

Pupil premium strategy statement (primary)

1. Summary information					
School	Castle Mead				
Academic Year	17/18	Total PP budget	£58500	Date of most recent PP Review	August 2017
Total number of pupils	257	Number of pupils eligible for PP	45 (18%)	Date for next internal review of this strategy	November 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 KS2	1/3 33%	½ 50%
making progress in reading KS2	1/3 33%	½ 50%
Attaining EXS in Writing KS2	1/3 33%	½ 50%
Attainment at EXS in Maths	1/3 33%	½ 50%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Application of phonics to support reading at Key Stage 1
B.	Inference and retrieval in reading at Key Stage 2
C.	Outcomes in writing
D.	Oracy across the curriculum.
E.	Reasoning in mathematics
F.	Continuing support of SMSC and widening opportunities

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of children in receipt of Pupil Premium funding

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to apply phonics strategies to support their independent reading and fluency through the use of Read Write Inc programme within EY and KS1. Impact will be measured through a range of termly assessment information as well as	<ul style="list-style-type: none"> Evidence of taught phonics being used independently in children's writing as well as fluency within reading improving, evidenced within observations and assessments.

	observations/learning walks.	<ul style="list-style-type: none"> • The number of disadvantaged children passing the phonics screen increases so it is nearer to the other children. • The outcomes of disadvantaged children across EY and KS1 are in line with or better than the other children in reading.
B.	Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children within reading. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stage 2 in reading.
C.	Use of Writing Essentials and Speaking Frames in each year group supports better outcomes in writing.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing.
D.	The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing.	<ul style="list-style-type: none"> • The outcomes of disadvantaged children across the school are in line with or better than the other children in writing and speaking (Early Years). • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in writing and Early Years in speaking
E.	Improve children's ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians.	<ul style="list-style-type: none"> • An additional 5 months' progress for disadvantaged learners when compared to non-disadvantaged • The outcomes of disadvantaged children across the school are in line with or better than the other children. • Outcomes for disadvantaged children are in line with national averages at the end of Key Stages in mathematics
F.	Develop personal skills and qualities, reducing exclusions and improving behaviours. Children receive continuing support of SMSC and entitlement to wider opportunities, improving access to their learning as well as broadening their horizons and raising their aspirations.	<ul style="list-style-type: none"> • All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit)
G.	Improve the attendance of children in receipt of Pupil Premium to 95% to eradicate gaps in their learning.	<ul style="list-style-type: none"> • Attendance of children in receipt of Pupil Premium funding to be 95% or above

5.		6. Planned expenditure					
Academic year		2017-18					
		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.		ii. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Sutton Trust Cost V Impact		How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of Read, Write, Inc Phonics programme to ensure high quality teaching of phonics and fluency in reading at KS1	RWI 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. RWI provides integrated comprehension, writing, grammar, spelling and vocabulary and draws upon experience gained in more than 4000 schools over 10 years.	Phonics £ (Start up costs £££)	+ 4 months	Phonics lead monitor teaching and learning in phonics	ER	Termly
Inference and retrieval in reading at Key Stage 2	Develop use of whole class teaching of reading to replace guided reading in KS2	Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using	Reading comprehension strategies		Use of reciprocal reading monitored PDM dedicated to staff training for Reciprocal Reading	LC	Termly

		graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	£	+5 months			
Improve outcomes in writing	Use of 'Writing Essentials' in all year groups	Writing Essentials have been developed with year group teams across the trust to support planning, target setting, feedback and assessment of writing against year group expectations. Feedback studies tend to show very high effects on all types of learning across all age groups.	Feedback		Trust wide writing moderations Book scrutiny in Learning Conversations	LC English Lead	Termly
			£	+ 8 Months			
Oracy across the curriculum	Use of 'Progression in Language Structures' document to explicitly model spoken English	The 'Progression in Language Structures' document identifies the language structures needed to acquire and manipulate learning and exemplifies progression through the year groups. This should enable any teacher or practitioner to both identify what is needed and to structure the development of language for progress in key skills over a unit of work. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for pupils from disadvantaged backgrounds	Oral language interventions		Expectations that speaking frames are planned for and used across the curriculum. Displayed in classrooms Staff use these in both spoken and written learning.	LC	Termly
			£	+ 5 months			

Improve children's ability to reason, problem solve and communicate mathematically.	Implementation of Maths No Problem approach to teaching mathematics	<p>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.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p>	Mastery Learning		<p>Training Days and Professional Development Meetings used to deliver CPD</p> <p>Learning walk, book scrutiny and lesson observations used to identify areas for CPD</p>	FP Maths Lead	Constant
			£	+5 months			
Total budgeted cost						£30 000	
iii.		iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Sutton Trust Cost V Impact	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 and 1:1 RWI Phonics	<p><u>WESFORD</u> Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three</p> <p><u>Reading Recovery and RWI 1:1</u> Children who complete 'Reading Recovery' have usually progressed from text level 0 to level 17, or equivalent. These children have learned four-to five times faster than their classmates to catch up and after the intervention their progress continues in line with their peers. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional</p>	<p>Small Group</p> <p>£££ +4 months</p> <p>One to One</p> <p>££££ + 5 Months</p>	<p>Children in need of phonics support identified by year group leads.</p> <p>Teams timetable interventions for phonics</p> <p>Senco monitors interventions</p>	ER PM	Termly	

		<p>months' progress.Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>				
<p>Inference and retrieval in reading at Key Stage 2</p>	<p>Better Reading Partners</p>	<p>Supports specific and highly individualised reading programmes.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>One to one</p> <p>££££ + 5 month</p>	<p>Children identified by year group leads. Senco monitors interventions</p>	<p>PM LC SH</p>	<p>Termly/at beginning and end of each intervention</p>

<p>Improve children's ability to reason, problem solve and communicate mathematically.</p>	<p>Maths Counts</p>	<p>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.</p>	<p>One to one ££££ + 5 month</p>	<p>Five trained Maths Leads across both sites. Maths lead identifies children in need of Maths Counts</p>	<p>FP TB</p>	<p>Constantly Data reviewed after each 10 week cycle of Maths Counts</p>
<p>Oracy across the curriculum</p>	<p>Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes.</p>	<p>Data collected from the intervention feeds into ECAT assessments to identify clear next steps. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have</p>	<p>£££ + 4 months</p>	<p>Monitored by Senco</p>	<p>TP</p>	<p>Termly/at beginning and end of each intervention</p>
	<p>Talkboost 1 and 2</p>	<p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three</p>	<p>£££ + 4 months</p>	<p>Monitored by Senco</p>	<p>PM</p>	<p>Termly/at beginning and end of each intervention</p>
<p>Attendance of children in receipt of Pupil Premium funding to be 95% or above</p>	<p>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</p>	<p>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.</p>		<p>All office staff aware of policy Dedicated member of office staff linked to attendance Attendance monitored by DHT</p>	<p>HP</p>	<p>Weekly meeting between attendance lead and HG</p>

<p>Support for SMSC and widening opportunities</p>	<p>Use of tailored mentoring programmes such as 'Sensory circuits'</p>	<p>Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead. There is significant improvement in children's resilience, attitudes and the development of skills.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Meta cognition and self regulation</p> <p>£ +8 months</p>	<p>Monitored by Senco</p>	<p>PM HP AB</p>	<p>Termly/at beginning and end of each intervention</p>
<p>Support for SMSC and widening opportunities</p>	<p>Use of Wiltshire Family Learning to support families in developing relationships with school and engaging in childrens learning</p>	<p>Parental involvement is consistently associated with pupils' success at school, this is particularly the case for disadvantaged families.</p>	<p>Parental involvement</p> <p>£</p>	<p>Monitored by Senco and deputy head</p>	<p>PM HP</p>	<p>Termly/at beginning and end of each intervention</p>

Support for SMSC and widening opportunities	Designation of a Parent Support Advisor to proactively support children and families with any challenges they face.	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. Parents can drop in or set a time for meetings. Parental involvement is consistently associated with pupils' success at school, this is particularly the case for disadvantaged families.	Parental Involvement £££ + 3 months	Monitored by Senco	HP PM BOW	Termly/at beginning and end of each intervention
Total budgeted cost					£30 000	
v.		vi. 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?
Continued support of SMSC and wider opportunities	Free extra-curricular clubs run by staff	Providing enrichment activities that feed into the experience and enjoyment of learning and school life, particularly if these are less likely to be provided at home.		Wider opps run termly, children have wide range of choices, careful selection process by office. Disadvantaged Learner Lead monitors attendance of children in receipt of PPG.	HP	Termly
Continued support of SMSC and wider opportunities	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,	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 On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	Social and Emotional Learning £££ +4 months	Specially designed Emotional literacy wheels used to provide pre and post assessment data.	HP PM BOW	Termly/at beginning and end of each intervention

	supported play and lunchtimes, one-to-one sessions and the facilitation of appropriate programmes with identified groups					
Continued support of SMSC and wider opportunities	Universal access to music tuition	Year 4 Ukelele led by specialist music teacher		Specialist music teacher employed to teach Ukelele. Overseen by Senior Teacher for Music	FA	Termly
Continued support of SMSC and wider opportunities	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.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable and older learners.	Outdoor Learning £££ + 4 months	Provision for residential overseen by Leadership team, EVC and SMSC lead	HP MJ	Annually
Implementation of Thrive Approach	Trained Thrive practitioners in school to support implementation of Thrive Approach with individuals and classes.	The Thrive Approach draws on insights from the fields of neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the Approach equips you to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months'	Meta cognition and self regulation £ + 8 months	Thrive practitioners trained, training disseminated to all staff, support available for staff to implement the approach. Trials taking place before being rolled out school wide. Overseen by SENCOs	PM/BT	Termly

		additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.				
		Total budgeted cost				£28 840