

Pupil Premium Strategy 2019-2020

1. Summary information					
School	Castle Academy				
Academic Year	2019-20	Total PP budget	£60,340	LAC pupils	Service Pupils
Total number of pupils	139	Number of pupils eligible for PP	41	N/A	1 x £300= £300

2. Current attainment (Summer 2018)			
	Total % of pupils	Pupils eligible for PP %	Pupils not eligible for PP%
End of KS1 National assessment results Reading/Writing/Maths	82/71/82	75/75/75	84/69/84
End of KS2 National assessment results Reading/Writing/Maths	52/62/48	17/33/17	67/73/60
Year 1 Phonics check results	79	83	76
Year 2 Phonics check results (combined)	67	50	76
EYFS GLD	67	40	80

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. 39% 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.	PP Attendance = 92.8%	To raise attendance of PP pupils so that it is above National expectations.
F.	Parental Engagement	Improve skills and resources to support PP pupils at home.

4. Planned expenditure

Academic year	2019-20				
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>
A: PP Attainment B: Quality of Intervention C: PP pupils with SEN	Small Group Intervention Thrive Interventions	<p><u>Small Group Intervention +4</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p><u>Feedback +8</u> 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', tend to have a positive impact. Feedback has effects across all age groups.</p> <p><u>EEF Toolkit: Behaviour interventions (+3 months)</u></p>	<ul style="list-style-type: none"> Intervention Action Plan created by SLT in response to 2019 outcomes and shared with all staff. Eligible pupils receive more 'effective feedback' and this is evidenced in workbooks. 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 pupils achieving the higher levels in reading, writing and mathematics The % of interventions observed to be at least good will increase. Intervention Evaluations using Astrea Intervention Tracking Sheets and 	<p>Senior TA 15 hours per week = £247.59 X 39 weeks = £9,653</p> <p>KS2 Senior TA 5.5 hours per week = £109.12 X 39 weeks = £4,256</p> <p>TA KS1 Senior TA 4 hours per week = £56 X 39 weeks = £2184</p>	<ul style="list-style-type: none"> Astrea Intervention Tracking Sheets- teachers will monitor the impact of small group interventions using baseline, interim and end point assessments. Inclusion Manager to feedback to SLT regularly in SLT Meetings and half termly at PPM. SLT to carry out TA and Teacher Performance Management and Mid Year Appraisal process. At least half termly work book scrutiny with focus on TA impact. SLT carry out regular Learning Walks with a focus on TA deployment/impact Provide CPD for TAs and class teachers.

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		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.	used to inform PPM and future planning.		
A: PP Attainment B: Quality of Intervention C: PP pupils with SEN	Edukey- Provision Mapping and Learning Plan Software.	To improve the monitoring and impact of interventions for eligible pupils across school. To provide detailed costing reports and provision summaries for eligible pupils. To improve the quality of coordinated SEN Support Plans for eligible pupils.	<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 Support are developed and reviewed for eligible pupils. 	Annual subscription of to Edukey Provision and Learning Plan Writer software = £415	<ul style="list-style-type: none"> ▪ Provisions and Support Plans updated half termly using Astrea Tracking Sheets by teachers. ▪ Inclusion Manager to monitor the system is up to date on half termly basis.
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>

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<p>A: PP Attainment</p> <p>B- Quality of Intervention</p> <p>E: Parental Engagement</p> <p>C: 24% of eligible pupils are also listed on the SEN Register.</p>	<p>Parent Support Advisor</p> <p>Support pupils with behavioural and emotional difficulties, including 1:1 Delivery of evidence based interventions, e.g. Lego Therapy, Star Time, Horizon, Thrive.</p> <p>Provide support for the families of eligible pupils, e.g. home visits and the 'Positive Parenting Programme.'</p> <p>Improve pupil's attitudes towards self and school.</p>	<p>Social and Emotional Learning (+4 months)</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).</p> <p>EEF Toolkit: Behaviour interventions (+3 months)</p> <p>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>	<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. ▪ The % of eligible pupils achieving ARE will increase. ▪ PSA to create Case Studies to build a profile of best practice. ▪ SEMH data will demonstrate progress through use of assessment systems, e.g. Boxall, Thrive and Leuven Scales. 	<p>Full time PSA/Attendance Officer =</p> <p>£20,682</p>	<ul style="list-style-type: none"> ▪ PSA and SLT have weekly Behaviour, Attendance, Safeguarding and Inclusion Meeting (BASI) ▪ Astrea tracking sheets will be used to review specific interventions, e.g. Lego Therapy ▪ Thrive Online updated to track progress of eligible pupils. ▪ Parental Survey distributed to parents supported by PSA and Pupil Disposition Champion.
<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> <p>Ofsted Inspection May 2019, identified attendance of disadvantaged pupils to be a concern and area for development.</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. ▪ Half termly attendance reports created for all vulnerable groups, including PP. ▪ For attendance for eligible pupils to be meeting at least the National expectation. 		<ul style="list-style-type: none"> ▪ PSA to use weekly Astrea Attendance Tracker to monitor whole school and vulnerable groups' attendance. ▪ PSA to meet with SLT weekly to monitor attendance and discuss eligible pupils whose attendance is a cause for concern and agree action to be taken.

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	Office Administrator/ Attendance		<ul style="list-style-type: none"> Daily attendance administration. Support Attendance Officer to enforce Attendance Policy- e.g. home visits, letters etc. 	£5,040	
A: PP Attainment F: PP Attendance	Breakfast Club Provision The school pays for eligible pupils to attend Breakfast Club during term time.	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.	<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. Eligible pupils needs met and entering class ready to learn. 	£7.50 per week x 39 weeks = £292.50 x 41 eligible pupils = £11,992.50 2 staff members running Breakfast Club = £2,700 Total = £14,692.50	<ul style="list-style-type: none"> Half termly reminders sent to all eligible pupil's parents that Breakfast Club is available for free. Targeted letters sent to eligible individuals or families as a result of attendance monitoring. Use of Astrea Attendance Tracker to monitor whole school and vulnerable groups' attendance. PSA to meet with SLT weekly to monitor attendance and 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>
A: PP Attainment E: Parental Engagement F: PP Attendance	Extended Schools Provision- Subsidy of after school clubs. (50% discount)	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	<ul style="list-style-type: none"> Eligible pupils will access extended school provision. 	50p discount per club. 3 clubs available per week. 50p x 3 = £1.50 x 36 weeks = £54 per eligible pupil.	<ul style="list-style-type: none"> Half termly analysis of extended school take up- e.g. % of eligible pupils taking up different clubs. Speak to eligible pupils about extended school provision attended and ask them about clubs they would like to do to increase up take.

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		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.		£54 x 41 pupils = £2,214	
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>
A: PP Attainment E: Parental Engagement	2Simple Build a Profile- Parent Share App. Purplemash Subscription. Timetable Rockstars Subscription	<u>EEF Toolkit: Parental involvement (+3 months)</u> 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.	<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. 	Annual Subscription to Early Years Plus = £480 Annual Subscription to PurpleMash = £600 Annual Subscription Timetable Rockstars = £168	<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.
A: PP Attainment E: Parental Engagement	Parent Workshops- Phonics and Mathematics.		<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. ▪ Increasing % of eligible pupil's parents attending the Parent Workshops throughout the year. 	Time only.	<ul style="list-style-type: none"> • Incentives provided to encourage eligible parents to attend workshops. • Parent Survey completed to evaluate impact of workshops.

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			<ul style="list-style-type: none"> ▪ Eligible pupils make at least expected progress. ▪ The % of eligible pupils achieving ARE will increase. 		
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