

Castle View Primary School: Pupil premium strategy / self- evaluation 2018/2019

1. Summary information					
School	Castle View Primary School				
Academic Year	2018/2019	Total PP budget	£83,160	Date of most recent PP Review	n/a
Total number of pupils	113	Number of pupils eligible for PP	63 56.25%	Date for next internal review of this strategy	September 2019

2. Current attainment		
	Pupils eligible for PP	Pupils eligible for PP Derbyshire (National Figures not available at point of review)
% achieving expected standard or above in reading, writing & maths	33.3%	46.7%
% making expected+ progress in reading (as measured in the school)	55.6%	58.2 %
% making expected + progress in writing (as measured in the school)	55.6%	65.6%
% making expected +progress in Mathematics (as measured in the school)	33.3%	65.1%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Reasoning in Maths- children's retention and ability to apply in context challenging
B.	PP children who have complex special educational needs.
C.	Pupils enter Nursery and Reception significantly below age related expectations in all areas of learning in particular in Communication and language, Reading and Writing and Maths. Pupil's behaviour for learning is poor on entry.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Persistent absence remains high (13.68%) Actions to improve attendance in 2017/2018 has seen a 0.8% increase to 95.3%, however this is still 0.7% below the national expectation of 96%.
----	--

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
---	------------------

A.	Maths outcomes continue to improve.	Progress in Maths is 0 or better (progress measure 2019).
Review	<p>Greater depth questioning in Reading and Maths is evident in Y5 and 6 and is being developed in Y3 and 4. Y5 and 6 pupils (through discussions and work scrutiny) are much clearer of the expectations of greater depth and those more able are focussed on trying to achieve this.</p> <p>Retention of mathematical knowledge is a barrier for some pupils – actions for 2019/2020 retention, metacognition development.</p>	<p>Maths outcomes dropped against last year. 1 pupil did not hit expected (1 mark below), which took 50% on track to 33.3% of PP children PP progress measure -3.9 overall PP children -3.5</p>
B.	Specialist support is used to track progress of these pupils. A tailor made curriculum supports these pupils in making good or better progress.	PP children who have complex needs make good or better progress based on their starting points. Review of SEND pupils brought about significant changes to curriculum provision for some very complex SEND children; attendance, engagement levels and enthusiasm for learning have all improved.
Review	<p>Specialist curriculum trialled and being embedded for pupils who are PP and SEND. SEND specialist appointed to carry out cognitive tests to identify barriers to learning for these pupils.</p> <p>37.5% of these pupils were identified as having SEND needs, however the vast majority did not attract SEND funding through the LA.</p> <p>50% of PP children were also identified as having SEND.</p>	<p>Attendance for these pupils has risen significantly.</p> <p>One pupil within this cohort (with major concerns re: attendance has improved attendance of 91.8% in comparison to 83.2% last year) Overall for this focussed cohort of SEND and PP Attendance figure 2017/2018 = 91.31% 2018/2019 attendance = 95.12%</p> <p>Closing the gap for these pupils will take longer than 1 year and therefore has become part of the 2019-2021 pupil premium strategy.</p>
C.	GLD outcomes improve for PP children A greater number of pupils are on track to meet a good level of development.	Target set 60% of PP pupils to achieve a GLD of development.
Review	This is the first cohort that are Reception, who entered school as vulnerable 2s. They are on track to achieve at least a 46% GLD (all were significantly below ARE) and are targeted at 73%. This is evidence of the impact on early high quality EYFS provision –	GLD outcome 71%. PP GLD outcome

	mid-point review.	
D.	Persistent absence to reduce for PP pupils.	Persistent absence drops to 6% of PP pupils.
Review	<p>Persistent absenteeism reduced to 9.6%. Pastoral Manager reviews attendance and supports families to address low attendance. INSET days used to address in term time holidays. These have reduced significantly over the last two years. School continues to fine and challenge parents for in term time holidays and unauthorised absence. Evidence of appointments/potentially authorised appointments are sought. Daily phone calls are made and attendance patterns monitored and challenged.</p>	<p>Attendance improved to 96%. Persistent absenteeism reduced to 8.39%, 14 pupils were persistently absent-of which only 4 remain in school). High social mobility affected not being able to reduce persistent absenteeism for PP to 6%</p>

5. Planned expenditure

Academic year 2018 2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Action: implement a Forest School approach across the EYFS unit to improve personal, social and emotional outcomes, as this affects behaviour for learning. Enable children to take risks from the outset and have a growth mind-set, which will impact across all subjects.	Target set 60% of PP pupils to achieve a GLD of development.	'Getting it right from the start' EEF 'Outdoor adventure learning' +4months gains	Train staff in Forest schools (£5,000.00). Purchase Forest School's equipment (£3,000.00). Develop the outside environment so that children have access to a large outdoor environment (£6,000.00) Release time for all EYFS staff to work on development of Forest Schools and to attend training (£20,000)	CP	Termly review (PE and CP)

<p>Action: implement 'Talk for Writing' in the EYFS. Train staff in 'Talk for Writing', purchase curriculum resources to support daily implantation of 'poems, rhymes and rhythms. Plan the reading spine across the curriculum</p> <p>To implement 'Talk for Writing' in the EYFS.</p>	<p>Target set 60% of PP pupils to achieve a GLD of development.</p>	<p>EEF Early Years intervention +5 month gains EEF Oral language interventions +5 months gain</p>	<p>Purchase Talk for Writing in the EYFS training resources.</p> <p>Train all EYFS staff in 'Talk for Writing' (staff meeting time)</p> <p>Review planning, timetabling and resources.</p> <p>Implement 'poems, rhymes and rhythms in all EYFS settings'</p> <p>Plan reading spine across the curriculum</p>	<p>CP by July 2018</p>	<p>September 2018</p> <p>Termly review (PE and CP)</p>
<p>Appraisal to be linked to improving pupil outcome and implementing Forest School and Talk for Writing.</p>	<p>Target set 60% of PP pupils to achieve a GLD of development.</p>	<p>Holding staff to account for pupil progress and outcomes.</p>	<p><i>INSET twilight to be used to carry out reviews Ongoing</i></p>	<p>CP (Teaching staff) Termly Review</p>	<p>Termly</p>

<p>Ensure all subjects are taught to the highest standard and English and Maths are embedded. Progress in Reading, Writing and Maths is sustained or in line with national.</p>	<p>Progress in Maths is 0 or better (progress measure 2019).</p>	<p>EEF Mastery learning - +5 month gains EEF Collaborative learning + 5months gains</p>	<p>Develop subject leaders so that they are confident to judge the quality of their subject across the whole school. Subject leaders are held account (though appraisal) for the quality of each subject and are able to identify the strengths and weaknesses in their own subject area and bring about whole school improvements. The SLT and LGB to carry out lesson observations, book scrutiny and curriculum analysis. Accountability for subject leadership to be built in to appraisal.</p> <p>Staff members are able to swap roles and work within other settings for a period of a week observing best practice; enabling them to reflect on teaching and learning, pupil outcomes and ways of working. (£7,00)</p> <p>Enable staff reflection time to report their findings and any whole school, subject or team actions that need to be taken to improve pupil outcomes.</p>	<p>CP and PE termly review.</p> <p>Subject leads (AW, PE, TS, KT)</p> <p>Programme development time with lead schools.(through the TSA) (£2,000.00) Staff induction time (£300 per member of staff). Transport costs (£2,000.00) Reflection and feedback time (£2,000.00).</p>	<p>CP by Oct 2018</p> <p>Spring Term 1 and 2</p> <p>Spring Term 1 and 2</p>
---	--	---	---	--	--

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
---------------	-------------------------	--	--	-------------------	---

<p>To improve progress rates of SEND pupils in all year groups, so that the majority of pupils are making good or better progress based on their starting points. SEND progress reviewed and a 'good' level of progress agreed for these pupils based on Specialist School Tracker demonstration. This is being trialled and will be rolled out in 2019/2020 (once finalised)</p>	<p>PP children who have complex needs make good or better progress based on their starting points.</p>	<p>SEND pupils who are also PP are not making the progress</p>	<p>By working collaboratively with SSEN and other schools with a similar profile in the MAT to identify intervention that has a proven track record of success. (£7,000)</p> <p>Review SEND progress in line with KPIs</p> <p>Secure GRIPS funding for pupils with complex needs (who are still not making progress even in light of quality first teaching). Funding to be used for tailored curriculum. £60,000 of SEND funding assigned to the budget thanks to specialist SENDCo skills and abilities.</p> <p>Develop a 'life based curriculum' for pupils.- Ongoing reviews taking place</p>	<p>AW</p> <p>AW and CP Sept 2018</p> <p>AW Sept 2018</p> <p>Teaching Staff (staff meeting time to be used)</p>	<p>Staff meeting time.</p>
---	--	--	---	--	----------------------------

Total budgeted cost £54,000.00

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To implement strategies to significantly reduce persistent absence rates, particularly for FSM and SEND pupils.</p>	<p>Persistent absence drops to 6% of PP pupils.</p> <p>Persistent absenteeism has dropped overall to 9.6% (this includes 4 pupils who are new to the school, so not comparative to last years data)</p>	<p>Absence has a significant impact on pupil progress and access to learning.</p>	<p>Review other models for addressing this within the QEGS MAT and other Academy Trusts (Windsor Academy Trust partner).</p> <p>Pastoral Manager to continue to monitor and support families with absenteeism. Pastoral manager back after long term absence and has over the last term been able to address issues with families. She is now leasing with new families to ensure they know our expectations.</p>	<p>MT by Dec 2018</p> <p>MT (weekly)</p> <p>February 2019</p>	<p>Termly</p> <p>Weekly</p>

			Invest in potential court fines (after support has been given but attendance continues to be below expectations).		
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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

<p>Develop subject Leader's specialisms and expertise to ensure high quality expectations, pitch and progression throughout the curriculum and that English and Maths is applied consistently in context.</p> <p>Develop mastery and working at greater depth within all subjects (challenge).</p> <p>Ensure subject leads are accountable for the teaching and learning of pupils in each subject area</p> <p>Pupils outcomes in English and Maths are improving over time and getting closer to national figures for pupils with similar starting points</p>	<p>Progress for pupils with similar starting points is strong and the difference between disadvantaged pupils and other pupils, including the most able is becoming closer with national averages across all key stages</p>	<p>PP outperformed non PP in their progress in Reading, Writing and Maths at the end of KS2, phonics scores remain higher than nationally. PP children in KS1 continued to meet their targets and sustained good progress.</p>	<p>Investing in high quality first teaching and staff subject expertise has meant pupil progress has been strong.</p> <p>This must always be a focus to ensure pupils master learning.</p>	<p>Releasing Teachers and TAs to work alongside lead practitioners, to share good practice and to develop teaching and learning. Subject leads to have time to effectively review curriculum, resources and pitch across the whole school.(£30,000) This is supporting a whole school approach to developing practitioners – 2 members of staff are now completing their QTS</p> <p>Costs: Development of other adults in the classroom – CPD and release time to observe good practice. (£9,230) This has had a massive impact – we have had consistency of staffing and been able to reduce planned supply costs dramatically. This investment has saved the budget a potential £40,000</p> <p>Pure year group split – reduce class sizes (£16,000) AG reading for understanding intervention (£1,600)</p>
--	---	--	--	---

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost

		not eligible for PP, if appropriate).		
Continue to review attendance and track groups of pupils. Action a fining scale for poor school attendance, similar to holiday fines.	Reduce persistent absence figure from 12.49% (13 children) to be in line with national average to ensure that no groups of pupils are disadvantaged by low attendance.	Number of pupils who are PP and persistently absent has reduced to 6 out of 113. Due to attendance of PP children being challenged and closely monitored some parents chose to move pupils, as they were not willing to ensure their child/ren attended school at a satisfactory level.	Blocking INSET to one week around the May half term, significantly reduced the number of families that took their children out of school in term time. (Requests reduced from 30 to 3)	Pastoral Manager to support by working with families who need support with their child, ensuring their child's pastoral needs are met and that attendance is monitored and challenged. (£10,595) Persistent absenteeism reduced to 9.6%. Action – further help needed from the Trust re: Fining Nurture - develop social interaction, team work skills, listening and attention skills, so that children' behaviour for learning improves.(£4,937) Positive Play – develop social interaction, listening and attention skills, so that children' behaviour for learning improves. (£1,234)

iii. Other approaches

Action	Intended outcome	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

<p>Ensure additional funding including early years pupil premium is used to narrow gaps in learning and measure the impact on children's outcomes. – CPD /provision/EYFS unit/Steps to Success (Awards for all). – ensuring disadvantage children are catching up.</p>	<p>Accurate assessment of children's learning and development is used, so that activities and experiences meet their needs.</p>	<p>ECaT principles and practice applied across the whole school and lunchtime and playtime provision to improve Children's communication and language.</p>	<p>Changes in staffing, midyear hindered the progress of this. The GLD outcomes were not higher due to pupils PSED outcomes. Focus for next year is to improve PSED outcomes through outdoor learning projects such as 'Forest School'.</p>	<p>Additional support in EYFS to address gaps for vulnerable pupils.(£8,000)</p>
--	---	--	---	--

7. Additional detail