



Pupil Premium Strategy 2020-21

1. Summary information					
School	Castle Academy				
Academic Year	2020-21	Total PP budget	£56,490	Date of most recent PP Review	
Total number of pupils	151	Number of pupils eligible for PP	52	Date for next internal review of this strategy	February 2021

2. Current attainment			
<i>Based on 2019 outcomes due to COVID-19</i>	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	67/73/6
Year 1 Phonics check results	79%	83%	76%
Year 2 Phonics check results (combined)	67%	50%	75%
EYFS GLD	67%	40%	80%

3. Priority Areas of Focus (in response to identified barriers for pupils eligible for PP, including high ability)			
School based areas of focus			
<ul style="list-style-type: none"> Issues/barriers to be addressed, such as poor oral language skills, stated as a positive outcome e.g. improved oral language skills. Please indicate if this is a longer term priority (eg. up to 3 years) by inserting review timescale in final column 			
Desired Outcome	Success Criteria		Timeframe of Priority Area
A.	Improved Mental Health and Wellbeing.	Children and families will feel supported in return to school following COVID-19 closure. School will have embedded the Thrive Approach and have robust systems in place to identify and provide additional support to pupils with SEMH and other pastoral needs. There will be a reduction in Fixed Term Exclusions, which has historically impacted negatively on PP attendance.	1 year strategic priority
B.	Increase use of evidence based interventions to improve academic outcomes across school.	Identified pupils will access small group interventions in order to make accelerated progress. Improved monitoring of impact of intervention reported in termly Pupil Progress Meetings and Intervention Impact Reports.	2 year strategic priority



		Relevant staff to have completed external CPD and interventions up and running in both English and Maths.	
C.	Improved vocabulary / speech and language skills of pupils, positively impacting on reading and writing outcomes at KS1 and KS2.	Improved screening to identify pupils and monitor impact of SALT interventions across school. Communication Champion accessing regular training and providing support to staff across school. All staff to have completed SALT online CPD course. Word of the Day programme implemented across school.	<i>2 year strategic priority</i>

External areas of focus

- Issues/barriers which require action outside school, such as low attendance rates, **stated as a positive outcome e.g. improved attendance**
- Please indicate if this is a longer term priority (eg. up to 3 years) by entering review timescale in the final column

Desired Outcome		Success Criteria	Timeframe of Priority Area
D.	Improved attendance and punctuality for PP children.	Eligible pupils will achieve National attendance expectation and reduce the gap between the attendance of PP and Non PP groups. There will be a reduction in Fixed Term Exclusions, which has historically impacted negatively on PP attendance.	<i>1 year strategic priority</i>
E.	Increased parental engagement to support children's learning at home and in school.	Parents will know where they can access materials to support children's learning at home. Parents will access workshops and training to support children's learning at home and in school.	<i>1 year strategic priority</i>

4. Planned expenditure

Academic year	
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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 (e.g. Professional development, Recruitment and retention, Support for early career teachers)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well e.g. monitoring planned?	Staff lead	When will you review implementation?
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<p>A- Improved Mental Health and Wellbeing.</p>	<p>Staff CPD</p> <ul style="list-style-type: none"> Trauma Informed School Training- SLT SENDCO to provide Mental Health and Wellbeing training for all staff- incl. Thrive refresher Sept 2020. Licensed Thrive Practitioner CPD £150 New RSE Curriculum launched in line with Statutory Requirements. 	<p>EEF Toolkit +4 Months</p> <p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p> <p>Thrive is an evidence based intervention used to support pupils with emotional regulation. The SENDCO is a licensed Practitioner. For more information see; https://www.thriveapproach.com/</p> <p>Supporting pupils emotional wellbeing in the return to school following COVID-19 has been identified as a whole school initiative.</p>	<ul style="list-style-type: none"> Thrive Baseline complete by end of Sept 2020 and used to inform Class and Individual Thrive Action Plans. Thrive Online used to support teaching planning and bespoke interventions. 3 week wellbeing focus on return in September- KS1 and KS2 schemes written by SENDCO. RSE Scheme launched with in Autumn 2020. 	<p>C. Blagden</p>	<p>Thrive Online updated at least Termly and monitoring by SENDCO and PSA to identify pupils and evaluate impact of interventions.</p> <p>RSE scheme launched following consultation with stakeholders.</p>
<p>A- Improved Mental Health and Wellbeing.</p>	<p>Pupil Dispositions Lead</p> <p>Preparing and analysing Pupil Survey.</p> <p>Coordinate Astrea Promise enrichment activities.</p> <p>1 day per term= £800</p>	<p>Identify trends in pupil attitudes towards learning and additional support in response where requirements.</p> <p>Promoting children to have high aspirations through enriching experiences, e.g. Astrea Promise.</p> <p>EEF Toolkit: <i>"At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. "However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</i></p>	<p>Annual schedule outline termly Pupil Voice Survey and analysis- responses to be analysed by vulnerable group in order to identify any trends.</p> <p>Astrea Promise activities planned into the school calendar- track eligible pupil participation.</p> <p>Regular School Council Meetings- pupil voice. Minutes recorded.</p>	<p>L. Cope</p> <p>A. Mason</p>	<p>Termly Pupil Voice analysis completed- including comparison of vulnerable groups.</p> <p>Reported to SLT.</p>
<p>B- Increase use of evidence based interventions to improve academic outcomes across school.</p>	<p>Leadership Time</p> <p>SENCO/Pupil Premium Lead Maths Lead English Lead</p> <p>£4,500</p>	<p>EEF Toolkit- Tiered Approach with a focus on Professional Development.</p> <p>Time allocated to improve outcomes for eligible pupils through:</p> <ul style="list-style-type: none"> Pupil Premium Lead to attend Cluster Meetings (1 per term- 3 days cover required) Learning Walks & Work Scrutiny Peer coaching & feedback Data analysis and intervention Pupil Progress Meetings Collaboration with English/Maths Leads 	<p>Pupil Premium Lead to have monitoring schedule and share half termly report to Principal.</p> <p>Pupil Premium Lead participate in all Pupil Progress Meetings.</p>	<p>C. Blagden</p> <p>L. Cope</p> <p>T. Smith</p>	<p>Half termly pupil progress meetings.</p> <p>'Pupil Premium on a Page' updated half termly.</p>



	<p>Support Staff CPD for Interventions</p> <ul style="list-style-type: none"> Project X- Reading Nuffield Early Language Intervention Every Child Counts Power of 2 <p>Release Time: Approx £1,000.</p>	<p>EEF Toolkit: <i>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.</i></p> <p>Reading Comprehension Strategies +6months. Language Skills +3months Small Group Tuition +4 months.</p>	<p>SENDCO, English and Maths Leads to monitor quality of Teaching and Learning of interventions- learning walks and feedback.</p> <p>Staff CPD log updated.</p> <p>Link to Performance Management of support staff.</p>	<p>SENDCO C. Blagden</p> <p>English Lead- L. Cope</p> <p>Maths Lead- T. Smith</p>	<p>Intervention Impact Reports completed half termly.</p> <p>Whole School Provision Map updated.</p>
<i>C. Improved Language Skills</i>	<p>Communication Champion Identified member of support staff to be Communication Champion and attend Local Authority and Trust training.</p> <p>Regular release Time-including time to screen, plan and run intervention. Also complete evaluation of impact.</p> <p>Oversight of Language based interventions: Language Legends (KS2); Nuffield Early Language (FS2) and Chatterboxes (FS2 and Y1)</p> <p>£3100 3 x CPD days- £270</p>	EEF Toolkit- Language Skills +3months	<p>Regular release time scheduled to support the role of Communication Champion.</p> <p>Improved systems for identification of need- Wellcom in FS2 and Progression in Language in KS2.</p> <p>Intervention Tracking Reports completed to evaluate impact.</p> <p>Referrals to SALT made where appropriate.</p> <p>SENDCO and Communication Champion to meet half termly to review case load.</p>	L. White	Intervention Impact Reports completed half termly.
Total budgeted cost					£9,820
Proportion of Total Spend					17%
ii. Targeted support (e.g. Structured interventions, Small group tuition, One-to-one support)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
<i>A- Improved Mental Health and Wellbeing.</i>	<p>Parent Support Advisor- Delivering pastoral support and interventions. £21,137</p>	<p>Social and Emotional Learning (+4 months) 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>SENDCO and PSA meet to complete regular Case review.</p> <p>SENDCO to oversee all Thrive assessments and interventions.</p>	M. Bond	<p>PSA and SLT have weekly Behaviour, Attendance, Safeguarding and Inclusion Meeting (BASI)</p> <p>Astrea tracking sheets will be used to review specific</p>



		<p>EEF Toolkit: Behaviour interventions (+3 months) 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>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>
<p><i>B- Increase use of evidence based interventions to improve academic outcomes across school.</i></p>	<p>Teaching Assistants deployed to deliver evidence based interventions:</p> <ul style="list-style-type: none"> • Project X- Reading • Reading Fluency • Nuffield Early Language Intervention • Language Legends • Chatterboxes • WELLCOM • Power of 2 • Every Child Counts <p>£10,676</p>	<p>EEF Toolkit: There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support. Reading Comprehension Strategies +6months. Language Skills +3months Small Group Tuition +4months progress</p> <p>Success@Arithmetic: Number Sense: For pupils in Years 3 to 5 who need support to understand the number system and develop fluency with number facts. They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress.91% of them showed more confidence and interest in learning mathematics in class after. Edge Hill University.</p>	<p>SENDCO, English and Maths Leads to design annual Intervention Offer and plan for CPD.</p>	<p>SENDCO C. Blagden</p> <p>English Lead- L. Cope</p> <p>Maths Lead- T. Smith</p>	<p>Astrea Intervention Tracking Sheets updated half termly to evaluate impact of interventions.</p>
	<p>Edukey- Provision Mapping and Learning Plan Software.</p> <p>£1,245</p>	<p>To improve the monitoring and impact of interventions for eligible pupils across school. To provide detailed costing reports and provision summaries for eligible pupils.</p> <p>To improve the quality of coordinated SEN Support Plans for eligible pupils.</p>	<p>Pupil Premium Provision Map is regularly updated. Accurate costing reports for groups or individual eligible pupils are available.</p> <p>High quality SEN Support are developed and reviewed for eligible pupils.</p>	<p>SENDCO C. Blagden</p>	<p>Provisions and Support Plans updated half termly using Astrea Tracking Sheets by teachers.</p> <p>SENDCO to monitor the system is up to date on half termly basis.</p>



Total budgeted cost					£33,058
Proportion of Total Spend					59%
iii. Other approaches (e.g. behaviour support, breakfast clubs, attendance initiative, extra-curricular support)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well eg. monitoring planned?	Staff lead	When will you review implementation?
A- Improved Mental Health and Wellbeing.	Annual Subscription to Thrive Online £342	Social and Emotional Learning (+4 months) 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).	<ul style="list-style-type: none"> • SENDCO and PSA meet to complete regular Case review. • SENDCO to oversee all Thrive assessments and interventions. • Thrive Baseline complete by end of Sept 2020 and used to inform Class and Individual Thrive Action Plans. • Thrive Online used to support teaching planning and bespoke interventions. 	C. Blagden	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.
C-Improved attendance.	Attendance Officer (See PSA for cost)	Respond to attendance data which indicates that Pupil Premium attendance is currently lower than National expectations. Ofsted Inspection May 2019, identified attendance of disadvantaged pupils to be a concern and area for development.	<p>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.</p> <p>Half termly attendance reports created for all vulnerable groups, including PP.</p> <p>For attendance for eligible pupils to be meeting at least the National expectation.</p>	M.Bond J. Womack	<p>PSA to use weekly Astrea Attendance Tracker to monitor whole school and vulnerable groups' attendance.</p> <p>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.</p>
	Breakfast Club Provision -Providing free breakfast for eligible pupils <i>(Revised- Spring/Summer- unable to run Breakfast Club in Autumn Term due to COVID-19)</i> £9,400	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	<p>Attendance for eligible pupils to be meeting at least the National expectation.</p> <p>A reduction in eligible pupils arriving late to school.</p>	J. Womack M. Bond	



	-Staffing costs £2,538	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.	Eligible pupils needs met and entering class ready to learn.		
D- Increased parental engagement	School to providing access to online and home learning opportunities: <ul style="list-style-type: none"> • PurpleMash £800 • TTRS £134 • Evidence Me £400 	Home Work (Primary) +2months There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set. Parental Engagement +3months	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. Class Teachers set regular homework via TTRS and PurpleMash.	EYFS Teacher- R. Bradley Class Teachers	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.
D- Increased parental engagement	Parent Workshops- Phonics and Mathematics.	Parental Engagement +3months 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.	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. Eligible pupils make at least expected progress. The % of eligible pupils achieving ARE will increase.	English and Maths Leads.	Incentives provided to encourage eligible parents to attend workshops. Parent Survey completed to evaluate impact of workshops.
Total budgeted cost					£13,614
Proportion of Total Spend					24%
5. Review of expenditure					



Previous Academic Year and total amount		2019-2020, £60,340		
i. Quality of teaching for all				
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
ii. Targeted support				
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
Improved academic outcomes.	TAs deployed to deliver: <ul style="list-style-type: none"> • Small Group Intervention • Effective Feedback • Behaviour Intervention 	Academic outcomes impacted by COVID-19- disruption to intervention, attendance of pupils and school closure.	Astrea Intervention Tracking sheets have been informative in evaluating impact of specific interventions. Further development planned with English and Maths Leads.	£16,093
Improved outcomes for eligible PP pupils with SEN.	Edukey	Edukey has continued to be an effective online system for creating and reviewing SEN Support Plans.	Astrea Intervention Tracking sheets have been more informative than Edukey provision mapping when evaluating impact of interventions. SENDCO to coordinate with Edukey about how improvements can be made to existing systems.	£415
iii. Other approaches				
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



Improved outcomes for PP pupils and families.	Parent Support Advisor (PSA)	87% of pupils eligible for PP have been supported in some capacity by the Parent Support Advisor: <ul style="list-style-type: none"> • Pastoral interventions • Family Support- EHC, TAC and Parental Contact • Thrive Interventions • Attendance intervention Eligible pupils identified at risk of repeated FTE supported by PSA with Thrive Intervention. Case study shows improved outcomes on Thrive Profiles and reduced incidents of FTE during 2019-20.	Parent Support Advisor to continue and further embed the use of the Thrive interventions to target individuals and small groups with SEMH based on the success of the case study. PSA support for eligible families has continued to increase year on year (73.5%- 2019; 62% 2018) showing an increasing demand for family support. PSA role proved vital in supporting vulnerable families during COVID-19 closure.	£20,682
Improved attendance.	Attendance Officer	PP Attendance- 87.7% Non PP Attendance- 96.2% Figures used recorded at point of COVID-19 Closure.	Spring term attendance affected negatively by lead up to COVID-19 e.g. shielding. Fixed Term exclusions and use of reduced or phased reintegration tables impacted negatively on PP attendance. Attendance Office and initiatives to continue next year.	
Improved attendance. Improved academic outcomes.	Breakfast Club	47% of PP accessing last academic year Initiative disrupted by COVID-19	Initiative disrupted by COVID-19- no clubs planned until November 2020 at the earliest- half termly review. Attendance Officer and SENDCO to look at initiatives to increase PP attendance at breakfast club.	£14,692.50
Improved attendance. Improved academic outcomes.	Extended Schools Provision	37% of PP accessing extended schools provision last academic year Initiative disrupted by COVID-19	Initiative disrupted by COVID-19- no clubs planned until January 2020 at the earliest. Pupil/family survey to ensure opportunities meet need and interests.	£2,214
Improved academic outcomes. Increase parental engagement.	Parental Engagement and Home Learning	100% of all EYFS pupils engaged with 2BuildAProfile to contribute to online learning journeys.	Increased online platforms. Training children to access these in school-in readiness for any farther local lockdowns.	£1,248
Improved academic outcomes. Increase parental engagement.	Parent Workshops	Disrupted due to COVID-19 and social distancing measures. Provided virtual resources to support parents during closure, e.g. Social Story	Initiative disrupted by COVID-19- no face to face workshops planned until Spring Term 2020 at the earliest. Will look into virtual support- signposting parents to relevant information, Teams or narrated PPT for Phonics in Autumn.	Time Only

6. Additional detail



CASTLE ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE

In this section you can annex or refer to **additional** information which you have used to inform the statement above.