**Pupil premium strategy statement (primary)**

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| 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** | Term 1 2018 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **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% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Application of phonics to support reading at Key Stage 1 | |
|  | | 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** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance of children in receipt of Pupil Premium funding | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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 observations/learning walks. | | • Evidence of taught phonics being used independently in children’s writing as well as fluency within reading improving, evidenced within observations and assessments.  • 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. |
|  | Children are able to retrieve key information from a text, make inferences and give justifications when reading independently within KS2. | | • 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. |
|  | Use of Writing Essentials and Speaking Frames in each year group supports better outcomes in writing. | | • 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. |
|  | The use of Speaking Frames across the curriculum supports oracy and therefore impacts positively on independent writing. | | • 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 |
|  | Improve children’s ability to reason, problem solve and communicate mathematically, enabling them to become successful mathematicians. | | • 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 |
|  | 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. | | • All Disadvantaged children will have attended an enrichment event at some point in the year (an extra-curricular club or Residential visit) |
|  | Improve the attendance of children in receipt of Pupil Premium to 95% to eradicate gaps in their learning. | | • Attendance of children in receipt of Pupil Premium funding to be 95% or above |

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|  | | 1. **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. | | | | | | | | | | | |
|  | | 1. **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** | **What was the impact? What will the next steps be?** |
| 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 | | | | | | Phonics lead monitor teaching and learning in phonics | ER | 73% (excluding the resource base) of disadvantaged learners passed the phonics screen in 2018. 25% of Disadvantaged learners in Year 1 passed the phonics screen in 2017.  *Next steps:*  *Continue to embed RWI across EY and KS1, ensuring new staff in these cohorts are well trained. Extend to RB.* |
| £  (Start up costs £££) | | | + 4 months | | |
| 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 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. | | Reading comprehension strategies | | | | | | Use of reciprocal reading monitored  PDM dedicated to staff training for Reciprocal Reading | LC | 17% of Y6 children who are DL reached EXS+ in Reading. 33% scored 99+ and are considered secondary ready.  *Next steps: Continue to embed whole class reading approach with a discrete focus on vocabulary to develop pupils’ understanding of Tier 2 words. Assign adult mentors for particularly vulnerable pupils who will take an interest in what the child is reading and support them in their reading choices.* |
| £ | | | | +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 | Most DL maintaining progress in writing In year 3 and 5 3 more DL achieved EXS.  *Next steps: Develop the use of comparative judgement across the school for assessment with the writing essentials becoming a tool to support planning. Action research into feedback and other AfL strategies to impact on improved writing outcomes.* |
| £ | | + 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 | Evidence from book looks and learning walks demonstrates that language structures are being used in lessons and children are applying these. This has been extended to Maths journals in the latter part of the year.  *Next steps: Develop further within maths so that children have a clear framework for reflecting on their learning* |
| £ | + 5 months | | | | |
| 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.  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. | | Mastery Learning | | | | | | Training Days and Professional Development Meetings used to deliver CPD  Learning walk, book scrutiny and lesson observations used to identify areas for CPD | FP  Maths Lead | DL maintained progress towards EXS  Next steps: Embed the use of lesson study as an approach to improving the quality of teaching maths; extend the use of language structures to maths to improve the quality of maths £ +5 months journals; embed the revision of the maths lesson structure as a result of partnership with Three Bridges School. |
| £ | | | +5 months | | |
|  | | **Total budgeted cost** | | | | | | | | | | | £30 000 |
|  | | 1. **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 | | WESFORD  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  Reading Recovery and RWI 1:1  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 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. | | Small Group  £££ +4 months  One to One  ££££ + 5 Months | | | | | Children in need of phonics support identified by year group leads.  Teams timetable interventions for phonics  Senco monitors interventions | | ER  PM | 73% of children who are disadvantaged passed the phonics screening check in compared to 25% last academic year, an increase of 48% in Y1.  Next steps: Continue to use RWI intervention programme for those who need it. Extend to those who would benefit from the Resource Base. Ensure the right people are well trained. |
| Inference and retrieval in reading at Key Stage 2 | Better Reading Partners | | Supports specific and highly individualised reading programmes.  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.  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. | | One to one  ££££ + 5 month | | | | | Children identified by year group leads.  Senco monitors interventions | | PM  LC  SH | On average DL children made +4 months progress in each round of intervention  Next steps: Continue intervention next year and ensure appropriate staff are trained. |
| 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. | | One to one  ££££ + 5 month | | | | | Five trained Maths Leads across both sites.  Maths lead identifies children in need of Maths Counts | | FP  TB | This intervention did not take place this year.  Next steps: Training for key staff members with targeted children identified in lower KS2 |
| Oracy across the curriculum | Targeted early Speech and Language support in Early Years. Use of ECAT and Blast programmes. | | 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 slightly higher impact than groups of three | | £££ + 4 months | | | | | Monitored by Senco | | TP | Training now up to date and a clear intervention timetable in place. |
| Talkboost 1 and 2 | | 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 | | £££ + 4 months | | | | | Monitored by Senco | | PM | Awaiting data |
| 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 | Weekly monitoring between attendance lead and AC. Daily monitoring by JS. Overall % of DL attendance improved by 4% on last year |
| Support for SMSC and widening opportunities | Use of tailored mentoring programmes such as ‘Sensory circuits’ | | 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.  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. | | Meta cognition and self regulation  £ +8 months | | | | | Monitored by Senco | | PM  HP  AB | DL children engaging in Sensory circuits, improved confidence in taking part in physical activity. |
| Support for SMSC and widening opportunities | Use of Wiltshire Family Learning to support families in developing relationships with school and engaging in childrens learning | | Parental involvement is consistently associated with pupils’ success at school, this is particularly the case for disadvantaged families. | | Parental involvement  £ | | | | | Monitored by Senco and deputy head | | PM  HP | Improved attendance of individuals whose families attended Family Learning, improved engagement with PSA |
| 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 | This role has enabled us to establish some additional support around parenting.. Next steps: Continue this intervention next year. |
|  | | **Total budgeted cost** | | | | | | | | | | | £30 000 |
|  | | 1. **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 re 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 | DL attending a range of after school clubs. All children given the opportunity to attend sports festivals over the year. |
| 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, 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  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 | Interventions improving confidence of individuals. A number of DL children have been identified to continue with ELSA work as more need has arisen since engagement. |
| 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 | All DL children performed on the ukulele on three occasions over the year. |
| 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 residentials overseen by Leadership team, EVC and SMSC lead | | HP  MJ | All DL Children attended residentials and took part in all activities. |
| 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’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. | | 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 | Awaiting data |
|  | | **Total budgeted cost** | | | | | | | | | | | £28 840 |