAC* children, one with significant emotional needs, and one *FSM* child who is blind with learning delay. Of the 3 disadvantaged children only 1 child attended our nursery. In 2017 only 1 child achieved a *Good Level of Development*.