

# Pupil premium strategy statement (primary)

1. Summary information					
School	Castle Mead School				
Academic Year	2016-2017	Total PP budget	47520	Date of most recent PP Review	26 <sup>th</sup> Jan 17
Total number of pupils	192	Number of pupils eligible for PP	36/192	Date for next internal review of this strategy	7 <sup>th</sup> March 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	75%
% making progress in reading	53%	92%
% making progress in writing	61%	95%
% making progress in maths	58%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children's ability to apply reasoning skills in mathematics
<b>B.</b>	Children's acquisition and application of phonics
<b>C.</b>	Children lacking reading confidence and opportunities to access quality texts
<b>D.</b>	Oracy: restricted linguistic constructs have a negative impact on children's spoken and written communication skills
<b>E.</b>	Children's behaviour for learning across the school is not consistent
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Low attendance rates of some children
<b>G.</b>	A large number of pupils joining the school in Key Stage 2 from a number of schools with undiagnosed SEND

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased % of children reaching age related expectations in Mathematics- Measured through statutory assessment points, termly assessment and reviews of pupil progress	At least 85% of Disadvantaged Learners in each year group will meet age related expectations and the nationally expected rate of progress
<b>B.</b>	Children being taught high quality phonics and using this knowledge in their reading and writing-	Children applying phonic knowledge in their reading improved phonics

	Measured through an increase in children reaching age related expectations in Reading at statutory assessment points termly assessment and review of pupil progress.	score on screen and evidence of phonic knowledge clear in writing
<b>C.</b>	Increased % of children reaching age related expectations in Reading- Measured through statutory assessment points, termly assessment and reviews of pupil progress	At least 85% of Disadvantaged Learners in each year group will meet age related expectations and the nationally expected rate of progress
<b>D.</b>	Application of Language Structures will: a) support enhanced communication skills across the curriculum b) enable a greater % of children to demonstrate the expected standard in writing enable a greater % of children to demonstrate Greater Depth in their writing	At least 85% of Disadvantaged Learners in each year group will meet age related expectations and the nationally expected rate of progress
<b>E.</b>	Children developing Behaviour for Learning, improved meta cognition- Measured through lesson observations, learning walks, book looks  Metacognition is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner	Evidence of children being given opportunities to reflect on learning and understanding, solve problems and plan next steps. Reflective floorbook monitoring.

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?																		
Improve children's ability to reason, problem solve and communicate mathematically.	Implementation of Maths No Problem approach to teaching mathematics	Maths No Problem is a highly effective approach to teaching maths which is based on research and evidence. It builds pupils fluency without the need for rote learning. It teaches new concepts using the Concrete, Pictorial and Abstract approach and pupils learn to think mathematically as opposed to reciting formulas they don't understand.	Training Days and Professional Development Meetings used to deliver CPD Learning walk, book scrutiny and lesson observations used to identify areas for CPD	Maths Lead TB	Termly Professional development meetings dedicated to practitioner dialogue reflecting on impact and sharing success, Pupil progress reviews, book looks, head teacher trio observations.																		
<b>Review of impact-</b> All year groups have increased numbers or remained equal of disadvantaged children reaching ARE in Maths																							
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Application of phonics to support reading at Key Stage 1	Phonics taught daily in EYs and KS1	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.	Phonics lead monitor teaching and learning in phonics	LC	Termly monitoring of Phonics planning, book look to evidence application																		
<b>Review of impact-</b> termly monitoring indicated increased percentage of children achieving ARE. Phonics screen 16/17- 100% Y2 DL passed the screen, an increase of 33% on last year. Phonics remains a key priority for school and the school have adopted Read, Write, Inc to deliver high quality phonics teaching in 2017/18.																							
Improved opportunities for reading and exposure to high quality texts	Use of Accelerated Reader	Accelerated Reader promotes reading for pleasure while monitoring and managing independent reading practice, including vocabulary growth and comprehension.	Use of AR monitored regularly by year group leads and English Lead	LC	Pupil progress reviews, book looks, head teacher trio observations.																		
	Use of Reciprocal Reading	Reciprocal reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to	Use of reciprocal reading monitored PDM dedicated to staff training for Reciprocal Reading	LC	Pupil progress reviews, book looks, head teacher trio observations.																		

		the curriculum for all learners. Studies have also demonstrated that learners transfer their learning into other contexts.			
<b>Review of impact-</b> At the end of the year the disadvantaged learners had on average made 6 points progress in reading compared to 3.6 points progress of all children.					
Improved oracy in Early Years and Key Stage 1	Progression in Language skills	<p>Progression in Language Structures is a great document for identifying how content learning can be built on language structures. Language structures are presented in sentence starters for different text types, for example, the language of explanations and how it can be structured from foundation stage through to Year 6. It can be used to support EAL learners in constructing sentences to fulfil content learning objectives.</p> <p>"Schools in Tower Hamlets that have been using this document to plan for children's academic language development alongside the content of the curriculum, comment on how pupils gain confidence and use academic language in context, making accelerated progress towards, and exceeding national expectations."</p>	Consistent use modelling the language structures, including which structures will be used in each subject area on planning, displays of relevant sentence starters through the school.	All staff	Pupil progress reviews, book looks, head teacher trio observations.
<b>Review of impact-</b> At the beginning of the academic year 25% of disadvantaged learners were expected to reach ARE, at the end of year this had increased to 50% of disadvantaged children reaching age related expectations					
Improved oracy in Early Years and Key Stage 1	Talk boost	<i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention. Since launch over 58,000 children have benefited from the programme.	<p>Training for key members of staff to carry out intervention.</p> <p>Identified children taking part in intervention</p>	EY Team	Pupil progress reviews, book looks, head teacher trio observations.
<b>Review of impact-</b> At the beginning of the academic year 25% of disadvantaged learners were expected to reach ARE, at the end of year this had increased to 50% of disadvantaged children reaching age related expectations					
Improved oracy in Early Years and Key Stage 1	Early talk boost	<i>Early Talk Boost</i> is a targeted intervention aimed at 3-4 year old children with delayed	Training for key members of staff to carry out intervention.	EY Team	Pupil progress reviews, book looks,

		language development helping to boost their language skills to help narrow the gap between them and their peers. Our Evaluation Report shows that after <i>Early Talk Boost</i> , children make statistically significant progress in their early language. On average they make 6 months progress after a nine week intervention helping them to catch up with other children their age. This is twice the amount of progress of children not having the intervention.	Identified children taking part in intervention		head teacher trio observations.
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**Review of impact-** At the end of 15/16 67% of Disadvantaged learners reached expected standard in Speaking compared to an increase in 2016/17 to 75% of Disadvantaged learners reaching expected standard in Speaking

Improved Behaviour for Learning	Continued development of School Charter for Living and Learning and 5 point scale	Research shows that children who know about the different kinds of strategies for learning, thinking, and problem solving will be more likely to use them. Children who understand their rights and responsibilities develop a strong moral compass. <i>What is a moral compass? Simply stated, it is the thing inside of us that tells us which direction we should go when we have to make decisions involving right and wrong. This is how we judge a person's character and whether they will make a moral and good decision.</i>	Consistent use of the schools charter for living and learning by everyone throughout the school.  Class assemblies Whole school assemblies Postcard assemblies celebrating successful demonstration of values and positive learning behaviours	HP	Analysis of pupil voice
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**Review of impact-** Ofsted June 2017 The behaviour of pupils is good for great majority of the time. Around the school, pupils are respectful and show good manners to staff and each other. Good behaviour in lessons means that learning progresses smoothly and without interruption. Pupils say the new behaviour system is effective; they like it and say it has made a positive difference.

**Total budgeted cost** £29993

**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?
Application of phonics to support reading at Key Stage 1	Targeted interventions to support the application of phonics eg Wesford, Sound Discovery, Precision Teaching	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they	Children in need of phonics support identified by Senior leadership team and class teachers. Teams timetable interventions for phonics SENCo monitors interventions	LC PM TB HP	Termly evaluations of impact completed by staff carrying out intervention and SENCo

		need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'.			
<b>Review of impact-</b> Disadvantaged learners made an average of 1.5 points progress in their reading across Key Stage 1 compared to all learners making on average 1 point progress.					
Improved opportunities for reading and exposure to high quality texts	Better Reading Partners	Supports specific and highly individualised reading programmes	Children identified by senior leadership team and class teachers. SENCo monitors interventions	LC PM TB HP	Termly evaluations of impact completed by staff carrying out intervention and SENCo
<b>Review of impact-</b> Disadvantaged learners made an average of 1.5 points progress in their reading across Key Stage 1 compared to all learners making on average 1 point progress.					
Improve children's ability to reason, problem solve and communicate mathematically.	Maths Counts	Evidence strongly supports the claim that one-to-one and small group support are highly effective, particularly for primary school pupils in maths. It also suggests that learning approaches that encourage meta-cognition, or 'learning to learn' behaviours are highly effective, not only in improving confidence and ability in maths, but also in improving long term outcomes across a range of subjects.	2 Maths lead identify children in need of Maths Counts High quality training accessed by 3 Learning partners to ensure highest impact.	TB PM FP	Impact evaluation on completion of intervention
<b>Review of impact-</b> Disadvantaged learners that had Maths Counts intervention made on average 14 ½ months progress in the 10 week intervention. Bringing them in line with their peers at ARE					
Attendance of children in receipt of Pupil Premium funding to be 95% or above	Rapid response systems to address poor attendance. (Staff contacting home immediately if child fails to arrive on time, staff work with families to address barriers they face in getting children to school.	Where attendance is above the average, it is often because disadvantaged learners are enjoying their learning. Achieved by: Mutually supportive conversation between school and families Support for parents to model the process of engaging with learning.	All office staff aware of policy Dedicated member of office staff linked to attendance Attendance monitored by DHT	HP	Identified children monitored on a fortnightly basis, others termly
<b>Review of impact-</b> Disadvantaged Learners attendance increased from 88.93% to 92.99% on average.					

Stabilise school community through information sharing and rapid response to early indicators of SEND or attendance issues	Rapid response systems in place with SENCo in order to assess children's needs if indicators become apparent, in order to identify any barriers for learning. Children with previous attendance issues identified and parents invited to a SAM on entry	Research tells us that identifying children and young people who are struggling is vitally important – with early identification we can make sure that children and young people get intervention early.	SENCo systems in place for referral to other agencies, open channels of communication for advice (MAF- Multi Agency Forum)	Class Teachers PM	Children reviewed in pupil progress reviews and learning conversations as well as termly SEN surgeries.
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**Review of impact-** 25% of new Disadvantaged starters identified as SEND before the end of year.

**Total budgeted cost** £10720

### 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?
Improved behaviour for learning attitudes observed consistently across the school	Celebrating positive contribution to school to build essential skills, self esteem and 'character'	'By 'character' or 'essential skills' the EEF means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience. Evidence suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds.' EEF	Timetabled opportunities for children's achievements and positive contributions to be celebrated	HP	

**Review of impact-** Ofsted June 2017 Pupils have a good understanding of British values including democracy and respect. These are supported by 'FREDICE' – an acronym for the school values which all pupils know well. As a result, they understand what it is to be a good and responsible citizen.

Improved attendance rates for disadvantaged learners	An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children and families identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups,	Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home	Specially designed Emotional literacy wheels used to provide pre and post assessment data.	BO PM	Impact evaluation on completion of intervention
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	supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups				
<b>Review of impact-</b> during the academic year 2015/16 12 disadvantaged learners, during the academic year 2016/17 28 disadvantaged learners accessed ELSA support					
Improved attendance and engagement in learning	Universal access to music tuition	Year 4 Ukelele led by specialist music teacher	Regular monitoring from senior leadership team and trust music specialist	FA	Attendance review and pupil progress reviews to evidence improved engagement through attainment
<b>Review of impact-</b> Pupil interviews suggest that children have been inspired to play a musical instrument					
Improved attendance and engagement in learning	All children in Years 4 and 6 have the opportunity to take part in an overnight residential trip. Partly funded by local charities for those children from families with PPG or experiencing hardship.	Develops independence, self confidence, social skills, team building and resilience.	Meeting for parents to encourage participation in residential trips to highlight benefits. SLT liaise with parents to ensure no child is unable to attend because of financial situation (especially PP)	HP Class teachers Admin staff	Attendance on school residential trips
<b>Review of impact-</b> All disadvantaged children gained partial funding for residential trips, all bar one attended residential.					
<b>Total budgeted cost</b>					£6928



6. Review of expenditure				
Previous Academic Year		2015-2016		
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
Raising attainment, reducing the gap and accelerating progress	We emphasise the importance of 'quality first teaching'. We aim to provide consistently high standards, through setting expectations, monitoring performance, tailoring teaching and support to pupils and sharing best practice.	This approach is supported by a body of research which has found that good quality teaching is especially important in securing accelerated progress for pupils from disadvantaged backgrounds. For pupils the difference between a good teacher and a weak teacher is a whole year's learning. See Sutton Trust (2011) At Castle Mead The Deputy Head teacher worked closely with two Newly Qualified Teachers to develop classroom environment, systems and excellent guided reading practise.	Continue with robust staff induction in order to ensure quality first teaching	£5850
<b>Review of impact-</b> Ofsted June 2017 Quality of teaching and learning was graded good. 'Teachers plan effective and interesting lessons and topics that engage the pupils and spark their interest. This means that pupils enjoy their learning and make good progress.'				
Raising attainment, reducing the gap and accelerating progress	We ensure strong team work between teachers and support staff through weekly team planning meetings that TAs are paid to attend after school.	Improved communication between staff ensures that they know what they need to provide to secure rapid improvement	Continue with strategies to ensure strong team ethos around each child.	£3500
<b>Review of impact-</b> Ofsted June 2017 Teaching assistants play a valuable role in supporting pupils. They contribute to pupils' learning, well-being and personal development. They provide essential support for pupils with significant additional needs, which enables these pupils to feel included in the class. In addition, teaching assistants support the learning and behaviour of all pupils. At its best, this is done unobtrusively, which allows learning and teaching to flow smoothly				

Raising attainment, reducing the gap and accelerating progress	The school has developed detailed marking schemes which identify each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson to respond to the feedback and discuss it with teachers and their peers.	Improved feedback between teachers and children ensures that children know what they need to do to improve to secure rapid improvement. In a visit from the SIA in March 2016 it was noted that 'The marking was clear and consistent...' 'The pupils were able to explain the feedback and marking system eloquently.'	Continue with strategies to ensure strong feedback children understand next steps and how to improve their learning.	£500
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**Review of impact- Ofsted June 2017** The staff provide useful feedback to pupils to help them develop their understanding. The school's system for marking in books is used consistently across the school and is well understood by pupils. Pupils understand the benefits of feedback. They say that, even when a pupil makes a mistake, 'green spots (the school's system) are good, because they mean you have to learn something!'

Developing personal skills and qualities Reducing exclusions and improving behaviours	The investment and implementation of a 'Play Pod' to develop PSHE and learning skills	Improvements in the children's resilience, attitudes and skills development and their relationships with each other	Continue with Playpod to develop social skills and problem solving techniques	£1000
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**Review of impact- Ofsted June 2017** At lunchtime, the staff play-leaders use resources to engage pupils and play games. This weekly focus means pupils have happy, collaborative and productive playtimes

## 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
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<p>Raising attainment Reducing the gap and accelerating progress</p>	<p>As part of the Mead Academy Trust we have access to an 'Every Child Counts' teacher to raise the attainment of individual children through the 'Maths Counts' intervention, assessing and planning highly individualised numeracy programmes for specific children</p>	<p>All pupils taking part in the 'Maths Count Intervention', consisting of 3 one-to-one sessions per week, (10 week programme of 30 lessons) make significant gains in their number age with a minimum gain of 4 months and a maximum gain of 24 months in the initial pilot.</p>	<p>At Castle Mead two cohorts of learners undertook this programme in 15/16: Assessments at the end of the 10 week programmes showed an average gain of 9.1 months. Our Disadvantaged learners made, on average, 12 months progress over the same period. We have committed to continue running Maths Counts programmes in 16/17 and to train additional Learning Partners.</p> <p>Continue and develop</p>	<p>£2752</p>
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<p><b>Review of impact-</b> All year groups have increased numbers or remained equal of disadvantaged children reaching ARE in Maths</p>																				
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<p>Raising attainment Reducing the gap and accelerating progress</p>	<p>We provide phonic intervention for those children who have not reached the national standard in Year 1 or Year 2</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment.</p>	<p>At Castle Mead 81% of Year 1 children (75% of disadvantaged learners) passed the phonics screen exceeding national attainment levels. Phonics interventions have had significant impact for targeted learners and we plan to implement Booster Phonics in 16/17.</p>	<p>£700</p>
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<p><b>Review of impact-</b> termly monitoring indicated increased percentage of children achieving ARE. Phonics screen 16/17- 100% Y2 DL passed the screen, an increase of 33% on last year. Phonics remains a key priority for school and the school have adopted Read, Write, Inc to deliver high quality phonics teaching in 2017/18</p>				
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Raising attainment Reducing the gap and accelerating progress	We ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions. Our TA team is trained to provide effective support to individual pupils or small groups in: 'Better Reading Partners' in order to support specific and highly individualised reading programmes	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). New research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.	At Castle Mead targeted children in Key Stage 2 have accessed this intervention: Assessments show that the children accessing Better Reading Partners intervention have made significant accelerated progress: with an average gain of 1:04 years in Reading Age over a four month period. (Same average gain for disadvantaged learners)	£1000
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**Review of impact** Ofsted June 2017 Teaching assistants play a valuable role in supporting pupils. They contribute to pupils' learning, well-being and personal development. They provide essential support for pupils with significant additional needs, which enables these pupils to feel included in the class. In addition, teaching assistants support the learning and behaviour of all pupils. At its best, this is done unobtrusively, which allows learning and teaching to flow smoothly.

### 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
Raising attainment Reducing the gap and accelerating progress	Employment of a graduate TA in the Early Years classes to work specifically with a focus on Communication.	Children are supported to meet their age related expectations and to address low starting points in base line, particularly in writing.	At Castle Mead: In YR in Autumn Term 2 70% of children were below age related expectations for writing, by the end of the year 68% met or exceeded age related expectations. Broadly in line with National.  Continue	£8853

Improving attendance Engaging parents and families	We have set up rapid response systems to address poor attendance. This includes staff contacting home immediately a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	Pupils have to be in school and able to pay attention before they can access learning.	At Castle Mead: Rigorous systems are in place to monitor and identify children who have attendance of less than 90%. Contact is made with parents though letters and home visits.	£1662
<b>Review of impact-</b> Average attendance of Disadvantaged learners improved by 3% in the year 16/17, compared to the end of 15/16				
Improving attendance Engaging parents and families	Designation of a PSA to proactively support children and families with any challenges they face. Our PSA can support parent/carers at meetings, with advice and signposting to other outside agencies	Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings.	At Castle Mead: This role has enabled us to establish some additional support around parenting. Our PSA offers practical parenting tips; alongside family support this has allowed several families to more confidently support their children at school	£6276
<b>Review of impact-</b> Academic year 2015/16 PSA/ELSA work was with 12 disadvantaged learners, academic year 16/17 PSA/ELSA worked with 28 disadvantaged learners.				
Reducing exclusions and improving behaviours	We have set up effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. (including use of 'managed playtimes/part time timetables/tailored provision)	Children are able to pay attention, do not distract the learning of others and ensure that teachers are able to teach.	At Castle Mead: There has been an impact on the engagement with outside agencies; the school has positive working relationships with the Behaviour Support Service which allows for more provision) targeted and specialist advice. Areas of development for staff needs have been identified and training has been given to all Teaching Assistants in Term 3 and Teachers in Term 5. Emphasis is placed on preventing escalated behaviour through relationship building, identifying and thus preventing likely triggers. Frequency charts are kept and analysed to show the success of this approach.	£4445

<b>Review of impact- Ofsted June 2017</b> In lessons and at play, pupils behave well. Consistent and well-understood systems are in place, which ensure learning is uninterrupted.				
Reducing exclusions and improving behaviours	An appointed staff member in the role of an ELSA (Emotional Literacy Support Assistant) to work with individuals and groups of children identified as being vulnerable to underachievement due to social, emotional or behavioural needs. Support can include; hand massage groups, supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups	Children have the time with a trained adult to listen to them and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home. There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people ( <a href="http://www.elsanetwork.org">www.elsanetwork.org</a> )	At Castle Mead: Clear targets are set at the start of the intervention and evaluated at regular intervals. The ELSA and SENCO meet fortnightly to review the children and discuss strategies. The ELSA liaises with class teachers to ensure the transferal of skills. 50 children have received support in the academic year 2015-16.	£2928
<b>Review of impact-</b> Academic year 2015/16 PSA/ELSA work was with 12 disadvantaged learners, academic year 16/17 PSA/ELSA worked with 28 disadvantaged learners.				
Reducing exclusions and improving behaviours	We provide breakfast to identified children through the before school club.	Research recognises that when a child is hungry he/she is not able to concentrate and his/her involvement is at the lowest level and their ability to learn reduced. An involved child concentrates his/her attention on a specific focus, wants to continue the activity and to persist in it. There is evidence to suggest that an 'involved' child is gaining a deep, motivated, intense and long term learning experience.	At Castle Mead : The breakfast provision is run by one of our school graduate TAs, pupils who have additional emotional needs have been identified by her more quickly, allowing them to receive specific support.	£290
<b>Review of impact-</b> Children keen to come to school less recorded incidents of poor behaviour choices				

Developing personal skills and qualities Reducing exclusions and improving behaviours	We identify the strengths of each member of staff and find the best ways to use them such as cooking interventions to support emotional literacy.		At Castle Mead: Available provisions include The Forest (Nurture and art based nurture Group), one to one ELSA support, group ELSA support, small group cooking, one to one mentoring or Sensory Circuits (for physical confidence and esteem). The use of external provision such as Forest Schools and Equine Therapy has also been used successfully.	
<b>Review of impact-</b> 3 disadvantaged learners accessed Sensory circuits resulting in improved readiness for learning in all 3.				
Developing personal skills and qualities Reducing exclusions and improving behaviours	The forest is available to support children in developing confidence, self-esteem and reducing anxiety through the use of an Art based intervention	Develop children's essential skills in order to enable them to re-enter their year group classes in their own time	At Castle Mead: 15 children have benefitted from this intervention so far in the academic year 2015 – 16.	£2487
<b>Review of impact-</b> .96% of DL accessed The Forest provision for support during this academic year.				

<b>7. Additional detail</b>