Pupil Premium Development Plan April 2019 – March 2020

School Vision
The targeted and strategic use of Pupil Premium funding supports the team at Castle Hill Primary School in promoting the school's vision of 'Aiming for Excellence'. It is our vision that all pupils, regardless of any barriers they may face, are given the opportunities to achieve their full potential. Through a process of assessing the individual needs of pupils, targeting interventions to address specific gaps in learning and monitoring of academic progress, we aim to ensure that all pupils maximise their potential to achieve excellence. The strong Castle Hill team, comprising teaching staff, support staff, governors, parents and members of the wider community, is committed to preparing all pupils for the future, developing in them a love for learning and the skills required to be successful learners. At Castle Hill Primary School, we aim to provide our pupils with a structured, disciplined, aspirational and happy working environment, where all pupils are supported and encouraged on their journey towards excellence.

Pupil Premium Strategy Group	
Team Member	**Role**
Rebecca Willmouth	Deputy Headteacher
Trish Lund	SENDCo
Sonia Hayward	Pupil Premium Champion, Greenbank Campus
Jane Hartley	Pupil Premium Champion, Rooksdown Campus
Mo Rowe	Governor responsible for Pupil Premium and SEND

Pupil Premium Funding and Current School Profile			
	Number of Pupils	Funding Per Pupil	**Total Funding**
Ever 6 Free School Meal Children – children currently eligible for free school meals, or having been in the last six years.	67	£1,320	£88,440
Looked After Children (LAC) – children in the care system.	0	£0	£0
Previously Looked After Children – adopted children who have previously been in the care system.	5	£2,300	£11,500
Ever 6 Service Children – children with parents in the armed forces, or who have been in the last six years.	5	£300	£1,500
Total number of pupils eligible for Pupil Premium Funding	**77**		**£101,440**

Date of Statement:	October 2019	Review Date:	March 2020
The above figures refer to the 2019/20 academic year and reflect the pupils currently in the school. The total figure for the 2019/20 financial year for Pupil Premium is **£94,720.**			

Strategy for Pupil Premium Spending
Key Objectives and Principles
The key objective of our Pupil Premium strategy is to ensure the academic attainment and achievement of pupils from disadvantaged backgrounds. Through a range of provision, the strategy aims to accelerate the progress made by our disadvantaged pupils in order to narrow the attainment gap between them and their non-disadvantaged peers (comparative within school and nationally). Fundamental to our Pupil Premium strategy are the following aspects: • Responsive leadership – leadership which is focussed and driven and which responds to the differing and ever-changing • Demands of individual pupils and cohorts, in order to implement targeted provision that reflects current need. • Quality first teaching – excellent teaching which assesses attainment and responds to specific gaps in learning in order to ensure accelerated progress. • Personalised plans – targeted and time-limited interventions to address specific gaps in learning, reviewed regularly and evaluated for impact. • Analytical and data driven – effective provision which is evidence based and which triangulates and responds to progress measures from data, books and lessons. • Behaviour and attendance – robust tracking which identifies potential barriers to learning as a result of behaviour or attendance issues and which allows for individual and family support to be put in place. • Staff development – informed staff who are kept up to date with the latest research regarding disadvantaged pupils and with current teaching strategies. A further objective of our Pupil Premium strategy is to ensure the emotional wellbeing of our disadvantaged pupils. Through the identification of specific emotional needs and through targeted support, we work with our pupils to reach a place where they are happy and able to learn. Our Pupil Premium strategy also recognises the importance of raising the social capital of disadvantaged pupils relative to their peers through a variety of enrichment activities. Our current Pupil Premium strategy is scheduled for review in September 2019.

Current Attainment Key Stage 2 (2019)								
	% School disadvantaged pupils meeting ARE	% School all pupils meeting ARE	National average % disadvantaged pupils meeting ARE	National average % all pupils meeting ARE (Benchmark)	% School disadvantaged pupils exceeding ARE	% School all pupils exceeding ARE	National average % disadvantaged pupils exceeding ARE	National average % all pupils exceeding ARE (Benchmark)
Reading	59	86		73	24	36		27
Writing	47	75		78	18	22		20
Maths	59	84		79	6	28		27
Combined			51	71			5	11

	Current Attainment Key Stage 1 (2019) NB. Small cohort of 5 pupils, making comparative data less meaningful.				
	School % disadvantaged pupils meeting ARE (GD)	School % all pupils meeting ARE (GD)	National % disadvantaged pupils meeting ARE (GD)	National % all pupils meeting ARE (GD)	National % non-disadvantaged pupils meeting ARE (GD)
Reading	80 (40)	85 (30)	62 (14)	75 (25)	78 (28)
Writing	80 (40)	82 (22)	55 (7)	70 (15)	73 (17)
Maths	80 (40)	87 (25)	63 (12)	76 (22)	79 (24)
Combined	80 (20)	80	50	66	69

Previous Attainment Key Stage 1 (2018) NB. Small cohort of 3 pupils, making comparative data less meaningful.				
	School % disadvantaged pupils meeting ARE	National % disadvantaged pupils meeting ARE	National % all pupils meeting ARE	National % non-disadvantaged pupils meeting ARE
Reading	67	63	75	79
Writing	67	55	70	74
Maths	67	63	76	80
Combined	67	50	65	70

Previous Attainment Key Stage 2 (2018)								
	% School disadvantaged pupils meeting ARE	% School all pupils meeting ARE	National average % disadvantaged pupils meeting ARE	National average % all pupils meeting ARE (Benchmark)	% School disadvantaged pupils exceeding ARE	% School all pupils exceeding ARE	National average % disadvantaged pupils exceeding ARE	National average % all pupils exceeding ARE (Benchmark)
Reading	77	82		75	15	20		33
Writing	69	80		78	8	22		24
Maths	85	86		76	8	31		28
Combined	69	73	70	70	0	16	12	12

Previous Attainment Key Stage 2 (2016-17)						
	School % disadvantaged pupils meeting ARE	National % disadvantaged pupils meeting ARE	National % all pupils meeting ARE	National % non-disadvantaged pupils meeting ARE	School % disadvantaged pupils exceeding ARE	National % disadvantaged pupils exceeding ARE
Reading	50	60	72	77	17	14
Writing	48	66	76	81	17	10
Maths	42	63	75	80	0	13
Combined	33	48	61	67	0	4

Barriers to educational achievement for Pupil Premium children and how we hope to address them.	
Barriers	Addressing the barriers
In school barriers:	
A. Challenging home learning environments including limited access to resources, limited support for learning.	• Qualified teachers employed to support learning in school. • Money spent on resources and training aimed specifically to assist those children. • Homework club giving support and resources to PP children.
B. Issues around emotional literacy influencing behaviour and learning opportunities.	• Two members of staff being trained in FEIPS to support emotional issues such as friendship problems, separation issues, bereavement etc. • ELSA support ongoing
C. Reduced income effecting issues such as food and clothing.	• Food/clothing paid for where necessary to ensure children are well placed to learn.
External barriers:	
D. Low attendance and lateness	• Employment of home/school liaison link worker in Oct 2016 to work closely with parents to improve a range of issues and make parents feel welcome and secure in the school environment.
Desired outcomes	Success criteria
A. Children's learning will be supported in school.	• Subject attainment to be in line with national.
B. Children's attitude to learning and learning behaviours within the classroom and at home will improve.	• Children will be happy and secure in school. Subject attainment to be in line with national.
C. Children will be fed and appropriately clothed so that they are in a good place to learn.	• Subject attainment to be in line with national.
D. Children's attendance and lateness will improve to be in line with school and national expectations.	• All children will have 96% attendance

Summary of Pupil Premium Spending 2019/20			
Provision	**Cost**	**Objective**	**Evaluation and Impact** **Review date – December 2018**
Teaching and Learning			
Employment of 2 Pupil Premium Champions to lead on Pupil Premium within the school and to provide targeted, small group teaching (Sonia Hayward, Greenbank; Jane Hartley, Rooksdown).	See staffing costs.	Overall objective: To ensure PP children make expected progress in their learning, through strategic leadership, quality first teaching and targeted interventions. Specific objectives: See detail below.	The profile of PP has been raised within the school. Teachers are more aware of their PP children and of expectations regarding progress over current year and key stage. Individual Pupil Profiles have been introduced to identify and address specific areas of need. IPPs are monitored half-termly which ensures appropriate provision is in place and progress is being made. PP budget is constantly reviewed by PP Champions and Finance Team which ensures effective use of PP funding.
Employment of an additional teacher (up to July 2019) and support staff to provide targeted, small group teaching.	See staffing costs.	To ensure PP children make expected progress in their learning, through quality first teaching and targeted interventions.	Progress is monitored closely by class teachers and PP champions. The majority of interventions result in good progress being made. Where insufficient progress is made, children are reassessed to identify potential additional needs and

			further targeted interventions are put in place.
Additional teaching provision - Summer Term: SH Y6 English groups SH Y3 reading, writing and maths JH Y1-3 English groups JH Y1-3 in class support JH YR release time for teachers to support PP children. Autumn Term: SH – small group teaching in Y3 and 4. JH – small group teaching in Y2 and Y4.	See staffing costs.	To ensure PP children make expected progress in their learning, through quality first teaching and targeted interventions.	Children receive small group teaching, which has allowed for specific gaps in learning to be addressed. The targeting of these gaps has resulted in good progress being made against objectives. (See Milestone data and end of key stage data for more detailed analysis of progress).
KS2 Homework club run by SH.	See staffing costs.	To support PP children in the completion of homework tasks.	The regular attenders to the club complete all homework tasks each week. This has allowed for consolidation of learning and pre-learning of concepts.
Regular strategy meetings – Half termly leadership catch-up meetings between SH/JH/TL/RW. Half termly meetings between SH/JH/MR (PP Governor).	See staffing costs.	To ensure a strong leadership team, which is focussed and driven; which is responsive to changing situations, to individuals, cohorts, progress data, evaluations and monitoring.	Regular meetings have enabled there to be a coherent approach, which has strengthened the PP strategy. Meeting regularly with the SENDCo has provided the opportunity to work closely with the SEND team, which has allowed for

		To ensure effective liaison between the two school sites.	more focused support for those children who are both PP and SEND. Discussions around data, evaluation and monitoring have enabled a triangulated approach to monitoring progress.
Half-termly monitoring of provision and identification of next steps on Individual Pupil Profiles – impact on progress of interventions and class based learning; progress in books; pupil conferencing; data analysis.	See staffing costs.	To ensure appropriate and effective provision for each child through effective assessment and identification of gaps in learning, implementation of targeted interventions and evaluation of impact.	Half-termly monitoring of IPPs has enabled PP Champions to evaluate provision and to support staff in identifying targets and next steps. Working alongside teachers within the classroom has enabled PP Champions to monitor teaching, resources and progress within lessons. Analysis of data provides PP Champions with information about progress and attainment of individuals. From this, individuals are prioritised for support or extension.
Pupil progress meetings with teachers after each data milestone.	See staffing costs.	To ensure the progress of individual children through identifying gaps in learning, planning future provision and identifying useful strategies and resources.	Discussions with teachers focus attention on the progress of PP children and allow for individuals to be prioritised and for appropriate provision to be put in place.

Training: RWInc training, whole school, both sites. Discover Numicon, whole school, both sites. Clicker 7 Training	£2200. £1840. £25.	To provide additional phonics support through interventions, based around reading books targeted at specific phonics sound; to develop wider reading and comprehension skills; also writing, editing and working memory skills. To ensure quality first teaching of a range of mathematical concepts, using concrete resources. Updating staff on using an existing resource. To provide support with spelling and punctuation within writing	
Numicon Starter Apparatus Kit	£325.	To use as an intervention resource.	
Games for Breakfast Club	£50.	To develop a range of skill through play.	
Emotional, Social and Behavioural Support			
From September 2019, employment of an ELSA PTP to provide ELSA support; establish a nurture group; set up a behaviour hub; and undertake a family liaison role.	See staffing costs.	To provide ELSA support to children as needs arise; to work with teachers to identify and implement support strategies.	

		To establish a nurture group to provide support for children in small groups in a nurturing environment and to support those children unable to access the curriculum. To establish a behaviour hub to work with children on aspects of their behaviour; to work with teachers to identify and implement support strategies. To build relationships with parents and to encourage them to feel welcome and included in school. To assist with such things as behavioural support, family relationships, lateness and attendance etc. To attend meetings with outside agencies to support children and families.	
Bereavement training (postponed until April 2020).	£60 x 2 members of staff.		

Enrichment			
Clubs/activities funded for PP children. Parents encouraged through regular letters, newsletter reminders and telephone calls to sign their children up to clubs.	£200 funding per child per year for clubs and school trips. Planned spend - £7,500. Actual spend as of July 2019 - £1,655.42.	To ensure that PP children have access to a variety of activities, allowing them to develop their skills and interests.	Those children who attend after school clubs have benefitted from opportunities that they might not necessarily have had. These opportunities have increased confidence, social skills, co-ordination and enjoyment.
School trips funded for PP children.	Varying costs according to the costs of specific trips – within the £200 funding per child per year. Planned spend - £5000. Actual spend as of July 2019 - £1850.	To ensure that PP children have access to a broad curriculum and learning outside the classroom. To promote cultural capital and broaden the experiences for PP children.	Funding of school trips has allowed PP children to widen their experiences and opportunities. This is particularly true of the Y6 residential trip, where PP children have taken part in team-building and confidence building activities.
Library visit for PP children - autumn term.	Approximately £50.	To encourage PP children to use the library, and to develop an interest in books and a love for reading.	Following the library trip where children were issued with a library card, some children reported making return visits to the library and have spoken enthusiastically about books and reading.
Maths and writing workshops for higher attaining PP children. (Focus for autumn term)	£100 per workshop.	To promote engagement and enthusiasm for learning among higher attaining PP children.	