

Pupil Premium Strategy 2017-2018

1. Summary information					
School	Castle Academy				
Academic Year	2017-18	Total PP budget	£52, 940	LAC pupils	Service Pupils
Total number of pupils	163	Number of pupils eligible for PP	37 (23%)	2 x £1,900 = £3,800	1 x £300= £300

2. Current attainment (Summer 2017)			
	Total % of pupils	Pupils eligible for PP %	Pupils not eligible for PP% (national average)
End of KS1 National assessment results Reading/Writing/Maths	61/50/61	67/33/67	58/58/50
End of KS2 National assessment results Reading/Writing/Maths	55/71/48	14/57/29	67/75/54
Year 1 Phonics check results	54	60	52
Year 2 Phonics check results (combined)	25	N/A	N/A
EYFS GLD	63	33	69

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers	Desired Outcome	
A. PP Attainment.	Increase the % of eligible pupils achieving age related expectations in all year groups.	
B. Quality of teaching and learning for interventions.	Monitoring of teaching and learning show teaching, learning and assessment is at least good during intervention lessons, therefore, improving the achievement of PP pupils.	
C. 34% of eligible pupils are also listed on the SEN Register.	Eligible pupils with SEND achieving at least expected progress, improving the achievement of PP pupils.	

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External barriers		Desired Outcome
E.	Parental Engagement	Improve skills and resources to support PP pupils at home.
F.	PP Attendance = 94.1%	To raise attendance of PP pupils so that it is above National expectations.

4. Planned expenditure					
Academic year		2017-18			
Teaching and Learning Initiatives:					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>Success Criteria</u>	<u>Costing</u>	<u>When will you review implementation? Who is responsible?</u>
<p>A: PP Attainment</p> <p>B: Quality of Intervention</p>	<p>Small Group Tuition- Senior Teaching Assistant under direction of SLT to deliver targeted interventions in response to Pupil Progress Meetings.</p>	<p>EEF Toolkit: Small Group Tuition (+4 months)</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<ul style="list-style-type: none"> ▪ Intervention Action Plan created by SLT in response to 2017 outcomes and shared with all staff. ▪ All eligible pupils will have made at least expected progress during a period of interventions. ▪ The % of eligible pupils achieving ARE will increase in all year groups. ▪ Increase the % of disadvantaged pupils achieving the higher levels in reading, writing and mathematics (2017 - 14% in reading, 0% in writing and 0% in mathematics) ▪ The % of interventions observed to be at least good will increase. ▪ Intervention Evaluations will be completed within Edukey Software and used to inform PPM and future planning. 	<p>Cost of TA salary under direction of Senior Leaders to deliver intervention to eligible pupils in response to attainment and progress. (4 days)</p> <p>£12,055</p>	<ul style="list-style-type: none"> ▪ Inclusion Manager and Senior TA meet weekly to review pupil outcomes. ▪ Edukey reviews completed and monitored by Inclusion Manager. ▪ Inclusion Manager to feedback to SLT regularly in SLT Meetings and half termly at PPM. ▪ Half termly monitoring of quality of interventions to be carried out by SLT.

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<p>A: PP Attainment B: Quality of Intervention</p>	<p><u>Personalised Learning- Targeted LAC Support</u> Eligible pupils to receive regular, one-to-one support from TA.</p>	<p><u>EEF Toolkit: One-to-One Tuition (+5 months)</u> Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<ul style="list-style-type: none"> ▪ Intervention Action Plan created by SLT in response to 2017 outcomes and shared with all staff. ▪ LAC pupils will make at least expected progress. ▪ LAC pupils will achieve SMART Targets outlined in Support Plan and PEP. 	<p>5 x 30mins per week with TA = p/ch =£1,205</p>	<ul style="list-style-type: none"> ▪ Half termly monitoring of quality of interventions to be carried out by SLT. ▪ Designated teacher will report progress to SLT, Local Authority Virtual School and Governors termly. ▪ Progress towards SEN/PEP targets will be reviewed half termly by Designated Teacher/Inclusion Manager
<p>A: PP Attainment B: Quality of Intervention</p>	<p><u>Early Phonics Intervention:</u> Targeted intervention groups delivered by a Senior Teaching Assistant.</p>	<p><u>EEF Toolkit: Phonics (+4)</u> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<ul style="list-style-type: none"> ▪ Intervention Action Plan created by SLT in response to 2017 outcomes and shared with all staff. ▪ Eligible pupils will achieve the threshold for Phonics Screening Check in June 2018. ▪ Various Parents Phonics Workshops provided throughout the year. 	<p>Approx. 3 hours per week with TA = £1,446</p>	<ul style="list-style-type: none"> ▪ TA will have weekly PPA time to complete weekly assessment activity to feedback to class teachers. ▪ Class teacher and Senior TA meet weekly to review pupil outcomes within Phonics Group. ▪ Class Teacher will use Edukey Software to evaluate impact and inform PPM and future provisions. ▪ SLT to monitor quality of intervention through Learning Walks and regular assessments to measure progress.

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<p>A: PP Attainment</p> <p>B: Quality of Intervention</p>	<p>Class Based Teaching Assistant</p> <p>1 Full time TA targeting eligible pupils across KS2.</p>	<p>EEF Toolkit: Teaching Assistants (+1 month)</p> <p>Although EEF Toolkit indicates lower progress measures for additional teaching assistants, teaching assistants will be utilised to deliver more effective intervention advocated by the EEF Toolkit, such as:</p> <p>Effective Feedback +8 months)</p> <p>Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p>	<ul style="list-style-type: none"> ▪ Eligible pupils receive more 'effective feedback' and this is evidenced in workbooks. ▪ Eligible pupils in KS2 make at least expected progress (2017 – Reading -1.89, Writing -1.26, Maths -4.06) ▪ The % of eligible pupils achieving ARE will increase in across KS2. 	<p>1 Full time TA</p> <p>£11,082</p>	<ul style="list-style-type: none"> ▪ Principal to carry out TA and Teacher Performance Management and Mid Year Appraisal process. ▪ Half termly PPM ▪ At least half termly work book scrutiny with focus on TA impact. ▪ SLT carry out regular Learning Walks with a focus on TA deployment. ▪ Provide CPD for TAs and class teachers.
<p>A: PP Attainment</p> <p>B: Quality of Intervention</p> <p>C: PP pupils with SEN</p>	<p>Edukey- Provision Mapping and Learning Plan Software.</p>	<p>To improve the monitoring and impact of interventions for eligible pupils across school.</p> <p>To provide detailed costing reports and provision summaries to Local Authority for LAC pupils and other eligible pupils. To improve the quality of coordinated SEN Support Plans for eligible pupils.</p>	<ul style="list-style-type: none"> ▪ Pupil Premium Provision Map is regularly updated. ▪ Accurate costing reports for groups or individual eligible pupils are available. ▪ High quality SEN and Learning Support Plans are developed and reviewed for eligible pupils. 	<p>Annual subscription of to Edukey Provision and Learning Plan Writer software =</p> <p>£415</p>	<ul style="list-style-type: none"> ▪ Provisions and Support Plans updated half termly using Edukey Software by teachers. ▪ Inclusion Manager to monitor the system is up to date on half termly basis. ▪ Termly LAC and PEP review meetings with Local Authority

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Social, Emotional and Wellbeing Initiatives:					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>Success Criteria</u>	<u>Costing</u>	<u>When will you review implementation?</u>
<p>A: PP Attainment</p> <p>B- Quality of Intervention</p> <p>E: Parental Engagement</p>	<p>Parent Support Advisor Support pupils with behavioural and emotional difficulties, including 1:1 Emotional Literacy Support for LAC pupils Delivery of evidence based interventions, e.g. Lego Therapy, Star Time. Provide support for the families of eligible pupils, e.g. home visits and the 'Positive Parenting Programme.' Improve pupil's attitudes towards self and school.</p>	<p><u>EEF Toolkit: Behaviour interventions (+4 months)</u> Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p><u>Social and Emotional Learning (+4 months)</u> On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<ul style="list-style-type: none"> ▪ A reduction in Behaviour Incidents for eligible pupils evidenced in CPOMs reports. ▪ A reduction in fixed term and internal exclusions for eligible pupils. ▪ Eligible pupils make at least expected progress (2017 – Reading -1.89, Writing - 1.26, Maths -4.06) ▪ The % of eligible pupils achieving ARE will increase. ▪ PSA to create Case Studies to build a profile of best practice. 	<p>Full time PSA/Attendance Officer =</p> <p>£15,300</p>	<ul style="list-style-type: none"> ▪ PSA to hold a Case review with Inclusion Manager half termly to evaluate impact and revise future provisions. ▪ Edukey System will be used to review specific interventions, e.g. Lego Therapy. ▪ Boxall Profiles updated to track progress of eligible pupils. ▪ Parental Survey distributed to parents supported by PSA.
<p>A: PP Attainment</p> <p>E: Parental Engagement</p> <p>F: PP Attendance</p>	<p>Attendance Officer</p>	<p>Respond to attendance data which indicates that Pupil Premium attendance is currently lower than National expectations.</p>	<ul style="list-style-type: none"> ▪ Individual and class rewards in place for attendances, e.g. end of year and weekly class certificates. ▪ Interventions put in place to address attendance concerns, e.g. letters to parents, personal and family rewards. 		<ul style="list-style-type: none"> ▪ Regular attendance meeting with Principal to discuss eligible pupils whose attendance is a cause for concern and agree action to be taken.

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			<ul style="list-style-type: none"> Half termly attendance reports created for all vulnerable groups, including PP. For attendance for eligible pupils to be meeting at least the National expectation. 		
<p>B: Quality of Intervention</p> <p>C: PP Pupils with SEN</p> <p>F: PP Attendance</p>	Nurture Group	<p><u>EEF Toolkit: Behaviour Interventions (+3)</u></p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal</p> <p><u>Social and Emotional Learning (+4 months)</u></p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) interventions or whole school strategies.</p>	<ul style="list-style-type: none"> A reduction in Behaviour Incidents for eligible pupils evidenced in CPOMs reports. A reduction in fixed term and internal exclusions for eligible pupils. Eligible pupils make at least expected progress (2017 – Reading -1.89, Writing -1.26, Maths -4.06) The % of eligible pupils achieving ARE will increase. An improvement in social communication and interaction between eligible pupils, particularly those with SEN. 	<p>45 mins per day x 39 weeks = £1,536</p>	<ul style="list-style-type: none"> TA to hold a Case review with Inclusion Manager half termly to evaluate impact and revise future provisions. Edukey System will be used to review Nurture intervention.

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<p>A: PP Attainment F: PP Attendance</p>	<p>Breakfast Club Provision The school pays for eligible pupils to attend Breakfast Club during term time.</p>	<p>EEF Toolkit: Extending School Time (+2 months) Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p>	<ul style="list-style-type: none"> ▪ Attendance for eligible pupils to be meeting at least the National expectation. ▪ A reduction in eligible pupils arriving late to school. 	<p>£195 per pupil x 37 eligible pupils = £7,605</p>	<ul style="list-style-type: none"> ▪ Regular attendance meeting with Principals to discuss eligible pupils whose attendance is a cause for concern and agree action to be taken.
Enhanced Curriculum Initiatives:					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>Success Criteria</u>	<u>Costing</u>	<u>When will you review implementation?</u>
<p>A: PP Attainment E: Parental Engagement F: PP Attendance</p>	<p>Visit Subsidy School will subsidise visits for eligible pupils.</p>	<p>To ensure all pupils access the wider curriculum to support learning in school.</p>	<ul style="list-style-type: none"> ▪ All eligible pupils in Year 5 access the residential visit. ▪ All eligible pupils will access educational visits across all year groups. 	<p>2 x £10 per eligible pupil per year = £740 Approx. £177 per pupil. 2 x 117 = £1593</p>	<ul style="list-style-type: none"> • Education Visits Coordinator will monitor planning of visits across school. • Inclusion Manager to monitor number of pupils accessing Educational Visits.

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<p>A: PP Attainment E: Parental Engagement</p>	<p>Music Lessons</p>	<p>EEF Toolkit: Arts (+2 months) Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.</p>	<ul style="list-style-type: none"> All eligible pupils in Year 5 and Year 6 will be given the opportunity to take up a musical instrument 	<p>£120 per pupil</p>	<ul style="list-style-type: none"> Half termly discussion with Music teacher to review how children are progressing with instruments. Children given opportunity to showcase skills in Whole School Performances at end of each term.
Engaging Parents Initiatives:					
<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>Success Criteria</u>	<u>Costing</u>	<u>When will you review implementation?</u>
<p>A: PP Attainment E: Parental Engagement</p>	<p>2Simple Build a Profile- Parent Share App. Purplemash Subscription.</p>	<p>EEF Toolkit: Parental involvement (+3 months) Parental Involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p>	<ul style="list-style-type: none"> EYFS Leader to send half termly letters to request parental observations in a specific Area of Learning for EYFSP. Increased rates of parental involvement in EYFSP Accelerated attainment and progress towards ELGs due to having a wider range of evidence to support eligible pupil's EYFSP and consequently. Class teachers set pupils tasks to be completed at home to support learning and current topics. 	<p>Annual Subscription to Early Years Plus = £400 Annual Subscription to PurpleMash = £600</p>	<ul style="list-style-type: none"> Learning Journeys updated regularly and shared with parents. Half termly PPM with Principal Parental Survey for EYFS parents. Computing teacher and Computing Coordinator monitors impact of PurpleMash software and feedback to SLT.
<p>A: PP Attainment E: Parental Engagement</p>	<p>Parent Workshops- Phonics and Mathematics.</p>		<ul style="list-style-type: none"> 2 x Phonics Workshops held for KS1 pupil's parents and a Phonics Screening Check workshop for Year 1 parents. 2 x Mathematics held for KS2. 	<p>Time only.</p>	<ul style="list-style-type: none"> Incentives provided to encourage eligible parents to attend workshops. Parent Survey completed to evaluate impact of workshops.



CASTLE ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE

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			<ul style="list-style-type: none">▪ Increasing % of eligible pupil's parents attending the Parent Workshops throughout the year.▪ Eligible pupils make at least expected progress (2017 – Reading -1.89, Writing - 1.26, Maths -4.06)▪ The % of eligible pupils achieving ARE will increase.		
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